

**University Accountability Agreement (UAA)**  
**Institution-specific Key Performance Indicators (KPIs) (as at July 2021)**  
**Hong Kong Baptist University (HKBU)**

**Table of Contents**

**Domain 1 - The quality of the student experience of teaching and learning**

- KPI 1 Undergraduates' assessment of teacher effectiveness and undergraduates' improvement in academic abilities, language proficiencies and whole-person growth
- KPI 2 Undergraduates' involvement in outside classroom co- and extracurricular learning
- KPI 3 Use of e-Learning
- KPI 4 External teaching development grants and recognition received by teachers

**Domain 2 - The quality of research performance and of research postgraduate experience**

- KPI 1 Research grants  
New and ongoing projects funded by external competitive research grants by broad-based disciplines (science and non-science)
- KPI 2 Research impact and recognition  
(a) Field-weighted Citation Index (SCOPUS database) and Category Normalized Citation Impact (WoS database)  
(b) Research output per academic staff  
(c) High performing subjects benchmarked in Essential Science Indicators top 1%
- KPI 3 Research postgraduate (RPg) experience  
(a) PhD students with overseas learning experience  
(b) PhD students with oral / poster presentation in at least one reputable international conference / workshop during their postgraduate study period
- KPI 4 Development of three multidisciplinary high-impact research clusters on:  
(a) Creative Media / Practice;  
(b) Health and Drug Discovery; and  
(c) Data Analytics and Artificial Intelligence in X.

**Domain 3 - Knowledge transfer and wider engagement**

- KPI 1 Yearly average patent grant rate
- KPI 2 Performances and exhibitions of creative works, public lectures, symposia, exhibitions and speeches per hundred academic staff
- KPI 3 Entrepreneurship enrichment activities and support for students  
(a) Entrepreneurship activities and students' participation  
(b) Participating students with overall satisfaction in entrepreneurship enrichment programmes and their support for students

## Table of Contents (Cont'd)

### **Domain 4 - Enhanced internationalisation**

- KPI 1 Dual degree programmes and courses with international components
- KPI 2 Promotion of integration of non-local students and local students and campus internationalisation
- KPI 3 Diversity of teachers and their international experience
  - (a) Teachers with previous full-time employment in non-local tertiary institutions or in a professional capacity
  - (b) Participation of teachers in overseas conferences / exchange / meetings
- KPI 4 Research collaborations with leading scholars / research teams outside Hong Kong

### **Domain 5 - Financial health and institutional sustainability**

- KPI 1 For self-financed programmes and activities
  - (a) Percentage of their annual turnover to overall turnover
  - (b) Percentage of their annual surplus to their turnover
  - (c) Ratio of their reserves to their annual outgoings
- KPI 2 Percentage of donation to UGC grants (last year and average of last three years)
- KPI 3 Structurally healthy financial position as reflected by the amount of annual surplus after taking out investment return and donation income

**Activity domain 1: The quality of the student experience of teaching and learning****Student outcomes and learning gains**

KPI 1 Undergraduates' assessment of teacher effectiveness and undergraduates' improvement in academic abilities, language proficiencies and whole-person growth

