Responses of Leading University in Asia for Globalization & Regionalization of Higher Education COE-GIARI, Waseda University January 17, 2008

# The Making of World-class Research Universities and Renewal of Asian Values of Higher Education in Korea: SNU

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## Quantitative expansion

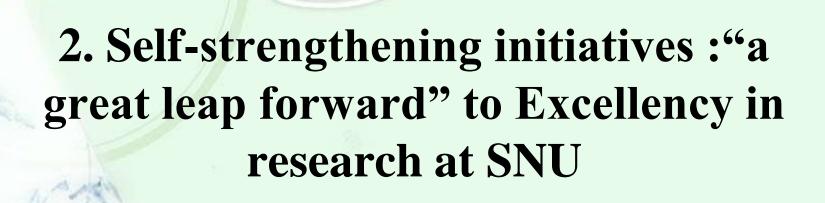
- Progression rates 81% & universal completion of secondary education (top among OECD),
- Simultaneous transition from elite to mass & to universal access in secondary & tertiary education (M. Trow's term),
- Close to reality of "tertiary education for all," (OECD report)
- Extremely limited public funds & over-privatization,

# Quality assurance

- Conflicting conceptions on the idea of the university:
  Japanese imperial university (Humboldt's idea), American research university, & indigenous intellectual tradition
- Highly stratified schools and huge gabs in quality among them: from top-class to diploma mill school
- Less diversified system: SNU as a leading & defining institute or "meandering procession" (D. Riesman's term)

#### Critical issues

- A lack of a "system" of tertiary education,
- A shortage of applicants for scientists & engineers
- Repeated reforms of college entrance examination system
  by MOE and less autonomy in selection of the students
- Enhancing international competitiveness of graduate programs in a knowledge-based economy



# "World-class" research universities? according to Altbach, 2004

- Excellence in research,
- Academic freedom & intellectual excitement,
- Autonomy: students admission, curriculum, degree program, recruit of new members, & etc..
- Adequate facilities: Lab., ICT, libraries, & etc.
- Long-term funding, especially public supports.

## Leading research universities in Korea

Source: The Chronicle of Higher Education, July 23, 2004

	University Name	Students	Graduate Students	Funds
				in million \$
2	SNU	32,058	9,479	\$209
	KAIST	7,162	4,261	\$100
	POSTECH	2,800	1,600	\$58

#### SNU's road to "World-class"

- Upgrading graduate education to attain excellence in research & teaching,
- Enhancing the research competence of graduate programs,
- Building infrastructure for academic research,
- Bench-marking, monitoring and continuous selfevaluation of self-strengthening initiatives, &
- Fostering international cooperation (e.g. internalization) with top-class world universities

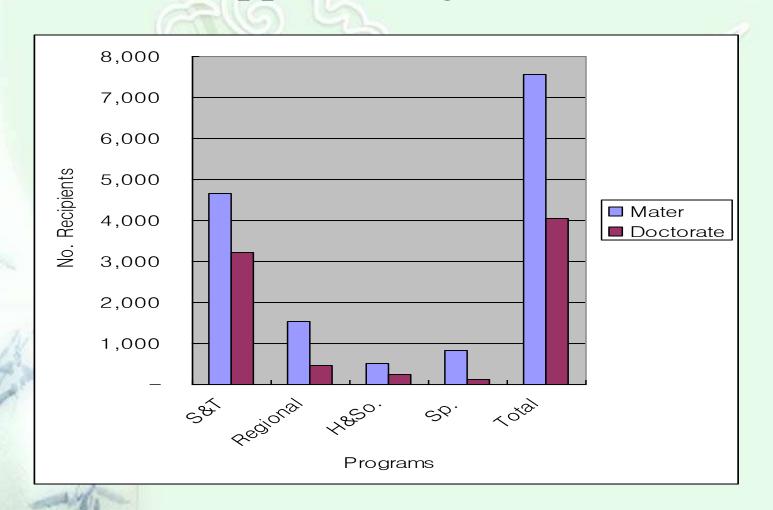
# The BK (Brain Korea)21 Projects, 1999-2007

- Building "World-Class" research universities:
- Large scale funding: the second the 7-year cycle of competition among leading universities since 2007
  - In return, major reforms proposed by universities: Flexible admission system; Rigorous faculty performance review system (e.g., tightened tenure); & others

