

RGC Reference	HKIEd-802-HSS-13
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**The Research Grants Council of Hong Kong
Prestigious Fellowship Scheme under the Humanities and Social Sciences Panel
Completion Report**
(for completed projects only)

Part A: Project and Award Holder

1. Project Title

Higher Education, Citizenship, and Academic Values Across Cultures: Experience from Hong Kong and Beijing

2. Award Holder and Academic Department/Unit Involved

Name/Post	Unit/Department/Institution	Contact Information
PAN Suyan/Associate Professor	Department of Social Sciences/ The Education University of Hong Kong	2948 8616

Part B: The Report

5. Workplan

5.1 Workplan as per original application

The following is the workplan extracted from the original application.

(a) Timetable of the proposed research

The following is a tentative timetable for the proposed research project to be conducted during the Fellowship in 2014.

Date	Research Activities
January - February	Writing academic papers based on findings from my GRF project Documentation and policy studies for the case of Beijing
March - June	Field work for data collection in Beijing
July -December	Writing and dissemination activities

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- (b) Proposed Duration of the Fellowship (up to 12 months)

12 months from January 2014 to December 2014

- (c) The work to be undertaken during the Fellowship

I have planned the following activities to be carried out in phases during the Fellowship.

Phase I Extended Research (January – June 2014)

The duration of my GRF project is 30 months starting January 2012 and running to June 2014. The six months from January and June of 2014 will be the last stage of my GRF project, which was scheduled for writing drawn from data from my investigations in Hong Kong universities. PFS will reap the fruit of my work in a timely fashion – work which will cultivate the potential for a larger research project. While continuing to write, I hope to expand the investigation to be conducted in three Beijing universities.

Phase II Writing and Dissemination (July – December 2014)

Having empirical data from both Hong Kong and Beijing, I will be able to do comparative studies as designed by this proposed research. I am hoping for extended time off for writing papers for internationally referred journals and conferences, for discussing a book contract with publishers, and for knowledge transfer activities such as a press conference that releases my research findings to the general public.

5.3 Realisation of the workplan

(maximum 2 pages; please state how and to what extent the work as stated in the workplan has been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)

The following activities had been carried out; each contributes to the realization of my workplan.

Extended research in universities in Beijing

Application for Fellowship was the outgrowth of my GRF project. During the six months between January and June, 2014, I had completed my GRF research in Hong Kong, and expanded the research to Beijing.

The study encountered difficulties in collecting empirical data in Beijing. The original schedule was to carry out field work during March and June, 2014. It aimed to conduct questionnaire survey among students and interviews with senior administrators and faculty in charge of citizenship-related education at relevant universities, and to have data collected before students and staff might be gone for summer break. However, Beijing colleagues had difficulties in assisting the research at that time, because the timing was on the heel of a central government's decision that urged universities to stop talking about a wide range of political ideas. The banned topics cover a variety of subjects, including universal values, freedom of speech, civil society and civil rights. The banded topics are exactly the issues of inquiry of my research project.

To overcome the difficulty caused by political constraint, I sought advice from local experts and experienced scholars and the connections I have with the institutions of higher education in Beijing. Following their advice and suggestions, I modified the questionnaire survey and semi-structured interview questions to suit the investigation in the context of Beijing. Also I allowed flexible work schedule in data collection, because the workable timing was subject to political climate in Beijing universities. By March 2015, I had eventually collected sufficient empirical data from five Beijing universities, including 904 completed questionnaires and interviews with 45 undergraduate students, and 15 staff.

Also due to the current political constraint on Beijing scholars' engagement in citizenship-related research, writings drawing empirical findings from Beijing universities are subject to further exchange of ideas with interviewees and key contacts. The key informants' validation of the qualitative data and consensus on data interpretation are needed before the writings are submitted for publication. This is to ensure appropriate ethics clearance of this research.

Writing and dissemination of research outputs

The second phase of the Fellowship period moved from project research to writing and dissemination of research outputs. It has been a highly productive and fruitful experience, having had 23 research outputs disseminated through publications and presentations. They include:

[1] Four articles drawing empirical findings from the project and reflecting on theoretical refinement. They are under-review for publication in referred international academic journals.

[2] Nine articles bearing fruit from scholarly research, discussions and collaborations during the Fellowship period. They include six articles published in referred international academic journals, and three chapters for books published by prestigious national and international publishers.

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[3] Three refereed paper presentations in international academic conferences.

[4] Four open seminars offered to the general public. Participants include local and international audiences. The seminars are online accessible via Internet.

[5] A monograph on contract with Routledge, which is a world-renown academic publisher of books in the humanities and social sciences areas. The monograph is my consolidation of the project findings and scholarship.

[6] Two research proposals, including one approved by The Education University of Hong Kong (EdUHK) for application for the GRF 2016/17, and one supported by EdUHK-based Dean's Research Fund. Both proposed projects aim for further research into paradoxical issues observed in my completed GRF and HSSPF projects, and reflecting on new development in Hong Kong society.

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6.3 Realisation of the dissemination plan

(maximum 2 pages; please state how and to what extent the output as stated in the dissemination plan has been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)

The HSSPF Fellowship scheme aims to promote scholarly thinking, writing and dissemination activities. I have found the Fellowship a rewarding and fulfilling experience. Dissemination plan has been fully achieved, bearing fruit from 23 research outputs disseminated through publications and presentations. A list of the research outputs and the theoretical contributions to scholarship are attached as Appendix 1. The following explains how and to what extent the outputs as stated in dissemination plan has been achieved.

