



香港浸會大學  
HONG KONG BAPTIST UNIVERSITY



# Incorporating Knowledge Transfer at HKBU



Annual Report 2012-2013

## Mission

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

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.

# Contents

P.1 Executive Summary

P.2 Identifying Opportunities

## Highlights of the Year

P.3-4 ▶ Building on a solid foundation Paving ways for the future

P.5-20 ▶ Knowledge Transfer Partnership Projects Showcase

- ▼ Identify talents for the Special Olympics World Winter Games
- ▼ The Eco-philosophy of lighting
- ▼ Glass Art: The amazing transformation from 0°C to 1200°C
- ▼ Chinese medicine knowledge for better quality of life

P.21-30 ▶ From knowledge transfer to student entrepreneurship

P.31-32 Looking Forward

P.33-34 Appendices

- ▶ UGC required performance indicators
- ▶ HKBU specific performance indicators



## Executive Summary

Building on the solid foundation set in the 2009-12 triennium, Knowledge Transfer Office (KTO) at Hong Kong Baptist University (HKBU) is moving forward in its endeavours of knowledge transfer (KT).

In the reporting year of 2012-13, we had some major achievements that would pave the path for the development of KT at HKBU in the years to come.

We have reformed our Knowledge Transfer Committee, the governing body overseeing all KT-related matters at HKBU, so that it became more representative and efficient in administration. We have also introduced a Matching Proof-of-Concept Fund (MPCF) to facilitate academic staff to realise the commercial potentials of their technology and knowledge-based projects.

At the University's policy level, KT elements have also been incorporated into staff's performance review policy and it will be the most efficient means to raise their awareness of KT. KT partnership projects are flagship activities and four selected projects of different disciplines, including arts, Chinese medicine and social sciences will be showcased to demonstrate the wide spectrum of KT collaborations from HKBU.

KT and entrepreneurship are inseparable. This year, we launched the Business Entrepreneurship Support and Training (BEST) programme with an aim to encourage HKBU students to explore the possibility of transferring their knowledge into startup ventures and to nurture future entrepreneurs.

At HKBU, we are also actively incorporating KT into enriching the research and informing the teaching activities of our faculty members such that outcomes from their KTP projects are published in peer-reviewed international journal and HKBU students are involved in action learning via participations in KT activities.

UGC required and HKBU KT Performance Indicators are also tabled to provide a statistical representation of the impact of our KT activities.

These initiatives were milestones in our path of KT development. KTO will continue to cultivate a KT-rich environment at HKBU in alignment with the University's vision of being the best regional provider of whole person education.

# Identifying Opportunities

The year 2012 saw the end of the first triennium of 2009-12 for the Knowledge Transfer (KT) development at HKBU.

To measure the impact of the work of Knowledge Transfer Office (KTO) and the development of KT at Hong Kong Baptist University (HKBU), we conducted a KTO Performance online survey from 3 to 16 September 2012, targeting the teaching and non-teaching staff at HKBU and we had received 617 responses.

Out of the 617 respondents, 69% of them knew of KTO and among these, a majority of 60.7% indicated that they understood only a little about the work of KTO and only 20.6% had used the service provided by KTO. With 90% of the respondents expressed interest in understanding the work of KTO, this clearly indicated that there was a need to bridge the gap between the demand and supply. In other words, more effort has to be paid to increase the awareness of KT at the University in general, and to promote KTO's scope of services.

Among the group of respondents who had used the services of KTO, we surveyed on their satisfaction rate in regard to our patent filing service, educational activities on intellectual property, support for their KT projects, impact assessment service for their departmental activities, and entrepreneurship activities organised for the students. A majority of our service users indicated that they were either very satisfied or satisfied with our various services, with their satisfaction rate ranging from 67% to 84%.

KTO is a relatively new office and KT development is gaining momentum at HKBU. The result of the survey is encouraging, and it is a recognition of our work in the previous years. It also identified opportunities and provided direction for KTO in the planning of its work in the current triennium.

# Highlights of the Year

The year of 2012-13 marks the beginning of the 2012-15 triennium. Building on the solid foundation established in the first triennium, the development in KT at HKBU has been flourishing. This year, KTO has introduced a few significant new initiatives and refined existing policies and strategies, with an aim to provide solutions to the issues identified in the KTO Performance online survey and to pave the way for further development.

# Building on a Solid Foundation Paving ways for the future

## Formation of a representative Knowledge Transfer Committee

The Knowledge Transfer Committee (KTC) is the governing body overseeing all KT-related issues at HKBU. The committee members are responsible for providing professional advice on all KT issues, from formulating KT-related policies and strategies to assessing Knowledge Transfer Partnership (KTP) Seed Fund applications and approving patent filing applications. To strengthen and enhance the recognition of KTC at HKBU and to streamline administration on KT matters, KTC's membership was reformed in 2012-13 and one senior academic member from each Faculty/ School/ Academy was invited to serve on the committee with an appointment period of two years. This enabled KTC to provide full-spectrum advice on all academic disciplines. At the same time, the members serve as a bridge between KTO and the academic staff in their respective Faculty/ School/ Academy for the promotion, incorporation and operationalisation of KT at HKBU.

### Membership and Composition of KTC – Academic Year 2012-13 to 2013-14

Chair	Prof Edward J. SNAPE, Associate Vice-President (Internationalisation & Knowledge Transfer)	
Executive Secretary & Ex-Officio Member	Ir Dr Alfred TAN, Head, Knowledge Transfer Office	
Ex-Officio Members	Prof Rick WONG, Vice-President (Research & Development) Prof Albert LEE, Director of Student Affairs	
Senior Academic Member	Faculty of Arts	Prof Zhi CHEN, Head of Chinese Language & Literature
	Faculty of Science	Prof Jiming LIU, Associate Dean of Science
	Faculty of Social Sciences	Prof Adrian BAILEY, Dean of Social Science
	School of Business	Prof Allan CHAN, Associate Dean of Business
	School of Chinese Medicine	Prof Zhaoxiang BIAN, Associate Vice-President, Associate Dean of Chinese Medicine
	School of Communication	Prof Yu HUANG, Dean of Communication
	Academy of Visual Arts	Dr Victor LAI, Associate Professor of Visual Arts

## HKBU's Funding Support – Introduction of Matching Proof-of-Concept Fund

Currently there are two KT grants provided by the University, namely the KTP Seed Fund and the Matching Proof-of-Concept Fund (MPCF).

KTP projects are flagship initiatives. Through active engagement with the community, KTP projects allow HKBU to reach out to and benefit the community with its knowledge. During the reporting year, nine projects, including one interdisciplinary project, were granted the KTP Seed Fund. Four completed projects of different disciplines, including Social Sciences, Arts and Humanities, and Visual Arts would be illustrated later in this report.<sup>1</sup>

In May 2013, the MPCF was established to provide additional funding to intellectual property creators at the University to establish proof of concept, and to identify a development path for technology transfer and an Intellectual Property Rights (IPR) strategy for innovative ideas arising from their research. It aims to facilitate academic staff to demonstrate the commercial potentials of their inventions and technologies, as well as to undergo proper IPR management for effective knowledge transfer to local and regional industries. The MPCF targets at assisting technology and knowledge-based development projects towards realising their commercial potential. The funding provided may be used for the purposes of prototype design and development, full lab-scale demonstration, and/or specialised testing, verifying applications, and conducting field and/or pre-clinical studies.

The MPCF operates on a three-dollar-to-one (3:1) cash-matching basis up to the maximum funding cap of \$200,000 in total per project. Application should be supported with evidence of non-MPCF funding, i.e. \$150,000 to be matched by \$50,000 from the applicant.

*\* To encourage interdisciplinary KT activities, KTO has revised the funding guidelines in February 2012 so that eligible interdisciplinary projects could apply for 20% of extra funding support under the KTP Seed Fund. This arrangement is also applicable to MPCF.*

The inaugural application period was from 10 May – 13 June 2013. Within a month's time, nine applications were received from the Faculty of Science and School of Chinese Medicine and they were submitted for KTC members' assessment.

## Incorporation of KT elements in Staff's Performance Review

KT has been incorporated into HKBU academic staff's performance review policy and this would be implemented in 2013-14. This was a simple and straightforward action, but it had the most direct impact on our staff in raising their awareness of KT. This would provide an incentive and boost the motivation for initiating KT activities among academic staff.

<sup>1</sup> The four projects were completed in 2012-13.

# Knowledge Transfer Partnership Projects - Building on Past Successes

This has been a challenging and rewarding year for KT at HKBU. The KT scene in the University has undergone significant changes. The number of KTP Seed Fund applications has increased by 200%, and we are receiving a lot more enquiries on KT compared to previous years, indicating that there is an increased awareness of KT among the HKBU community. Also, credits must be given to previous projects since their success was the best “marketing tool” to promote KT within the University, while benefiting the community at large.