1.1a Teacher effectiveness	Academic Year	2017/18	2018/19	2019/20	
University average score on the overall teacher effectiveness in the Course Feedback Questionnaire (on a 5-point scale)		4.38	4.38	4.33	
1.1b Improvement in academic abilities	Cohort Year	2014/15	2015/16	2016/17	
Total average scaled score attained by undergraduate (UG) students in the Educational Testing Service (ETS) Proficiency Profile (Note 1) (out of a maximum score of 500)	First Year	433.8	429.0	431.3	
	Final Year	441.0	437.8	437.5	
1.1c Improvement in language proficiencies	Academic Year	2017/18	2018/19	2019/20	
Results in Putonghua proficiency test % of students with Third Class A or above in Putonghua Shuiping Ceshi (PSC) (data are based on the results of HKBU students who took the PSC at the HKBU Putonghua Training and Testing Centre.)		89%	93%	Note 2	
1.1d Improvement in whole-person development	Cohort Year	2014/15	2015/16	2016/17	
Average score attained by UG students in 6 factors of the Whole Person Development Inventory (WPDI) used to demonstrate the longitudinal whole-person growth of students by cohorts (Note 3)	Career preparation	First year	4.02	3.90	3.98
		Final year	3.97	3.97	3.93
	Civic responsibility	First year	4.02	3.93	3.81
		Final year	4.03	3.85	4.29***
	Cultural engagement	First year	4.25	4.22	4.20
		Final year	4.44***	4.45***	4.48***
	Intellectual capacity	First year	4.39	4.25	4.28
		Final year	4.42	4.37*	4.39*
	Leadership	First year	4.12	3.94	3.92
		Final year	4.06	4.00	3.91
Moral commitment	First year	4.88	4.77	4.95	
	Final year	4.84	4.81	5.00*	
Significance level: *p<.05. **p<.01. ***p<.001.					

**Co-curricular engagement**

KPI 2 Undergraduates' involvement in outside classroom co- and extracurricular learning

1.2a No. of outside classroom activities	Academic Year	2017/18	2018/19	2019/20
No. of outside classroom co- and extracurricular activities with UG participants	HK	89.1%	83.7%	95.4%
	Outside HK	10.9%	16.3%	4.5%
	Total	1,792	1,962	1,201
1.2b No. of UG student participants	Academic Year	2017/18	2018/19	2019/20
No. of UG student participation in outside classroom co- and extracurricular activities		73,451	85,911	46,775

<b>Digital learning resources</b>				
KPI 3 Use of e-learning				
1.3 e-learning platform	Academic Year	2017/18	2018/19	2019/20
% of courses using e-learning platforms (Note 4)		67%	63%	100%
<b>Teaching quality</b>				
KPI 4 External teaching development grants and recognition received by teachers				
1.4a External teaching development grants received by teachers	Academic Year	2012/13 - 2014/15		2016/17 - 2018/19
Total amount of UGC funding received from UGC Funding Scheme for Teaching and Learning Related Proposals		\$86.59M		\$255.74M
No. of awarded projects with HKBU investigators (both lead and partners)		14		26
HKBU awarded portion as % of total UGC funding		15.6%		16.3%
1.4b External recognition in teaching	Academic Year	2017/18	2018/19	2019/20
No. of external recognition in teaching (prize/award/finalist/shortlist)		15	7	8
No. of HKBU teachers involved (Note 5)		17	21	26
1.4c Esteem Measures	Academic Year	2017/18	2018/19	2019/20
Certified Membership of Association for Learning Technology		2	2	2
Advanced HE Fellowship		5	12	17
Other Professional Fellowship/Membership (data was collected since 2019/20)		-	-	17

Note 1: The ETS Proficiency Profile is a US-based standardised test focusing on assessing the reading, writing, critical thinking and mathematical abilities of UG students. The test has been adopted in many North American tertiary institutions. The adoption of ETS is useful in benchmarking HKBU students' achievement with those from North America. The test is administered to students in their Year 1 (at enrolment and prior to commencement of academic studies), Year 2 and Final Year (usually Year 4 except for programmes with longer duration). The main purpose is to allow both the University and the students to monitor their core competence at the time points of baseline, intermediate and exit of an undergraduate degree programme.

Note 2: The Putonghua Shuiping Ceshi (PSC) in 2019/20 was cancelled due to the COVID-19 pandemic.

Note 3: The WPDI is adopted to monitor undergraduates' improvement in whole-person growth. The WPDI is the first psychological assessment tool developed to measure whole development of university students in a Chinese context. The WPDI has 111 items and the factor analysis yielded 15 factors that are grouped into six domains, i.e., intellectual, physical, professional, psychological, social and spiritual development.