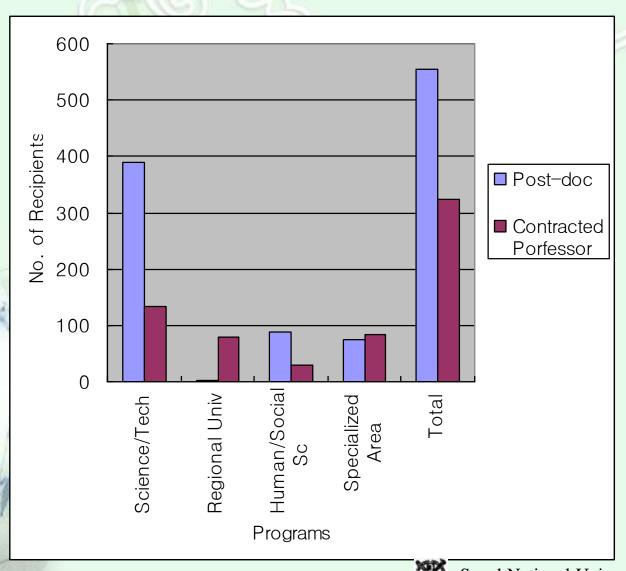
# Some progress at SNU graduate programs

- A remarkable increase in the quantity of academic papers by professors & junior scholars(e.g. SCI papers),
- Building infrastructures good for research & teaching: Labs, ICT, international house etc.,
- Gaining self-confidence in research competence & publications among students,
- Noticeable improvement of the quality of the papers(e.g., cited times, school rankings)

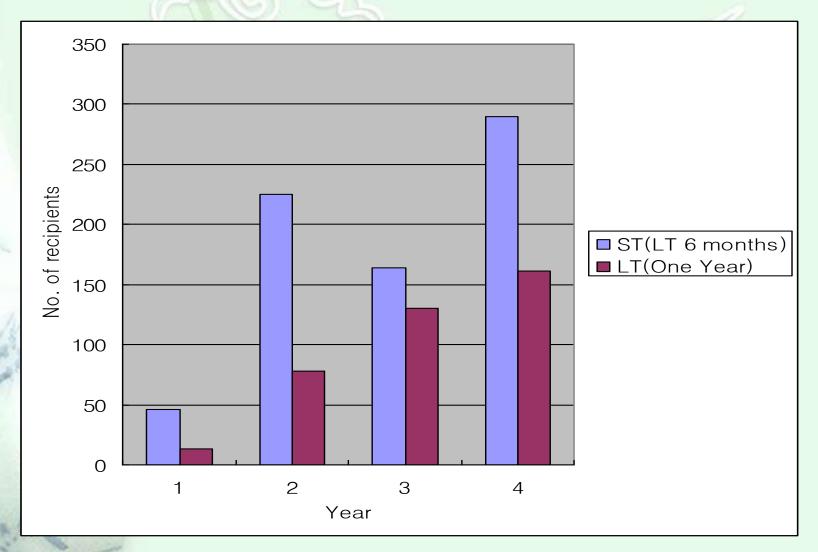
## Financial supports for graduate students