## KTP Project Showcase

### Identify Talents for the Special Olympics World Winter Games

Project Title	Development and Implementation of a Talent Identification Protocol for Sand-shoeing for Persons with and without Intellectual Disability
Project Leader / Department	Professor Lena FUNG, Department of Physical Education
External Partner	Special Olympics Hong Kong (HKSO)
Communities served	Potential athletes with intellectual disabilities and the sports community for the disabled



香港特殊奧運會  
SPECIAL OLYMPICS HONG KONG

Snow-shoeing is one of the sports in the Special Olympics World Winter Games. In a subtropical region like Hong Kong, athletes train on beaches because of the similar texture of snow and sand, thus referred to as sand-shoeing. In the 2009 Special Olympics World Winter Games, the Hong Kong team won a gold medal in snow-shoeing. This indicated that our athletes had the potential and talent to excel in this sport despite of our geographical constraints. Nevertheless, the Special

Olympics Hong Kong (HKSO), the sole agency in Hong Kong responsible for developing sports for persons with intellectual disability (ID), has been having difficulties in searching for potential athletes since there is no mechanism for such a purpose. Hence, Professor Lena Fung, Department of Physical Education of HKBU was approached to provide advice and develop a scientific Talent Identification Protocol (TIP).





Based on research and making reference to the TIP in other countries, the project team decided to adopt a “bottom-up” approach in the development of the TIP. It required having a large number of candidates in order to increase the chance of identifying talents with potential for the particular sport. Hence, special schools were invited to join the project so that more students with ID could be reached.

The element of inclusion was also ingeniously incorporated in the implementation process. Research and academic writings suggested that an activity that is new to all participants, both persons with and without ID, is more conducive to fostering an inclusive environment rather than relying on an activity in which one group has better performance over another group. Furthermore, cooperative learning has also been found to be an effective strategy that encourages team-work and foster mutual respect and acceptance. Sand-shoeing is a relatively little known sport in Hong Kong, and because of the involvement of students with ID in this project, it was a perfect platform for the implementation of inclusion sport. Therefore, HKBU students of the Bachelor of Social Sciences in Sport and Recreation Leadership Programme were engaged in designing the games and activities through which the children with special needs learnt the sport, and in serving as learning facilitators at the training sessions.

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4. Dattilo, J. (2002). *Inclusive Leisure Services: Responding to the Rights of People with Disabilities*. State College, PA: Venture Publishing.
5. Lieberman, L.J., James, A.R., & Ludwa, N. (2004). The Impact of Inclusion in General Physical Education for All Students. *Journal of Physical Education, Recreation and Dance*, 75, 37-55.
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## Project Implementation

To implement the TIP, the project team organised training sessions of sand-shoeing and promoted them among primary and secondary special schools in Hong Kong.

### Stage 1: Basic Sand-shoeing Training Programme (STP)

From 5 – 16 March 2013, 12 sand-shoeing classes were organised on Shek O Beach and Golden Beach. A total of 232 students with ID from 12 special primary and secondary schools took part and were introduced to the sport. At HKBU, 66 students from the Department of Physical Education were involved as sport partners and learning facilitators.

### Stage 2: Sand-shoeing Competition

Out of the 232 students with ID, 97 of them joined the National Sand-shoeing Competition organised by HKSO.

### Stage 3: Shortlisting potential Hong Kong Team

After the competition, eight students with ID were selected to receive further conditioning and training sessions. Finally, three of them were selected to attend a training camp and upon completion they were officially listed as potential candidates to join the Hong Kong Team.

### Stage 4: Competing at the 2013 Special Olympics Winter Games

Finally, two athletes emerged from the TIP and represented Hong Kong in the snow-shoeing event of the 2013 Special Olympics Winter Games.

These athletes won four medals in the Games, including one gold, two silver and one bronze.



NG Ching-man and WAI Lam-ki, students from Hong Chi Morninghill School, Tuen Mun and Hong Chi Lions Morninghill School, won four medals at the snow-shoeing event of the 2013 Special Olympics Winter Games - 100M: Gold, 4x100M Relay: Silver (both students), 400M: Bronze.

## Impact

### HKSO

The project helped establish a protocol for talent identification and sports promotion among people with ID. The Protocol was adopted by HKSO and Mrs Laura Ling, Chairman of HKSO acknowledged the effort of HKBU. She said that the project helped their coaches learn how to start up a new sport for children with special needs, and how to draw them to sport through interesting games and strategies.<sup>2</sup> Information was also gained in regard to budgeting if HKSO planned to organise talent identification programme for the same sport in the future.

As for the students with ID, their teachers, and HKBU students, surveys were conducted to find out the impacts of the project had on them.

### Students with ID & their teachers

Among the 134 responses (response rate: 57.7%), 94.03% and 97.76% of them said that they enjoyed the activity and playing with HKBU students respectively. It was worth noting that almost all participants enjoyed the interaction with HKBU students, indicating that the activity had been successful in achieving its objective of enhancing inclusion through sports.

Nearly 70% of the teachers agreed that the training sessions allowed their students to learn the basic skills of sand-shoeing. Furthermore, over 70% of the teachers strongly agreed that the classes had enhanced students' social ability through group activities.

### HKBU students

The main objective of engaging these students was to introduce the idea of inclusion through sports, to these future personnel of the leisure and sports management industry. Nearly 80% of the students strongly agreed that they had an interesting experience in participating in inclusion sports and 66.67% indicated that they would take the initiative to learn more about the topic.

*This multifaceted project was very successful and had beneficial impacts to HKSO and all the participants.*

*Through this project, sand-shoeing, a relatively new sport was widely promoted across the special schools in Hong Kong. Since each participating schools were given 20 pairs of snow-shoes, they could also organise similar activities for their students in the future or develop sand-shoeing as a regular sport.*

*A TIP was successfully developed and executed. Two talents for the sport were identified and eventually they won two medals in a world class level competition – the 2013 Olympics Winter Games. This confirmed that the TIP was successful in identifying talents.*

*In return, HKBU had gained invaluable knowledge and data in regard to the talent identification literature, which would inspire further research of a similar nature on the people with intellectual disabilities with another sport. Furthermore, students of our Bachelor of Social Sciences in Sport and Recreation Leadership Programme gained a great opportunity in action learning via their involvement in this KTP project.*

<sup>2</sup> HKBU Horizons 2012-13, Issue 1

## The Eco-philosophy of Lighting

Project Title	In Light of Visual Arts
Project Leader / Department	Dr LAI Ming-hoi, Victor, Academy of Visual Arts (AVA)
External Partner	MEGAMAN® Hong Kong
Communities served	The visual arts and creative industry (use of lighting in museums and galleries, and art creation), and the general public (in raising their awareness of energy conservation).



Lighting is an important element in modern arts. It is not only important in the display of art pieces in museums and galleries to enhance visual communication, lighting could also be the core component of artwork creation. Just as painters had to have profound knowledge of colours and painting tools, it is necessary for artists to understand the nature, functions, quality and performance of lighting products to execute their creative ideas. With an increased concern about environmental conservation and the excessive use of lighting especially in commercial advertising, it is also important for artists to understand the importance of striking a balance between aesthetics and energy conservation.

MEGAMAN® Hong Kong, as a global brand in high-performance, energy-efficient lighting, is an innovative leader in Light Emitting Diode (LED) and Compact Fluorescent Lamp (CFL) design. Its technology targets at the best eco-lighting solutions, from initial design to manufacturing, research and development, and the disposal and recycling of its products. Its innovative LED lighting and CFL lamps come in a variety of sizes, shapes,

colour temperatures and features. Such a wide range of selection was perfect for artists in their artistic creation.



In Light of Visual Arts was a cross-disciplinary collaboration between artists and designers and lighting engineers from the lighting industry. The project provided a platform for them to meet with each other to explore how new lighting technology could enhance the quality of art pieces by applying the appropriate light intensity and illumination angle. It also aimed to raise the awareness of social responsibilities in conservation among the visual arts and creative industry, and using visual arts as a vehicle to disseminate the message back to the industries and the general public.

## Project Implementation

### Stage 1: Workshops on Lighting Design

Two workshops were organised in September and October 2011 by AVA and MEGAMAN® and more than 30 AVA students participated each workshop. Lecturer of AVA, Mr Andrea Ingrassia, who specialised in industrial and product design shared his knowledge, experience and insights on lighting products and theories in lighting design.

In addition to the workshops, AVA participants also visited the concept stores of MEGAMAN® to observe how lighting theories were applied in different spaces such as hotel, fashion boutique, and art museum.