[1] Writing and publication in internationally peer-refereed scholarly journals

I have written four research articles drawing empirical findings from the project. I am mindful of securing these research outputs in scholarship meeting international standing and recognition for high quality. The articles have all submitted to highly competitive refereed international academic journals, including: *Comparative Education Review* (SSCI, 2014/15 impact factor: 0.840), *Oxford Review of Education* (SSCI, 2014/15 impact factor: 0.635), *International Journal of Sustainability in Higher Education* (SSCI, 2014/15 impact factor: 0.889) and *Higher Education: The International Journal of Higher Education Research* (SSCI, 2014/15 impact factor: 1.151). The articles under review are attached as Appendices 2.1-2.4.

The Fellowship greatly benefited my scholarship in the interdisciplinary areas of social sciences. Being granted extended time-off to focus on research and academic writing, I was able to construct theoretical articulation linking the fields of higher education, diplomacy and China studies. My research into these areas has had two co-authored articles published in highly competitive refereed international academic journals: *The Pacific Review* (SSCI; 2014/15 Impact Factor: 0.527. 5-Year Impact Factor: 0.861; EduHK Ranked A), *Compare: A Journal of Comparative and International Education* (SSCI; 2014 impact factor: 0.456; EduHK Ranked A*) (Appendices 3.1-3.2)

The Fellowship greatly benefited my participation in international scholarly dialogue, through writing book reviews as a thorough description, critical analysis, and evaluation of the quality of important academic works. I was honoured to be invited to review three books by internationally influential scholars and educators. They are books by Prof. Ruth Hayhoe from the University of Toronto, by Prof. Amy Stambach from the University of Oxford, and collected works of Mei Yiqi, who was president of Tsinghua University, in Beijing from 1931 to 1949. The book reviews have been published in refereed international academic journals, including one in *Comparative Education Review* and two in *Frontier of Education in China*. (Appendices 3.4-3.6)

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In addition, I have three articles included in books published/to be published by prestigious international publishers (Palgrave MacMillan Press, Routledge, and Sense Publishers). (Appendices 4.1-4.3).

[2] Presenting research findings at international conferences

I have presented research findings in three international academic conferences. They are conferences organized by the Comparative and International Education Society, Higher Education Forum, and Australasian Association of Business and Social Sciences. (Appendices 5.1-5.3)

[3] A monograph

I have consolidated the project findings into a coherent monograph entitled "China's Global Rise: Higher Education, Diplomacy and Identity". The book manuscript will be submitted to publisher in September 2016, on contract with Routledge, which is a world-renown academic publisher of books in the humanities and social sciences areas. The book contract and abstracts of individual chapters are attached as Appendices 6.1-6.2.

[4] Scholarly visit to the Ontario Institute for Studies in Education (OISE) of the University of Toronto.

I was invited to be a Visiting Scholar in the Higher Education Program and the Department of Leadership, Higher, and Adult Education at the Ontario Institute for Studies in Education (OISE), University of Toronto. I did scholarly visit from September 29, 2014 until October 18, 2014. During the visiting period, I gave two seminars hosted by its International and Development Education Centre. The seminars share project findings with OISE colleagues and students, as well as general public from the community. During the visiting, research collaboration was established, which has led to the publication of a co-authored article published in *Frontier of Education in China*. Visiting Scholarship invitation letter, abstracts of my seminars, and the co-authored article are attached as Appendices 7.1-7.3 and Appendix 3.3.

[5] Knowledge transfer activities such as press conferences and open seminars

I have shared project findings with the general public. This was done through a virtual international seminar hosted by the Worldwide Universities Network, and a local symposium bringing together press conference held at The Education University of Hong Kong (EdUHK). Information on the seminar presentations are attached as Appendices 8.1-8.2.

[6] Expanding the research paradigm for future research

I have developed two research proposals to expand my research in the interdisciplinary areas of higher education, citizenship studies, and political sciences. One of the research proposals has been endorsed by EdUHK to apply for the GRF for 2016/17 exercise (Appendix 9.1). The other one has been funded by EdUHK's internal research fund (Appendix 9.2).

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7. **Other impact** (e.g. award of patents or prizes, collaboration with other research institutions, knowledge transfer, etc.)

My research has continuously excelled in capturing, and reflecting on, social changes in contemporary Hong Kong. Based on findings from my completed GRF and HSSPF projects, I have developed a new project to investigate the impact of civic engagement on university students' perceptions of citizenship and how they comprehend the meaning of "rule of law". My research proposal has been recognized by two External Examiners as having "academic significance" and also "great public interest in Hong Kong". As such, the research was recommended for the CPU's Public Policy Research Scheme for funding.

The Fellowship greatly benefited my development of research collaboration with the University of Toronto, universities in Beijing, and the Worldwide Universities Network which is a global network driving international research collaboration. The membership spans 18 universities from eleven countries on five continents.

Scholarly discourses and collaborations have enabled me to establish research clusters including colleagues from EdUHK, the University of Hong Kong, and the University of Toronto.

I look back on my academic life over the year of Fellowship with much thankfulness. The Fellowship has allowed me to contribute to scholarship and to explore the vast territory of academia. Like all explorers, I have much to learn, and strive every day to do better. I am truly thankful to my University, Department, and colleagues. To them, and to those who read this completion report, I offer my best wishes for a blessed and rewarding academic journey ahead.