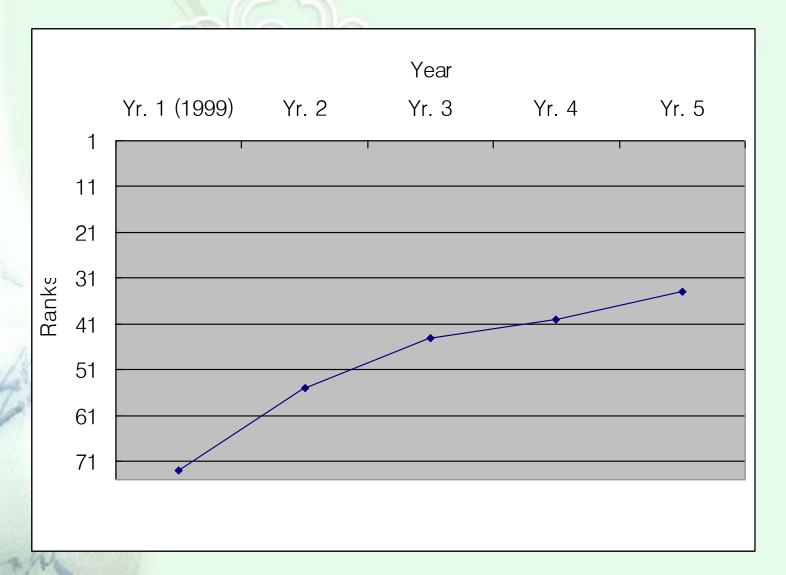
# New positions for young scholars



# Oversea training for graduate students



#### The rise of unofficial ranks of SNU



# The 2004 ranks by SCI papers

Rank	School	Papers	Rank	School	Papers
1	HAVARD	9,421	21	UCD	3,685
2	TOKYO	6,631	22	YALE	3,683
3	UCLA	5,232	23	OXFORD	3,647
4	UW-SEATTLE	5,193	24	DUKE	3,558
5	MICHIGAN	4,951	25	MIT	3,511
6	TRONTO	4,942	26	FLORIDA	3,506
7	KYOTO	4,751	27	COLUMBIA	3,489
8	STANFORD	4,633	28	SAN-PAULO	3,454
9	JOHNS HOPKINS	4,468	29	UMM	3,371
10	Upenn	4,446	30	UNC	3,211
11	CAMBRIGE	4,129	31	SNU	3,116
12	UCB	4,049	32	PENN ST.	3,063
13	OSAKA	4,040	33	OSU	3,061
14	UCSD	3,979	34	NW	2,999
15	UCSF	3,959	35	WU	2,989
16	CORNELL	3,915	36	MCGILL	2,955
17	WISCONSIN	3,846	37	UBC	2,893
18	TOHOKU	3,809	38	UIU	2,755
19	PITTSBURGH	3,805	39	Univ-Coll-London	2,629
20	n-Imperial-Coll-SCI-T	3,721	40	Munich	2,617



# Productivity among top schools adjusted for expenditures, 2004

Money unit: I B KW

	The state of the s					
	Researc h funds	Running costs incl. R funds	SCI # papers	SCI ranks	SCI # /RF	SCI # /RC
SNU	2,701	6,466	3,116	31	1.15	0.48
KAIST	977	2,600	1,136	187	1.16	0.44
Postec	810	1,834	823	272	1.02	0.45
Harvard Univ.	6,481	28,574	9,421	1	1.45	0.33
Tokyo Univ.	4,257	17,327	6,631	2	1.56	0.38
UC Los Angels	6,107	36,510	5,232	3	0.86	0.14
Stanford Univ.	8,602	26,024	4,633	8	0.54	0.18
UC Berkeley	4,395	16,910	4,049	12	0.92	0.24



# An index on the quality of SNU undergraduate program

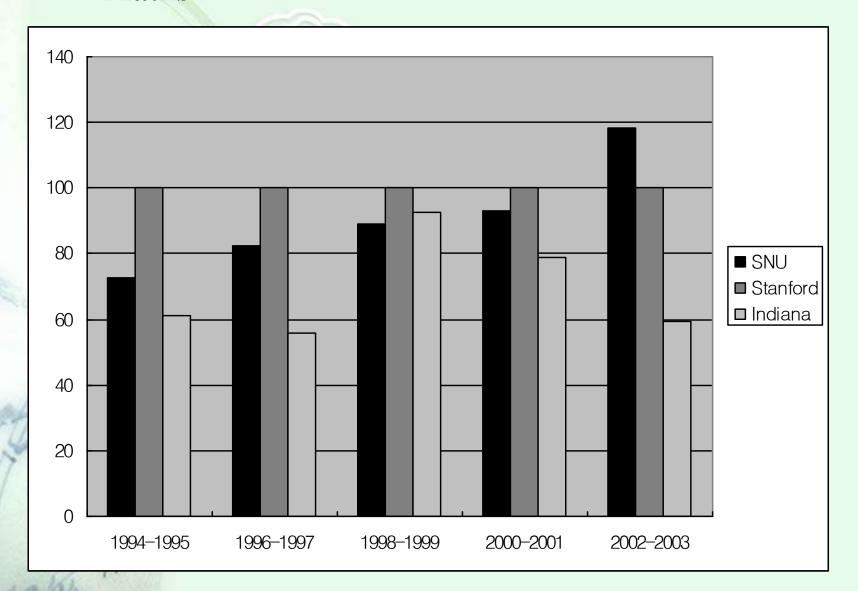
The Chronicle of Higher Education, January 7, 2005

• Among all the students who earned doctorates from American universities between 1999 and 2003, more received their undergraduate degrees from the University of California at Berkeley than from any other institution, ... But perhaps the more surprising news is the identity of the second most common source of undergraduates: Seoul National University, in Korea."