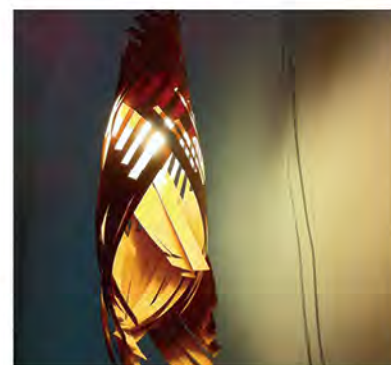
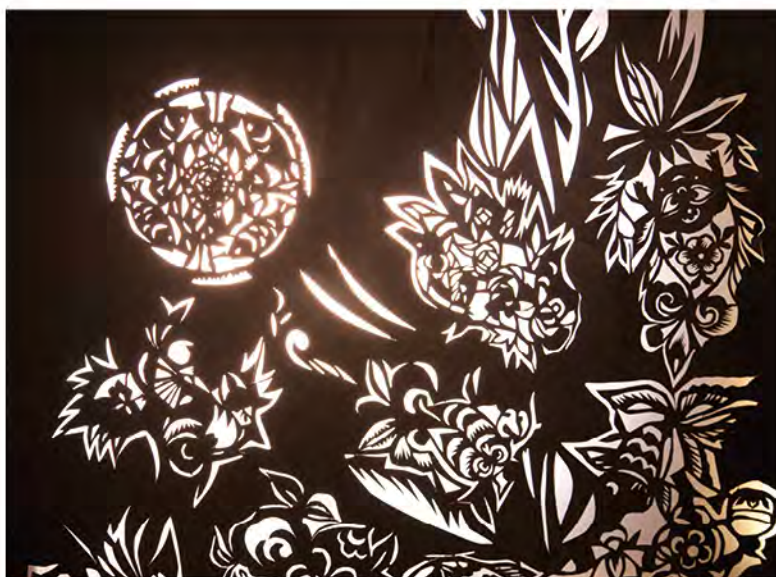


### Stage 2: Artwork Proposal Competition

Students submitted artwork proposals in mid of November 2011 to demonstrate the knowledge they gained from the workshops. Then they met with Mr Ingrassia and he commented on the feasibility of the proposed art pieces, and advised on the most suitable choice of lighting products for the execution of the students' creative ideas.

### Stage 3: Exhibition of "In Light of Visual Arts"

Eleven pieces of work of diversified themes and lighting qualities were selected from the artwork proposal competition. They were displayed at the exhibition of "In Lights of Visual Arts", from 24 April - 5 May 2012 at the Koo Ming Kown Exhibition Gallery, HKBU. The exhibition was open to public and aimed at inspiring them of the importance of energy conservation through visual arts communication.





#### Stage 4: Video Documentation of the Exhibition

Video documentation of the exhibition, and publication of the research result were conducted to reach a wider audience of the general public. A research paper entitled “In light of visual arts: A knowledge transfer partnership project as an experiential learning in visual arts” has been accepted for publication in the upcoming edition of Gateway: International Journal of Community Research and Engagement.

#### Impact

To assess the impact of the knowledge transfer, questionnaires were distributed to AVA student participants of the workshops at the first and last session. Twenty-one and 13 feedback were received respectively. A majority of the respondents indicated that they had gained more knowledge on the characteristics of LED/CFL (66.7% of the valid response rated 6 or above, out of a 10 point Likert scale) and what was eco-light (75%), and nearly all knew more about how could lighting be applied to visual arts (92.3%). The result showed that the workshops were successful in transferring the basic knowledge of lighting to the participants effectively.

*Currently in Hong Kong, light art falls into the disciplines of performing arts and interior design. The knowledge and experience of this project had provided valuable educational materials on the application of lighting on visual art for the use of AVA and other art schools.*

*In this project, knowledge was transferred from the lighting industry to HKBU, and in turn HKBU transformed the knowledge into an art form for the demonstration of the eco-philosophy of lighting. With the exhibition, video documentation and education materials produced, HKBU also served as a platform to spread the message of eco-lighting to the general public in raising their awareness of a more environmentally-conscious way of life. As an example of where KT is enriching research, the outcome from this KTP project is being published in a peer-reviewed international research journal in KT.*

## Glass Art: The Amazing Transformation from 0°C to 1200°C

Project Title	Hong Kong Glass Art Cultivation Programme
Project Leader / Department	Dr Sunny WANG, Assistant Professor, Academy of Visual Arts (AVA)
External Partner	Hong Kong Glass Arts Development Society (HKGADS)
Communities served	Secondary school art teachers and artists who would potentially teach glass art



Glass art has over 50 years of history in the west but less than a decade in Hong Kong. Although several local glass studios offered various glass making courses, glass art was not well known among the general public. The Hong Kong Glass Arts Development Society (HKGADS) was established in 2004 to promote glass art in Hong Kong, but had been facing a bottleneck in introducing this new art form to the community at large due to the lack of professional education resources and training.

The Hong Kong Glass Art Cultivation Programme aimed to promote glass art in Hong Kong by providing training in basic knowledge of glass art to secondary school teachers as well as art lovers, so that they could pass on that knowledge to students and the community at large.

Glass art courses at a tertiary level were only provided by the Glass Studio of AVA, HKBU in Hong Kong. In this collaboration project, AVA provided the knowledge to be transferred on glass art in a systematic manner in order to promote this art form to potential future trainers of glass art, in partnership with HKGADS to engage local artists in the production of a professional education kit as teaching materials, and to organise visits to local glass art workshops and galleries.



## Project Implementation

### Glass Art Education Kit

A glass art education kit titled "Glass Art: The Amazing Transformation from 0°C to 1200°C" was completed in early March 2013. It consisted of a 23-minute DVD video plus a 40-slide PowerPoint presentation. The education kit was intended for a 45-minute class in a school setting.

The video featured eight local glass artists, including AVA staff and alumni, demonstrating ten different glass making techniques including glass blowing, lampworking, casting, fusing, slumping, pate-de-verre, mosaic, stained glass, sandblasting and engraving. The narration was in Cantonese and Mandarin with English sub-titles so that it could also reach the English speaking audiences. Also, the PowerPoint slides were available in both English and Chinese, covering information from the history of glass, its unique properties and applications, to appreciation of masterpieces by renowned glass art artists. Detailed notes and references were inserted under each slide to assist kit users to gain better understanding of the subject matter and to ensure best possible dissemination of information.

### Seminars and Studio Visits

Two seminars were conducted on 6 March 2013 at HKBU and 24 March 2013 at Jockey Club Creative Arts Centre respectively. In order to maximise the impact of the education kit, potential future "trainers", such as secondary school teachers, glass artists and art lovers were invited to attend these seminars. The seminars aimed to demonstrate to the participants how the education kit could be utilised and offered them a chance to gain in-depth knowledge of the subject matter.

To put theories into practice and further raise their interest in glass art, two studio visits were arranged for the participants to observe demonstrations of selected glass making techniques, as well as to provide opportunities for them to interact directly with local glass artists.

### Reference (partial) for Education Kit:

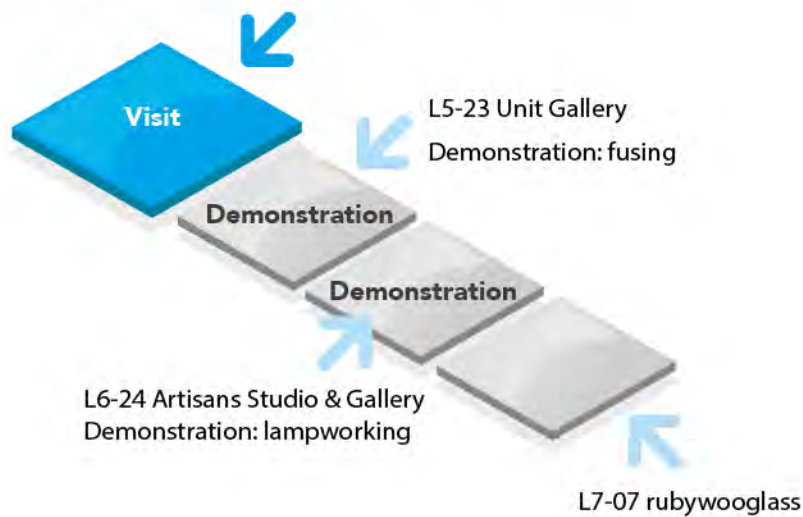
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<http://glassmuseum.moc.gov.tw/web-TW/unit02/modepage/2-1.html>
- Stained Glass Association of America  
[http://stainedglass.org/?page\\_id=169](http://stainedglass.org/?page_id=169) (F18, 2013)
- The Metropolitan Museum of Art  
[http://www.metmuseum.org/toah/hd/glas/hd\\_glas.htm](http://www.metmuseum.org/toah/hd/glas/hd_glas.htm)