Note 4:

1. Two Learning Management Systems (LMS), Moodle and Blackboard, were used before 2017/18. Starting from 2017/18, Moodle has been adopted as a single LMS in the University.
2. In addition to Moodle and Blackboard, other e-learning platforms include Google Classroom, Panopto, Kahoot, U Reply, Echo360, FutureLearn and so on.
3. Courses at undergraduate and postgraduate levels are included.
4. The number of courses does not include the use of Qualtrics.

Note 5: The number of HKBU teachers involved is counted per recognition. The same teacher may be counted more than once if he/she is involved in more than one recognition.

<b>Activity domain 2: The quality of research performance and of research postgraduate experience</b>				
<b>Research projects and income</b>				
KPI 1 Research grants				
New and ongoing projects	Academic Year	2017/18	2018/19	2019/20
New and ongoing projects funded by external competitive research grants by broad-based disciplines (science and non-science)	Science	412	372	424
	Non-science	250	256	245
<b>Research output quality</b>				
KPI 2 Research impact and recognition				
2.2a Field-weighted Citation Index (SCOPUS database) and Category Normalized Citation Impact (WoS database) (Note 1)	Academic Year	2017/18	2018/19	2019/20
The Field-weighted Citation Impact (FWCI) (SCOPUS)		1.46	1.48	1.26
The Category Normalized Citation Impact (CNCI) (Web of Science)		1.35	1.37	1.44
2.2b Research output per academic staff (Note 2)		2014/15 - 2016/17	2017/18 - 2019/20	
No. of all research output		3,776	3,391	
No. of research output per academic staff		9.12	8.23	
2.2c High performing subjects benchmarked in Essential Science Indicators (ESI) top 1% (Note 3)		as of November 2020, covering about 10 years from 2009 to 2019		
No. of subjects		16		
<b>Research postgraduate (RPg) experience</b>				
KPI 3 Research postgraduate (RPg) experience (*PhD students at completion)				
2.3a PhD students with overseas learning experience	Academic Year	2017/18	2018/19	2019/20
% of PhD students with overseas research experience		83.8%	89.1%	80.0%
2.3b PhD students with oral / poster presentation in at least one reputable international conference / workshop during their postgraduate study period	Academic Year	2017/18	2018/19	2019/20
% of PhD students with overseas oral/poster presentation		47.5%	65.2%	77.5%

Note 1: The Field-weighted Citation Impact (FWCI) and the Category Normalized Citation Impact (CNCI) are indicators of impact. Their derivations are based on citations while taking into account the difference in publication and citations patterns among subjects. A value of 1 represents performance at par with the global average. Values higher than 1 are considered above average and values below 1 are considered below average. FWCI's calculation is based on the SCOPUS database and CNCI, the Web of Science database. The two indicators, however, should not be compared directly as the formulations are different.

FWCI reported here includes these Scopus publication types: article, conference paper, book, book chapter, and review. Self-citations are excluded.

CNCI reported here includes these WoS publication types: article, proceedings paper, book, book chapter, and review.

Note 2:

1. Data are based on the annual Common Data Collection Format (CDCF) research output reported to the UGC. The 2017/18 data are revised to include recent updates after CDCF submission to the UGC.

2. Academic staff refer to staff grades of Professor, Associate Professor, Assistant Professor and Research Assistant Professor.

Note 3: Built on the foundation of Web of Science with science trend statistics drawn from more than 12 million articles in more than 12,000 journals from around the world, the ESI database provides a tool to analyse and benchmark research performance. There are 22 specific fields of research classified in ESI database. Publication types included are: article, proceedings paper, book, book chapter, and review.