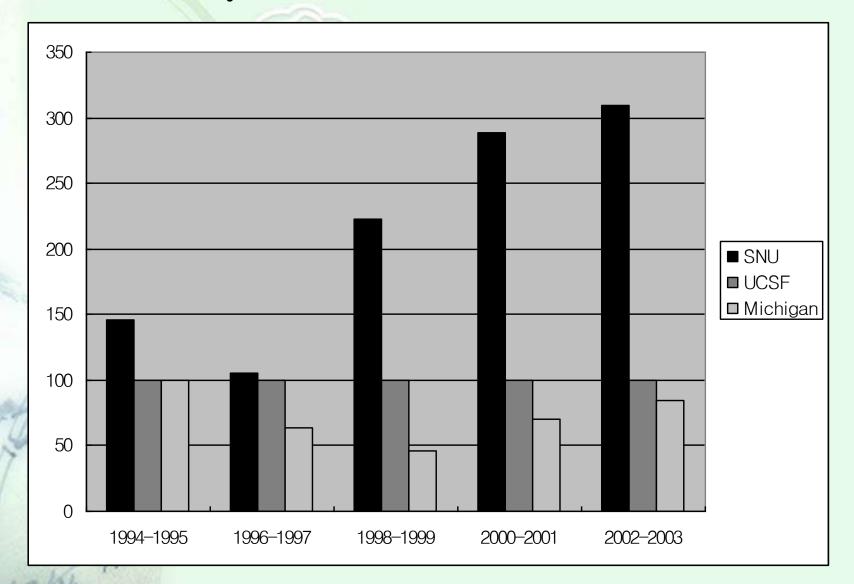
# New findings on the quality of research indexed by cited numbers, 1994-2003

- According to the quality index of cited times, during 1994 1995, *SNU showed 35% of the top university and 66% of a group of high-ranking universities*. Since then, there has been a significant and steady improvement and *today the same index reached 74% of the top university*. In comparison with the group of high-ranking universities, *SNU's figure is even higher than theirs by 37%*.
- Judging by the quality of published journal articles, the graduate program in science and engineering of SNU is about the 20th among high-ranking universities in the U.S.

#### Maths



#### **Pharmacy**



# Factors led to a great leap forward

- Selection of top caliber students from the strong secondary education system. (i.e. PISA results)
- The impressive quality of undergraduate program of SNU( "only second to UC-Berkeley..")
- Indigenous intellectual traditions of higher learning
  ( The Gates and strong mentor-disciple relations)

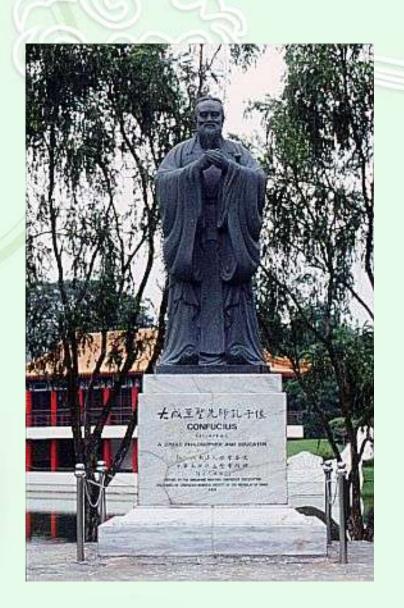
# 3. Renewal of Asian Values of Higher Learning in the era of globalization

# The dominance of Eurocentric perspectives

- The *selective traditions*: some traditions never or rarely mentioned in history of higher education, (cf. C. Lucas, *American Higher Education: A history*)
- Chinese tradition, (& Korean indigenous one)
- Oral tradition of the Vedantists,
- Ancient India,
- Nestorian,
- Muslim scriptoria,
- West cities of Jennie, Gao, Timbuktu