## Studio Visit 1

Date : 24 March 2013

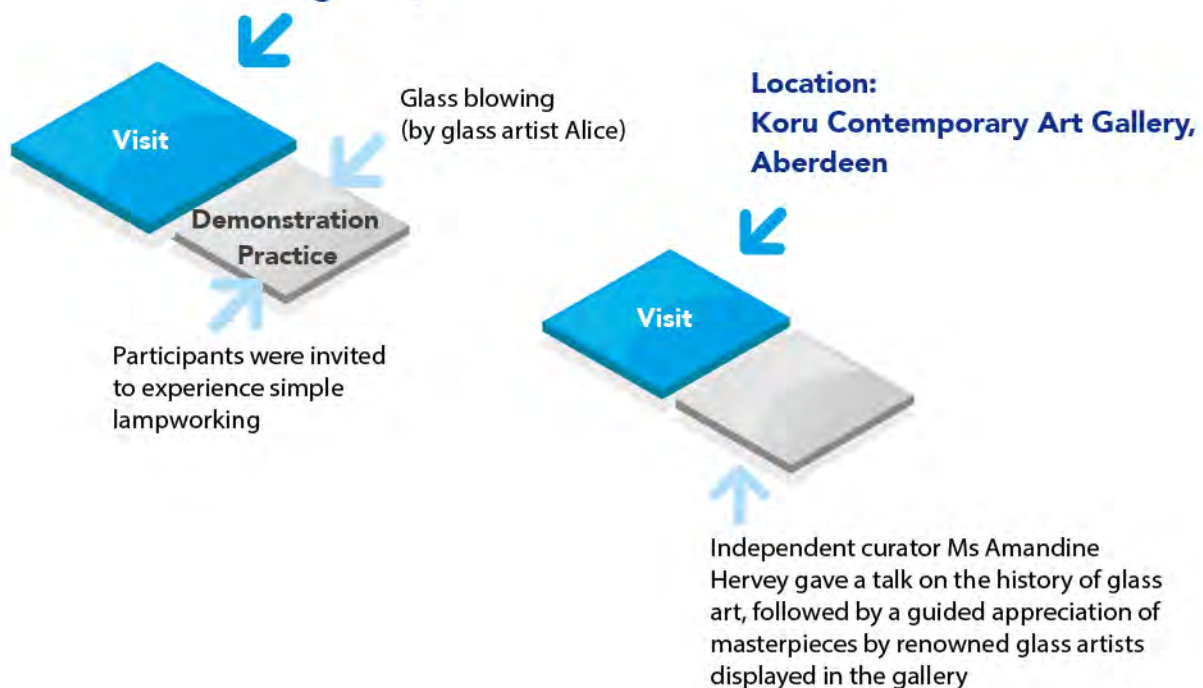
Location : Jockey Club Creative Arts Centre (JCCAC)



## Studio Visit 2

Date : 13 April 2013

Location : Selling Point, Lamma Island



## Impact

Over 80 teachers and glass art lovers participated in the seminars and studio visits.

The education kit used in the seminars intended to transfer knowledge of glass art to the participants, and questionnaires were designed to study the impact. Fifty-five responses were received for the seminars. Nearly 80% of the participants indicated that the content of the seminars was new to them, and 70% agreed that they had gained basic understanding of glass art after the activity. The same amount of the respondents also expressed that they were interested to know more about this subject matter and would try to learn more from other resources.

For the two studio visits, 44 and 23 responses were received respectively. For the first studio visit to JCCAC, 84% of the participants agreed that the content was presented in a very clear manner and 77% of them gained a basic understanding of glass art after this activity. Nearly 80% and 70% of the

respondents of the two studio visits indicated that they were willing to try something new, such as teaching glass art or glass making. This indicated that the project was successful in promoting glass art.

*It was relatively difficult to promote glass art in Hong Kong, considering the constraints of space and limited facilities open to public. During the promotion stage of the programme, the two seminars and two studio visits were all over-subscribed. AVA had also received a number of enquiries asking for alternative seminar and studio visit sessions as they were very interested but unable to join due to time clash.*

*This showed that there were interests and demands in glass art in Hong Kong, however, this form of art had been lacking a channel and the support needed for promotion to the general public. By engaging potential trainers, especially secondary school teachers, this project set a foundation stone for the cultivation of glass art in Hong Kong.*



## Chinese Medicine Knowledge for Better Quality of Life

Project Title	Chinese Medicine Carnival
Project Leader / Department	Mr SUN Feng, Senior Lecturer, Clinical Division, School of Chinese Medicine
External Partner	Tsim Sha Tsui District Kai Fong Welfare Association
Communities served	Community of the Yau Tsim Mong District

School of  中醫藥學院  
Chinese Medicine



With the support of scientific research, Chinese medicine has been more and more popular and has gained a wide recognition among the public. People have become more health conscious and many people actively seek Chinese medicine as medical treatment or simply for healthcare purposes. Considering the growing popularity of Chinese medicine, the School of Chinese Medicine (SCM) sees the need to promote basic knowledge in SCM to the general public.

In order to reach out to the general public, SCM collaborated with Tsim Sha Tsui District Kai Fong Welfare Association, which assisted with the promotion of the event through direct mails and invitation letters to its members and the Yau Tsim Mong community at large, and provided its Community Hall as the event venue.

To share the knowledge on Chinese medicine in an interactive and interesting way, the SCM held a Chinese Medicine Carnival on 14 January 2012<sup>3</sup> at the Tsim Sha Tsui Community Hall. It was a one-day event with a variety of activities, including a seminar, an exhibition, games and a few free-of-charge simple medical tests. Students of SCM were hired as event assistants on the day to help explain the knowledge in Chinese medicine in each interactive activity. This was an example of KT activities that inform teaching as these SCM students were able to practise what they have learnt in their courses at HKBU. About 270 participants took part in the event.



**CHINESE  
MEDICINE  
CARNIVAL**

<sup>3</sup> The project continued to the reporting year in its production and distribution of an education booklet derived from the seminar held on the event day.

## Project Implementation

### Herbal Tea Tasting Game (涼茶成分猜一猜)

Two kinds of herbal tea (雷生春清熱養陰茶 / 雷生春健脾祛濕茶) were provided to the participants for tasting. They were asked to make a guess on what ingredients were used for that particular herbal tea. Through the process, the SCM student helpers explained to the participants the ingredients of each herbal tea and their functions, and the method of preparation.



### Seminar – “Chinese Medicine Treatment and Prevention of Osteoporosis” (中醫藥治療及預防骨質疏鬆症)

The project leader, Mr SUN feng, specialised in Chinese Medicine Orthopedics and Traumatology. He gave an educational seminar on “Chinese Medicine Treatment and Prevention of Osteoporosis” to an audience of about 120 people. The content of the seminar and related health information was compiled into a booklet (養生保健錦囊) for free distribution. In order to promote the knowledge to a wider audience, the booklets were available at 35 Hong Kong Public Libraries, eight HKBU Chinese Medicine Clinics, and the Tsim Sha Tsui District Kai Fong Welfare Association and its Activities Centre. An online version had also been uploaded to the webpage of SCM, as well as eTVonline.tv of Radio Television Hong Kong (RTHK) for public access.



### **Touch Screen TV Games (中醫藥互動電子遊戲)**

Three interactive and educational touch screen games were designed to introduce the knowledge of acupuncture points, Chinese medicine formulae, and history of Chinese medicine.



### **Chinese Herbs Exhibition (如何辨識真假藥材)**

For laymen, it could be difficult to identify whether the herbs were authentic and some unethical traders might use herbs of similar appearances to confuse customers. Not only would this cause financial losses, it could also be harmful to their health. The exhibition displayed 25 kinds of Chinese medicine commonly used in Hong Kong, such as ginseng, coco de mer and pilose antler. Genuine and fake specimens were displayed in pairs, with indications of how to distinguish between them. Students of SCM also helped explain the differences in details, as well as other knowledge related to the medicine.



## **Impact**

Survey was conducted to collect feedback from the participants and 48 responses were received. The carnival was well received, with 56% of respondents agreed that their basic knowledge of Chinese medicine was enriched, and around 44% reflected that they were able to distinguish counterfeit Chinese medicine with the knowledge gained from the event. Also, 70% of them were motivated to learn more in this area after attending the event and would share the knowledge gained with others.