#### **HKBU subjects benchmarked in ESI top 1%**

Agricultural Sciences  
Biology & Biochemistry  
Chemistry  
Clinical Medicine  
Computer Science  
Economics & Business  
Engineering  
Environment/Ecology  
Materials Science  
Mathematics  
Molecular Biology & Genetics  
Pharmacology & Toxicology  
Physics  
Plant & Animal Science  
Psychiatry/Psychology  
Social Sciences, general

## Activity domain 2: The quality of research performance and of research postgraduate experience (cont'd)

### Strategic research clusters

KPI 4 Development of three multidisciplinary high-impact research clusters on:

- (a) Creative Media / Practice;
- (b) Health and Drug Discovery; and
- (c) Data Analytics and Artificial Intelligence in X (where X denotes applications such as Data-Journalism, Data-healthcare, and Data-literature).

#### 2.4a Descriptive profiles of the three multidisciplinary high-impact research clusters

##### (i) The Research Cluster “Creative Media and Practice” (CMP)

Aims to invent the future of visual arts, music, screen arts and storytelling and to explore how art and culture can transform society in substantial and positive ways. It exemplifies HKBU’s commitment to create the best conditions for generating ground-breaking research, transmitting new knowledge through teaching, and translating research findings into practical use for the society through knowledge transfer. The research findings will be widely shared and disseminated through publications, performances, installations, exhibitions, films and documentary screenings, and educational programmes.

##### (ii) The Research Cluster “Health and Drug Discovery” (HDD)

The main theme of “The HDD Chinese Medicine-inspired Translational Research” addresses the grand challenges of aging diseases from a global perspective. It incorporates frontier sciences in the therapeutic wisdom of Chinese medicine for treatment, prevention, and recovery of neurodegenerative and joint-bone diseases through three defined research themes: (a) technological advancement, (b) disease modelling, and (c) healthy active living. A multidisciplinary approach using integrated analysis in phenomics, chemical biology, and therapeutics is breaking new ground.

##### (iii) The Research Cluster “Data Analytics and Artificial Intelligence” (DAAI)

Aims to solve high-impact real-world problems in domains such as data-journalism, data-healthcare, data-literature and digital humanities using robust, safe and advanced artificial intelligence algorithms. The Cluster conducts high-impact interdisciplinary research, and focuses on three themes, namely Chinese medicine and healthcare, social communications and digital media, and geoinformatics and environment.

Taking three strategic Research Clusters as a robust foundation, the University has built six interdisciplinary laboratories in April 2020, to empower cross-faculty research along the directions of three clusters. With this cross-faculty research structure, we aim to radically break the disciplinary boundaries and bridge a close engagement among multiple disciplines such as science, arts, and social sciences, which promises the researchers to discover new solutions and produce new knowledge for cutting-edge research issues to benefit the community.

The Labs are named: (A) Augmented Creativity Lab, (B) Computational Medicine Lab, (C) System Health Lab, (D) Smart Society Lab, (E) Data Economy Lab, and (F) Ethical and Theoretical AI Lab. Each lab aims to be a world class research hub for vibrant intellectual interactions where researchers and collaborators can explore and discover novel solutions for grand challenges in the following objectives:

**A. Augmented Creativity Laboratory:** The Lab is well poised to offer a powerful interdisciplinary framework to describe the fluid complexity of human and AI creativity, and it aims to design and invent a model that can expand creative opportunities for broad and meaningful social impact and engagements.

**B. Computational Medicine Laboratory:** The Lab aims to build up a comprehensive and profound Chinese medicine data assets par excellence, and become the world’s second-to-none authoritative knowledge base on traditional Chinese medicine based modern therapeutics and new drug discovery.

**C. System Health Laboratory:** This cross-disciplinary research platform aims to push the research envelope with world-class research achievement in the areas of public health and system medicine, etc.

**D. Smart Society Laboratory:** The Lab devotes itself to be “The Greater Bay Area Intelligent Society”, by uniting the research strength from our Faculty of Social Sciences, Faculty of Science (specifically Department of Computer Science, and Department of Mathematics), and School of Business with focused themes including the future environment and sustainability, social form and legal system with numerous human-

machine interactions, evolving energy problems and lifestyle management such as digital healthcare, and personalized education and so forth.