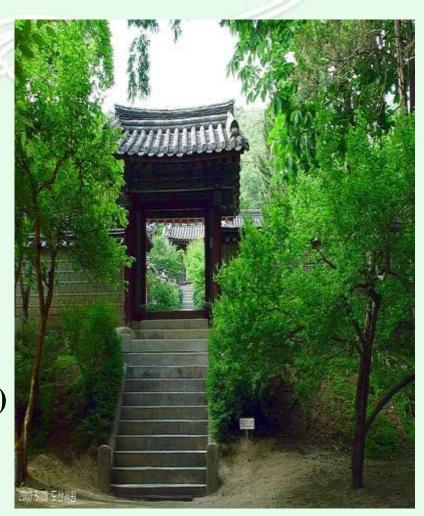


#### The Origin of Asian higher learning: Confucius

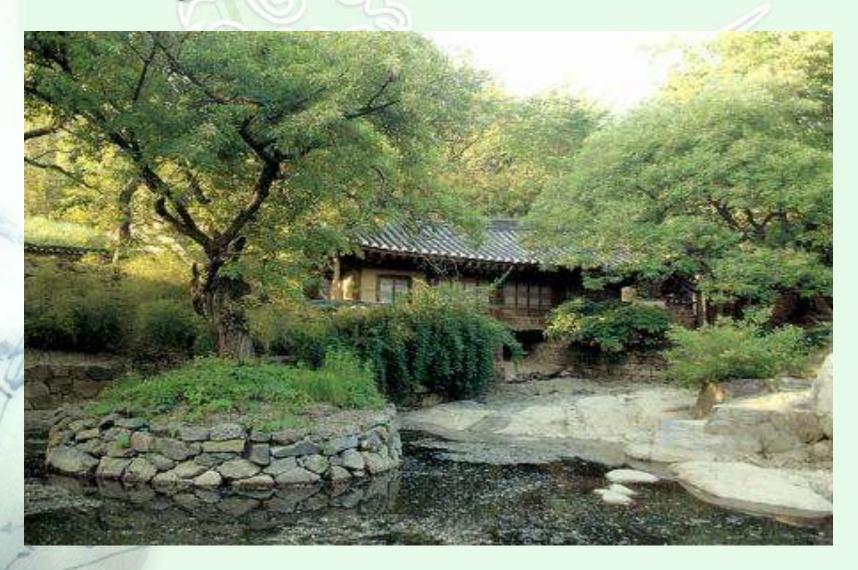


# Gates as the relation of a mentor-disciples

- A passage to Confucius Ways(道),
- Integrity of character (修己),
- Scholastic networks as nonformal and lessinstitutionalized (NFLI), &
- Private education as the center of academic excellence)



# An indigenous school for literati in Korea



## An archetypical academic linage in China

Confucius, BC 551-479





ChuHsi, 1128-1200

Manchu, BC 372-289?



## A representative academic linage in Korea

Revival of Chuhsi's Neo-Confucianism

Taegye the Korean Confucius, 1501-1570

Hangang, 1543-1620

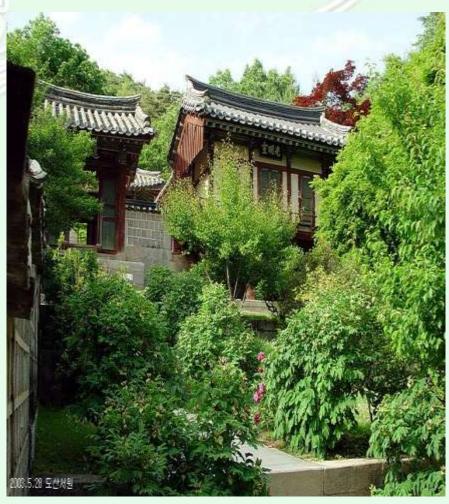
Misu, 1595-1682

Sungho, 1681-1763



# Taegye's school for Neo-Confucianism





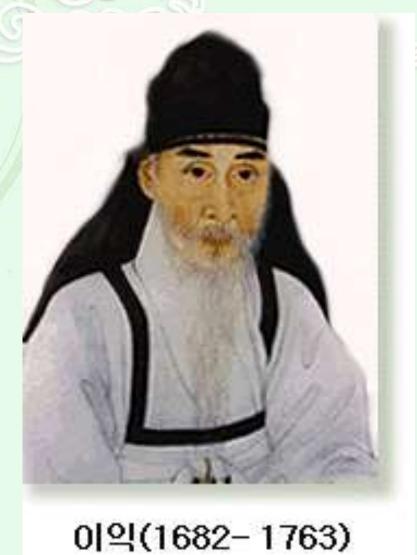
# Toegye and the shaping of Japanese Confucianism



# Misu, 1595-1682



# Sungho, 1682-1763



## The Three schools of Sungho from the 18C

1

Self-learning of books on Scholasticism, early converters led by Yi Pyok, (1754-1785), and the birth of Korean Catholic church without the foreign missionary works.

2

Critical to the idea of the European Medieval University and the order of knowledge & empowering nationalistic movements opposing to opendoors policies.

3

The blossom of Sirak (實學, Practical Leaning) led by Dasan (1762-1836) & applications of pragmatic method of inquiry into the real conditions of society.

# Remaining issues for globalization

- How to sustain self-strengthening initiatives for excellence in research and education,
- How to sustain the levels of public & private funds,
- How to stay away from external pressures from government and profit-driven private sectors as well, &
- How to make a tertiary education system with functionally diversified and differentiated colleges and universities

# New challenges for regionalization

- How to free from overemphasis on a WRU membership, e.g. academic hype,
- How to resolve the conflicting ideas of the university (research university with indigenous intellectual tradition),
- How to be independent from deepening dependence on Western ideas of the university, &
- How to cope with globalization without becoming a victim of the neo-colonialism of the 21<sup>st</sup> century