*The Chinese Medicine Carnival was well received by the participants, with over 70% of the respondents saying they were very satisfactory, and nearly 80% of them were interested in participating in similar activities in the future.*

*The project also engaged SCM students as event assistants, so that they were given the opportunity to have first-hand experience in the promotion of knowledge in Chinese medicine to the general public, which was a good example of action learning. With the help of their detailed explanation, the participants could also gain more in-depth knowledge in an interactive manner, especially in clearing misconceptions about Chinese medicine.*

**List of projects winning KTP grants in 2012-13 <sup>4</sup>**

Title	Project Leader	External Partner	Community served
Organic Agriculture Promotion Project of Kam Tin Pat Heung	Dr CHEN Yun-chung, Department of Sociology	Pat Heung Green Living Community	Local community of Kam Tin Pat Heung
Narrative Journey with Young Persons Who Are Taking Drugs	Dr Angela TSUN, Department of Social Work	The Boys' and Girls' Clubs Association of Hong Kong	Social workers and adolescents
Clinical Application and Promotion of the Acupuncture Treatment for Autistic Children	Dr PENG Zengfu, School of Chinese Medicine	Hong Kong Acupuncture and Moxibustion Association, Hong Kong Registered Chinese Medicine Practitioners Association, Autism Hong Kong, Caritas Parents Resource Centre	Practitioners in the Chinese Medicine industry, autistic children and their parents
Hong Kong Glass Art Cultivation Programme	Dr Sunny WANG, Academy of Visual Arts	Hong Kong Glass Art Development Society (HKGADS)	Members of HKGADS, secondary school teachers and students, and the general public
Street-level Social Work Training Project	Dr Sam YU, Department of Social Work	Neighbourhood and Worker's Service Centre, Asia Monitor Resource Centre (AMRC)	Frontline social workers and the general public
Potential Communicative Acts (PCAs): Assessing children who don't communicate in obvious ways	Dr Kathleen TAIT, Department of Social Work	Autism Recovery Network (Hong Kong) (ARN), White Rose Family Foundation Ltd	ARN staff, children with autism spectrum disorders and their families
Speaking the Unspoken: Uncovering Cultural Capital of Cyber Youth	Mr SHIU Ka-chun, Department of Social Work	Pilot Cyber Youth Outreaching Project of Caritas Youth and Community Service	Cyber youth
A Community Project: Bamboo Theatre of the West Kowloon Cultural District <i>*interdisciplinary project</i>	Dr Jessica YEUNG, Department of English Language and Literature; Dr LO Wai-luk, Academy of Film	Centre for Community Cultural Development	The Cantonese Opera industry and the general public
Development of Food Recovery Guidelines (Bakery items) for Hong Kong Food Banks	Dr CHUNG Shan-shan, Dr Karen MAK Ka-wai, Faculty of Science	Maxim's Caterers Limited, Food Angel	The underprivileged in Hong Kong and the community at large

<sup>4</sup> In the year of 2012-13, thirteen KTP Seed Fund applications were received. The applications were assessed by the KTC and finally, nine projects were granted the funding.

## Snapshots of KTP Activities



## From Knowledge Transfer to Student Entrepreneurship

While we encourage members of the University to engage in KT activities, we believe that students, the future leaders of our society, should also be included to join in the driving force for a better community through the transfer of knowledge from the academia to the community. To economically sustain the transfer of knowledge, entrepreneurship is incorporated as part of KT so as to carry on its beneficial impact to the community.

In 2011-12, the “Think Big Think Social” business plan contest was organised to equip students with entrepreneurial skills and instil business attitudes with social responsibilities. We saw the need for a more comprehensive entrepreneurship programme. Therefore, this year, we launched the HKBU Business Entrepreneurship Support and Training (BEST), injecting elements of training and incubation to foster the spirit of entrepreneurship among the students of HKBU.

**BEST** was supported by HKBU’s Strategic Development Fund (SDF) and was launched in September 2012. It was designed with alignments to HKBU’s vision of providing whole person education and aimed at offering entrepreneurship support and training, and equipping students with can-do attitude and business acumen to become successful entrepreneurs in the turbulent business environment.



香港浸會大學  
創業支援與培訓計劃  
**Business  
Entrepreneurship  
Support & Training**

It was strategically designed with three-stages, including ESAN, E-Challenge and E-Space.

**ESAN**, Entrepreneurial Sharing and Networking, consists of year-round training programmes to equip students with entrepreneurial skills, as well as local and cross-border networking opportunities.

The training components are comprised of an Entrepreneurship Seminar Series, an Entrepreneurship Innovation Lab and an Entrepreneurship Bootcamp. This year, prominent and successful entrepreneurs, and experts in entrepreneurship development were invited as speakers to give inspiring talks and conduct training workshops for our students.



## ESAN

	Entrepreneurship Seminar Series	Entrepreneurship Innovation Lab	Entrepreneurship Bootcamp
Objective	Connecting role models	Disseminating specific knowledge	Offering intensive training
Date	28 Jan – 8 Feb 2013  <b>28 Jan</b> The Motivation of Startup and the Chance for Success  <b>Speaker:</b> Mr SHIH Wing-ching, Chairman and Founder of Centaline Property Limited and am730 Limited  <b>5 Feb</b> New Media – Where Innovation Never Ends  <b>Speaker:</b> Mr Ringo LAM, Founder and CEO of Anyplex Hong Kong Limited  <b>8 Feb</b> How to Prepare for Entrepreneurship  <b>Speaker:</b> Mr Thomas HUNG, Chairman of Easy Group (Hong Kong) Limited	9 Apr & 16 Apr 2013  <b>9 Apr</b> Protecting the Intellectual Property of Your Venture: How did David Win over Goliath?  <b>Speaker:</b> Dr Alfred TAN, Head of Knowledge Transfer Office, HKBU  <b>16 Apr</b> Crafting a Winning Business Plan  <b>Speaker:</b> Mr Simon SO, Senior Lecturer, Department of Management, HKBU	10 May 2013  <b>Content:</b> Hands-on training on business plan valuation and how to pitch to potential angel investors  <b>Trainers:</b> Ms Kathy LAU, Business Transaction Expert, Bridgeway Limited  Mr Fredrick Yung, Senior Manager, Hong Kong Science and Technology Park and Secretary of the Hong Kong Business Angel Network
No. of Attendees	over 200 students	40 & 32 students respectively	Limited to 20 students (by invitation only)

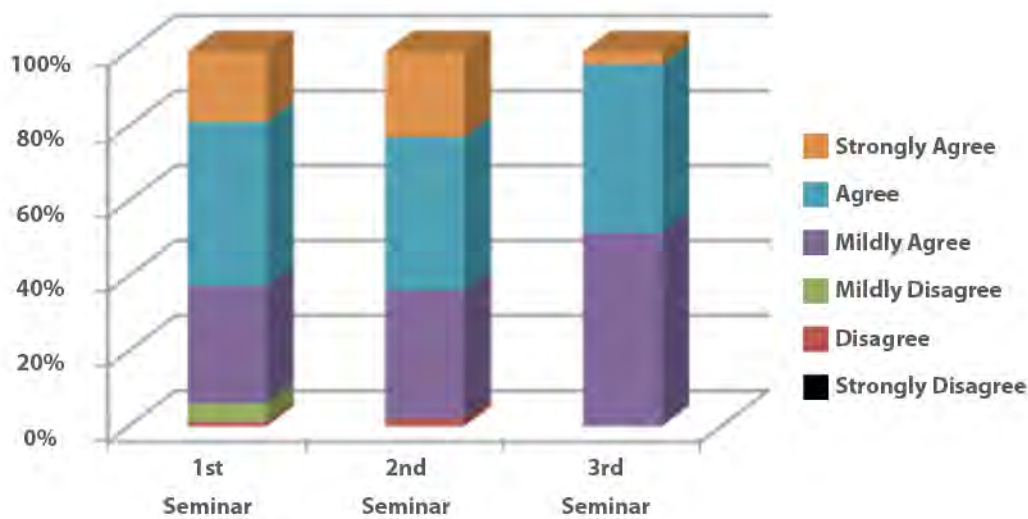


Questionnaires were distributed to the participants after the end of each session of trainings to gather data for impact assessment.