**E. Data Economy Laboratory:** By virtue of the collaborative endeavours of our School of Business and Faculty of Science, the Lab aims to conduct leading-edge research in the data economy, and to deliver social impact, not least by developing our related graduate programs and executive education, in collaborations with our enterprise partners.

**F. Ethical and Theoretical AI Laboratory:** Adopting global perspectives, the Lab focuses on basic theories of artificial intelligence, with a particular emphasis on machine and cognitive behaviour studies, as well as central issues in philosophy, ethics, AI verifiability, and AI interpretability.

2.4b Projects portfolio and academic staffing and research postgraduate students support for the multidisciplinary high-impact research clusters

Multidisciplinary high-impact research clusters	CMP	HDD	DAAI
<b>Projects portfolio</b>			
No. of up-and-running projects funded by the University in 2019/20	2	6	5
No. of members involved in the projects	8	28	21
No. of external competitive grants supporting the particular projects	0	11	4
<b>Academic staffing &amp; RPg students support</b>			
No. of academics recruited under Talent100	6	6	7
No. of research assistant professors in the clusters	3	5	3
RPg students working on cluster and cluster-related areas	27	114	63

<b>Activity domain 3: Knowledge transfer and wider engagement</b>				
<b>Patents</b>				
KPI 1 Yearly average patent grant rate				
3.1 Yearly average patent grant rate	Year	2017	2018	2019
HKBU running average of patent grant rate (Note 1)		55.2%	58.0%	60.3%
<b>Public Engagement</b>				
KPI 2 Performances and exhibitions of creative works, public lectures, symposia, exhibitions and speeches per hundred academic staff				
3.2 No. of performances and exhibitions of creative works, public lectures, symposia, exhibitions and speeches per hundred academic staff	Year	2017/18	2018/19	2019/20
No. of performances & exhibitions of creative works, public lectures, symposia, exhibitions & speeches per hundred academic staff (Note 2)		180	219	133
<b>Entrepreneurship Activities</b>				
KPI 3 Entrepreneurship enrichment activities and support for students				
3.3(a)(i) No. of entrepreneurship activities	Year	2017/18	2018/19	2019/20
No. of entrepreneurship activities		19	31	89
3.3(a)(ii) Student participation in entrepreneurship activities	Year	2017/18	2018/19	2019/20
No. of student participation in entrepreneurship activities		6,779	6,830	8,502
3.3(b) Overall students' satisfaction	Year	2017/18	2018/19	2019/20
Overall students' satisfaction (%)		99.6%	99.6%	92%

Note 1: The patents filed in a year may not be granted in the year concerned. The Yearly Running Average of Patent Grant Rate provided in the table is the best estimate to measure the degree of success in patent applications. This average is the moving average of the data available calculated from 1997 to the Year as tabulated. The year 1997 is chosen because that is the very first year HKBU filed its first patent.

Note 2:

1. Academic staff refers to staff grades of Professor, Associate Professor, Assistant Professor and only full-timers are included.
2. Data are based on the annual statistical returns to the UGC.

**Activity domain 4: Enhanced internationalisation****International collaboration in education**

## KPI 1 Dual degree programmes and courses with international components

4.1a Dual degree programmes	Academic Year	2017/18	2018/19	2019/20
No. of dual degree programmes (Note 1)		14	15	22
4.1b Courses with international components	Academic Year	2017/18	2018/19	2019/20
No. of courses with joint projects/activities on teaching and learning with overseas colleagues/institutions/organisations	Courses	54	112	73
	Activities	96	160	84