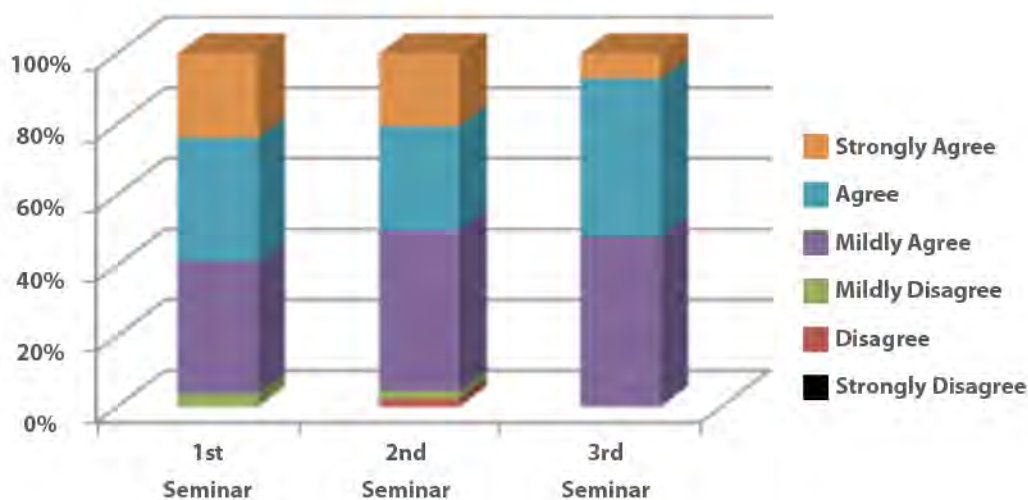
### Students' feedback on Entrepreneurship Seminar Series

Surveys were conducted for each seminar. Out of the 153 respondents, a majority (more than a simple majority of 50%) agreed that:

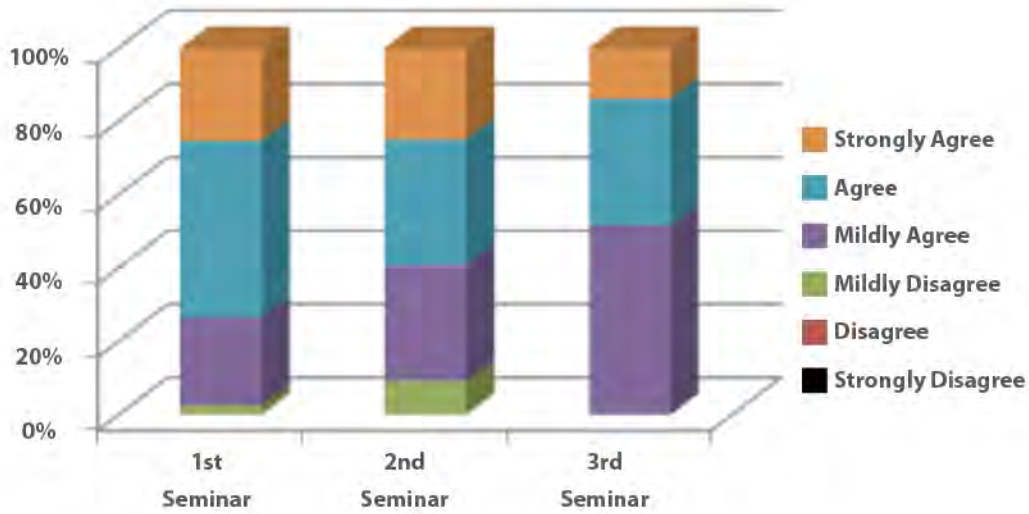
#### 1. The entrepreneurship knowledge in the seminar was new to them.



#### 2. The seminars had further raised their interest in entrepreneurship.



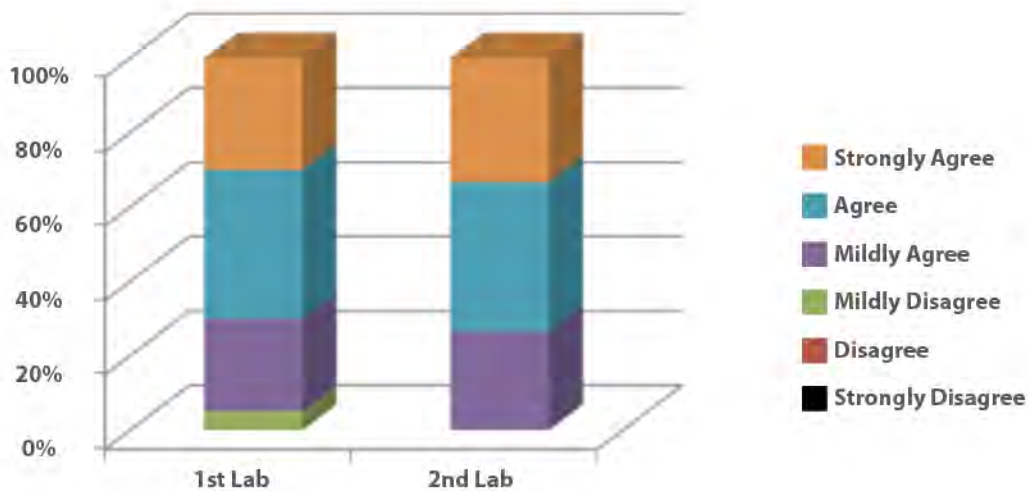
3. They would participate in similar entrepreneurship events in the future.



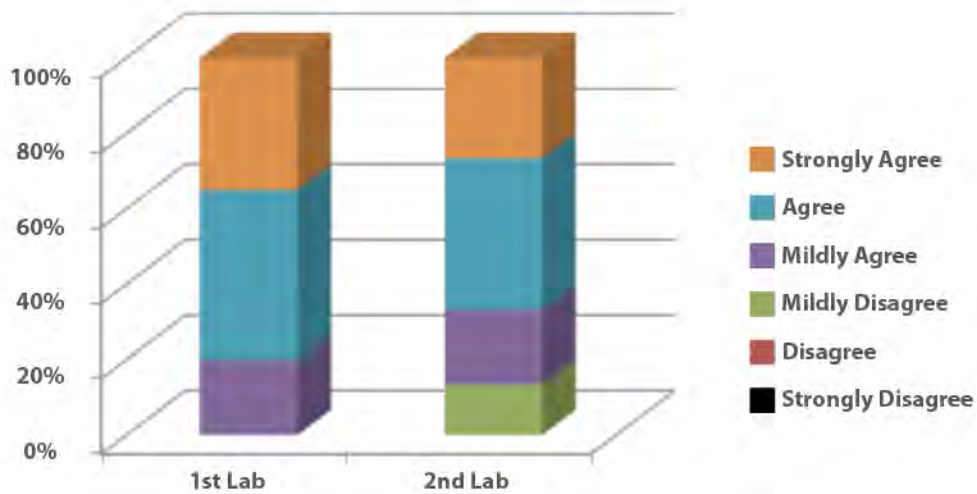
**Students' feedback on Entrepreneurship Innovation Lab**

Surveys were conducted for both Lab sessions. Out of the 35 respondents, a majority (more than a simple majority of 50%) agreed that:

1. They had learnt new knowledge/ skills in the lab sessions.



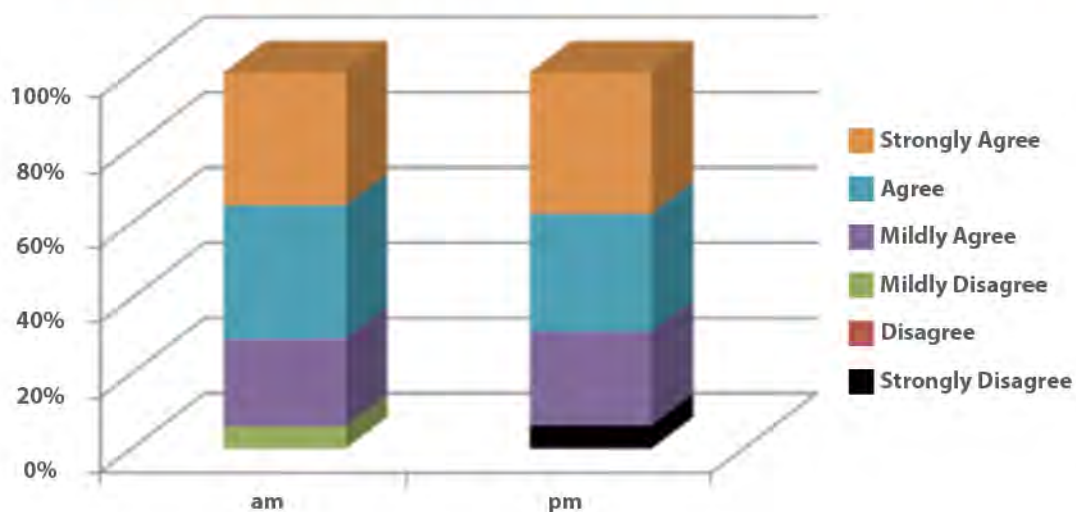
2. They believe that the new knowledge/ skills would benefit them in their future.



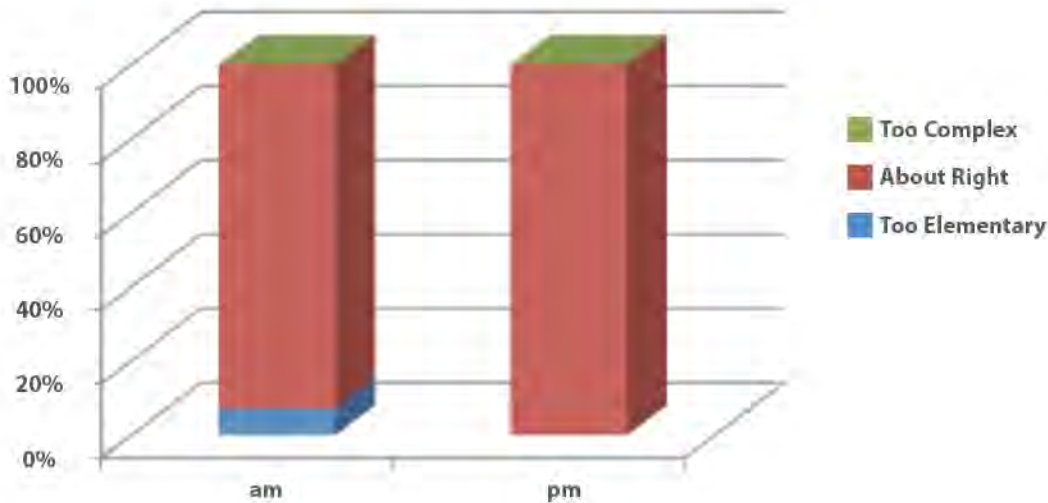
### Students' feedback on Entrepreneurship Bootcamp

Surveys were conducted for the bootcamp. Out of the 20 respondents, a majority (more than a simple majority of 50%) agreed that:

1. Further to the intensive training across the AM and PM sessions, they were interested to learn more about the imparted knowledge/ skills.



2. The information/ knowledge imparted across both the AM and PM sessions was at a right level.



**E-Challenge** is a series of business plan competitions, including a \$500 For 1 Page - Business Idea Competition; a \$5,000 For 3 Pages - Business Proposal Competition, and a \$300,000 for New Venture - Business Plan Competition. This is designed in a way to offer a platform for students to share from a simplest business idea to their more sophisticated business plans.

**Beginner**

The \$500 for 1-Page Business Idea Competition is for students who are just becoming aware of entrepreneurship. This competition aims to encourage them to engage in ideation and to take it from there to developing more sophisticated business plans. This competition is organised in the first semester and 20 awards are planned to encourage a wide participation.

**Intermediate**

The \$5,000 for 3 Pages - Business Proposal Competition targets those who are starting to

understand entrepreneurship. Students are encouraged to expand their business ideas into 3-page proposals/ executive summaries. Eight awards are planned to encourage a wide participation.

**Advanced**

As students mature on their learning path and start to contemplate starting their own business, they are encouraged to take part in the open \$300,000 for New Venture - Business Plan Competition, where they are required to plan their business in great detail. Students are invited to submit their business plans, whether it is a business venture or social enterprise, and the best business plan would be awarded a \$300,000 (\$50,000 in cash and \$250,000 in kind) prize. The award would also cover further entrepreneurial trainings, professional business services, as well as one year's rental and service for Incubation Office, which would facilitate them in putting their business plan into practice.

## E-Challenge

	\$500 for 1-Page Business Idea Competition	\$5,000 for 3-Pages - Business Proposal Competition	\$300,000 for New Venture Business Plan Competition
Objective	To provide an opportunity for entrepreneurship ideation for the students	To provide an opportunity for entrepreneurship business proposal formation for the students	To provide an opportunity for entrepreneurship venture development for the students
Date	1 Jan – Feb 2013	1 Mar – 26 Apr 2013	15 Mar – 30 Jun 2013
Submissions	95 entries	59 entries	10 entries
Award Winners	School of Business – 14 School of Communication – 3 School of Social Sciences – 1 Faculty of Arts – 1 Faculty of Science – 1  Total: 20	School of Business – 4 School of Communication – 1 School of Chinese Medicine – 1 Faculty of Science – 1 Academy of Visual Arts – 1  Total: 8	Final Winning Team  School of Business No of Team Members: 2 Business Plan Title: Local Ginger - eBusiness platform for the hospitality industry linking up small leisure activities suppliers with end-users to supply direct one-stop reservation and transaction service



As part of the ESAN, the winning team will have the opportunity to join the Multilateral-Transborder Entrepreneurship Exchange trip organised by KTO, in collaboration with the Career Centre of the Nanjing University (NJU), the Innovation and Incubation Centre of National Central University of Taiwan (NCU), and the Centre for Entrepreneurship and Career Planning of Macau University of Science and Technology (MUST).



An agreement has been signed between these four universities in the last quarter of 2012. It is a three-year agreement of co-operation aiming to provide a multi-cultural platform for young student entrepreneurs from the Greater China region. It is envisioned that this exchange project will spark students' entrepreneurial spirit, broaden their business horizons, open up new business channels, and nurture future entrepreneurs with a global view and an innovative spirit through training, sharing, interaction and exchange.



The trip will take place from 22 July to 17 August 2013, with up to a total of 40 participants from four universities. The participants would have five days at each location to visit entrepreneurship development facilities, meet local successful entrepreneurs and exchange views with their counterparts in the region.

**E-Space** is an incubation facility hosted by KTO to support and facilitate entrepreneurial activities on campus. It includes an entrepreneurship collaboratorium - a spacious environment to host seminar series and innovation lab, a 2-way pitching facility that enables students to review their presentations and reaction of the audience, and the Incubation Office, working areas for winners of E-Challenge to start their entrepreneurial ventures. The Incubation Office is still under renovation and is expected to be open for access in September 2013.

## An Example of “BEST” result – Entrepreneurship Knowledge Transfer by HKBU students

When BEST was first launched, the chairpersons of various HKBU students' organisations were invited to attend a briefing where we introduced this new entrepreneurship development programme. This allowed us to establish connections with the organisations, and amongst them, was “Enactus-HKBU”. The Enactus-HKBU members had ever since been supportive of BEST and KTO, and some of them joined the ESAN's seminars and labs. Furthermore, with their active participation and enthusiasm in community service, they demonstrated how KT to the community could be made possible among HKBU students, by supporting a programme organised by the Chinese YMCA of Hong Kong (CYMCA) called “Platform for Future Ethnic Minorities' Entrepreneurs (the Programme).

The Programme aimed to coach non-Chinese youth at the age of 16 - 25 in Hong Kong entrepreneurship skills so that they could develop their own business and to help them integrate into the local community. CYMCA approached KTO to explore the possibility of collaboration for their Programme. KTO saw this as an opportunity to engage HKBU students in KT while enriching their own learning experience, KTO contacted Enactus-HKBU and helped arranged 10 of their members from the School of Business to serve as mentors to coach the ethnic minority (EM) youth in setting business directions and writing business proposals.





The Programme was implemented from January to April 2013. Three groups of EM students participated in the Programme and they were offered the opportunity to operate a stall at the Flea Market at the Victoria Park on three Sundays in April, with a sponsorship of HK\$3,000 as an initial fund to set up their business. During the time of their business development, the HKBU mentors shared with them the essential entrepreneurial knowledge, such as identifying target customers and understanding their needs, budget control, financial management, setting flexible marketing tactics, operations, and other entrepreneurial factors.

Finally, two teams started their business successfully, with one stall selling clothing items and the other offering Hanna hand painting services to customers.

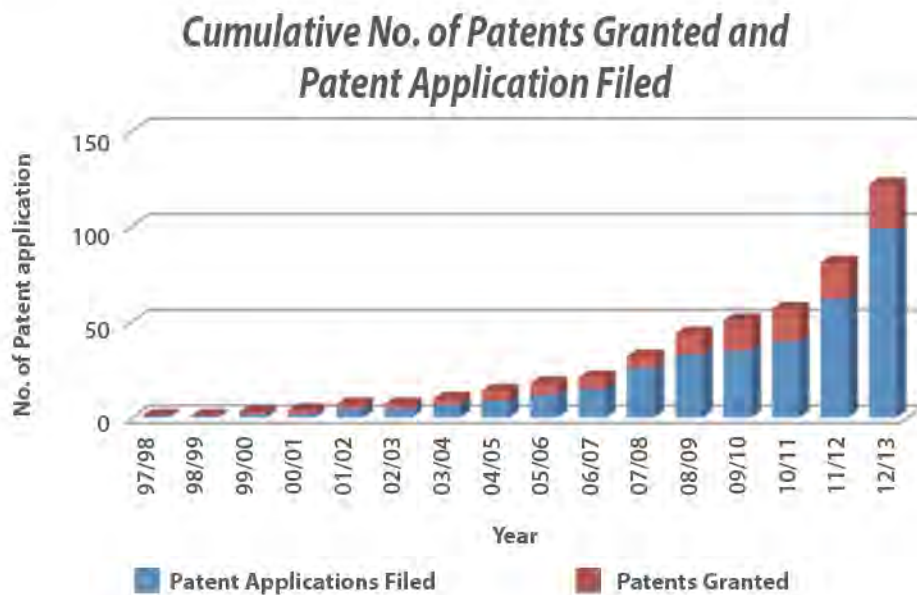
The HKBU mentors had established good rapport with the EM students and the operation of their stalls had been a great success. The income generated from the Programme was donated to the CYMCA's programme "Kindle Hopes – Loving Parents" to subsidise the underprivileged children in Mainland China.