**Internationalisation at home**

## KPI 2 Promotion of integration of non-local students and local students and campus internationalisation

4.2a Activities promoting integration of non-local and local students (Note 2)	Academic Year	2017/18	2018/19	2019/20
No. of activities promoting integration of non-local and local students		228	333	120
No. of student participation		14,295	31,864	9,045
4.2b Campus international activities (Note 3)	Academic Year	2017/18	2018/19	2019/20
No. of campus international activities		296	347	195
No. of international speakers invited		314	209	124
No. of countries/regions where international speakers from		22	23	28

**International experience of teachers**

## KPI 3 Diversity of teachers and their international experience

4.3a Teachers with previous full-time employment in non-local tertiary institutions or in a professional capacity (Note 4)	Academic Year	2017/18	2018/19	2019/20
No. of teachers	Outside HK	330 (48.8%)	296 (47.3%)	288 (46.5%)
	Outside HK and Mainland	220 (32.5%)	207 (33.1%)	221 (35.6%)
No. of overseas countries/regions involved		31	35	40*

\*Overseas countries/regions include Australia, Belgium, Canada, Colombia, Czech Republic, Denmark, Ecuador, Finland, France, Germany, Greece, Honduras, India, Israel, Italy, Japan, Lebanon, Macao, Malawi, Malaysia, Mongolia, Morocco, The Netherlands, New Zealand, Norway, Pakistan, The Philippines, Poland, Portugal, Saudi Arabia, Singapore, South Korea, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, UK and USA.

4.3b Participation of teachers in overseas conferences/exchange/meetings	Academic Year	2017/18	2018/19	2019/20
No. of participation in overseas conferences/exchange/meetings (Note 5)	Outside HK	770	1,077	491
	Outside HK and Mainland	484	608	335
<b><i>International research collaboration</i></b>				
KPI 4 Research collaborations with leading scholars / research teams outside Hong Kong				
4.4a International research collaborations	Academic Year	2017/18	2018/19	2019/20
No. of international research collaboration		343	445	533

Note 1:

1. The UGC uses the term “dual degree programmes” to refer to joint, double and combined degree programmes.
2. Programmes and courses at undergraduate and postgraduate levels are included.

Note 2:

Undergraduate and postgraduate students are included.

Note 3:

1. The campus international activities were organised in the HKBU campus for students, staff and/or the public with invited speakers from outside Hong Kong or with element of internationalisation at home.

Note 4:

1. Based on staff strength as of end of October in respective years.
2. The % is calculated with reference to the total number of teachers which includes academic staff of the Professor, Associate Professor and Assistant Professor grades as well as Lecturer grade.

Note 5:

1. A teacher may attend more than one overseas conference/exchange/meeting in the same year.
2. For 2019/20, the figure contained participation in overseas face-to-face and virtual conferences.

Note 6: Other collaborative scholarly activities include joint supervision of research postgraduate students.

**Activity domain 5: Financial health and institutional sustainability****Self-financed Programmes and Activities**

## KPI 1 For self-financed programmes and activities

5.1 Annual turnover, annual surplus and reserves for self-financed programmes and activities	Financial Year	2017/18	2018/19	2019/20
Annual turnover to HKBU overall turnover (%) (Including investment gain/loss)		46.7%	44.4%	42.0%
Annual surplus to their turnover (%)		12.4%	6.8%	11.4%
Coverage of total expenditure by their reserves (months)		32.9	30.3	31.0

**Donations**

## KPI 2 Percentage of donation to UGC grants (last year and average of last three years)

5.2 Donations as % to UGC grants	Financial Year	2017/18	2018/19	2019/20
For the year		6.2%	5.9%	17.6%
For the past 3 years		7.3%	6.9%	9.9%

**Financial Position**

## KPI 3 Structurally healthy financial position as reflected by the amount of annual surplus after taking out investment return and donation income

5.3 Operating surplus after taking out investment return and donation income	Financial Year	2017/18	2018/19	2019/20
Operating surplus (deficit) (in HK\$'000)		(114,812)	(169,829)	92,325