*The year 2012-13 marked the launch of HKBU's first entrepreneurship development programme, and we had received enthusiastic response and recognition of our work from the students. With the support of the SDF, BEST would be carried out again next year. We aspire to nurture the entrepreneurship spirit in every HKBU student, and enrich their learning experience by offering a series of activities.*

## Looking Forward

HKBU had identified strengths and, as laid down in our Vision2020, that one of our strategic theme was to facilitate KT to diverse sectors of the society. Since the establishment of KTO, the number of patent filings has seen an exponential growth, which is evident from the chart below. This is a strong indication of a growing university-wide awareness of Intellectual Property (IP) protection and it is important for Intellectual Property Rights (IPRs) commercialisation.



### Setting up a Licensing Company

In view of this, KTO is proposing to set up a licensing company with the funding support from the University. This licensing company is proposed to be administered by KTO to provide secretarial services, legal advice, and administration support. We are also in the negotiation of forming partnership with external bodies specialised in incubation and business networking. We anticipate that the establishment of a licensing company would help the University kick start the commercialisation of IPs and maximise the chance of sustainable development of our relevant KT activities.

## ***Incorporating KT in Research and Teaching***

To better incorporate KT in research and teaching, we aspire to encourage quality research-based KT projects to be published as scholarly works in peer-reviewed international journals. On this front, the Gateways – a peer-reviewed International Journal of Community Research & Engagement has invited HKBU to guest edit a special edition of their international journal to be published in print and online in the third quarter of 2013. This special edition, entitled “Community Betterment via Knowledge Transfer in Asia” is edited by Dr Victor Lai, Associate Professor of Academy of Visual Arts and Ir Dr Alfred Tan, Head of KTO. This publication is now in the final stages of receiving accepted papers revisions.

The impact of the KT projects will also be incorporated into teaching such that KT will have a much broader impact in the other two core pillars of HKBU. In our supported KTP projects, project leaders are always encouraged to involve their students in the implementation of their KT projects and activities. Such examples of action learning can be seen in some of the KTP projects reported in this annual report. For example, in the Sand-shoeing KTP project, students from the Department of Physical Education were involved in the implementation of the Talent Identification Protocol (TIP) for the sport sand-shoeing. In the Chinese Medicine Carnival KTP project, students of School of Chinese Medicine (SCM) were hired as event assistants at the carnival to help explain the knowledge in Chinese medicine in each interactive activity. This was an example of KT activities that inform teaching as these SCM students were able to practise what they have learnt in their courses at HKBU.

## ***BEST for Students***

HKBU is committed to provide a whole person education. Our BEST programme will continue into the summer 2013, offering students entrepreneurship exchange training opportunities in the Mainland China, Taiwan and Macau. KTO will also provide incubation support, such as legal and accounting advice and networking opportunities to nurture the creative ideas of these young entrepreneurs into innovative ventures.

*This had been a rewarding year for KTO. While we were delighted to see the accomplishments and recognitions of our KT initiatives from within and outside the University, we look forward eagerly to the opportunities and challenges that they will bring in the coming years.*

## Appendix I - UGC Required Performance Indicators

Performance Indicators	2011/12	2012/13	2013/14 (Projection)	
Number of patents filed in the year (with breakdown by country and type)	<b>Country</b>	<b>Country</b>	<b>Country</b>	
	17 (US)	30 (US)	40 (US)	
	2 (CN)	4 (CN)	5 (CN)	
	1 (EU)	0 (EU)	2 (EU)	
	1 (PCT)	3 (PCT)	3 (PCT)	
	<b>Type</b>	<b>Type</b>	<b>Type</b>	
	14 (A61)	27 (A61)	35 (A61)	
	1 (B82)	4 (B82)	7 (B82)	
	1 (B01)	0 (B1)	2 (B1)	
	5 (G06)	5 (G06)	6 (G06)	
Number of patents granted in the year (with breakdown by country and type)	<b>Country</b>	<b>Country</b>	<b>Country</b>	
	2 (CN)	3 (CN)	3 (CN)	
		1 (US)	2 (US)	
	<b>Type</b>	<b>Type</b>	<b>Type</b>	
	1 (C07)	1 (B09)	2 (A61)	
	1 (G01)	1 (C07)	2 (G06)	
		1 (C12)	1 (B82)	
		1 (G06)		
	Number of licenses granted (with breakdown by type)	1 (Royalty)	1 (Royalty)	1
	Income (on cash basis) generated from intellectual property rights	HK\$2,960,000	HK\$3,814,110 <sup>Note 1</sup>	HK\$4,000,000
Expenditure involved in generating income from intellectual property rights	HK\$2,750,000	HK\$2,700,000	HK\$3,000,000	
Number of economically active spin-off companies (with breakdown by type)	3 <sup>Note 2 &amp; 4</sup> 0 <sup>Note 3</sup>	2 <sup>Note 2 &amp; 4</sup> 0 <sup>Note 3</sup>	2 <sup>Note 2 &amp; 4</sup> 0 <sup>Note 3</sup>	
Net income generated (or net loss arising) from spin-off companies	HK\$399,000	HK\$754,000	HK\$800,000	
Number of collaborative researches, and income thereby generated	11 HK\$5,268,062	13 HK\$8,365,426	15 HK\$8,370,000	
Number of contract researches (other than those included in "collaborative researches" above), and income thereby generated	43 HK\$15,617,013	51 HK\$17,109,589	55 HK\$17,200,000	
Number of consultancies, and income thereby generated	275 HK\$31,625,557	356 HK\$22,404,720	360 HK\$22,500,000	
Number of student contact hours in short courses or e-learning programmes specially tailored to meet business or Continuing Professional Development (CPD) needs	169,705	128,382	140,000	
Number of equipment and facilities service agreements, and income thereby generated	127 HK\$3,152,087	209 <sup>Note 5</sup> HK\$6,154,398	210 HK\$6,200,000	
Income received from CPD courses	HK\$19,903,498	HK\$ 39,663,173	HK\$40,000,000	
Number of public lectures/ symposiums/ exhibitions and speeches to a community audience	488	507	550	
Number of performances and exhibitions of creative works by staff or students	52	200	200	
Number of staff engaged as members of external advisory bodies including professional, industry, government, statutory or non-statutory bodies	109	316	320	

**Note 1** The income from Institute for the Advancement of Chinese Medicine Ltd. is on accrual basis.

**Note 2** Company with some institutional ownership and using intellectual property from the institution, data as at 30 June 2013.

**Note 3** Company with no institutional ownership and using assigned or licensed IP, data as at 30 June 2013.

**Note 4** Breakdown of the two 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

\* HKBU Science Consultancy Company Ltd.

- Year of establishment: 2011

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

**Note 5** This number includes data from Jockey Club Creative Arts Centre, the Academic Community Hall and School of Chinese Medicine Lab of HKBU.

## Appendix II - HKBU Specific Performance Indicators

Performance Indicators	2011/12	2012/13
Number of placements/ internships, and average length	1345 places / 2.54 months	1292 places / 3.52 months
Books and other media for non-academic audiences	386	761
Number of mentors by University and non-University staff	303	373
Number of videos produced by BU available for open access	955	1256
Download count of postgraduate theses to addresses outside HKBU	48,794	50,962 <sup>Note 1</sup>
View count of BUTube outside HKBU	206,359	162,782 <sup>Note 2</sup>
Number of positive media impact related to knowledge transfer coverage, including print, on-line and electronic media	250	952 <sup>Note 3</sup>
Number of staff available for media contact	64	300 <sup>Note 4</sup>
Number of appointments of external members to HKBU advisory boards, committees or panels	241	238
Number of other activities related to Knowledge Application outside HKBU	56	56

Note 1 This number includes the pageview of abstracts and actual downloads.

Note 2 This number includes the HKBU staff and students download with IP addresses outside HKBU Library.

Note 3 This number includes data from Jockey Club Creative Arts Centre.

Note 4 This number is provided by the Communication and Public Relations Office, HKBU.



**Hong Kong Baptist University  
Knowledge Transfer Office  
Annual Report 2012-2013**



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