



**Globally Competitive, Locally Engaged
Higher Education and Regions**

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**REGION BUILDING IN KOREA
THROUGH CROSS-BORDER HIGHER EDUCATION
THE CASE OF HANDONG GLOBAL UNIVERSITY**

by

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Summary

Within a single generation, Korea has transformed itself from a major recipient to a donor country. Investments in human-capital development have been driving the country's economic miracle. Established in 1995, Handong Global University (HGU) in Pohang aims to be student-focused and market-driven, higher educational institution that is geared toward the globalizing knowledge, economy and digital technology-based world. From its inception, HGU has focused on the cultivation of global leadership capacities for students. Its graduates are mainly employed by multinational companies such as SAMSUNG, LG and Hyundai, and are contributing to the competitiveness and global market development of companies – companies are often located in the local regions of developing countries and instrumental to its growth and prosperity.

One of Handong's initiatives for global engagement is the Global EDISON Academy (GEA). It was established in 2006 for the purpose of implementing a cross-disciplinary, higher education of Global Enterprise Entrepreneurship integrating technology, global business, and international law on the basis of character education targeted for future global leaders, the founding goal of the university. GEA offers selected qualified students who have the aspiration to become global leaders and CEOs in corporations a degree program in global entrepreneurship. Our unique program strategy is to offer the students with the whole-person education with a global perspective. This includes development of the student's personality and leadership skills, the elements essential for future global leaders. One of our ultimate purposes is to train the students to become creators of new businesses and institutions rather than merely working for businesses created by someone else.

In 2007, HGU was designated the host university for the UNESCO UNITWIN Network Program for Capacity Building for Sustainable Development in Developing Countries in the Asia Region. Then Handong UNITWIN network includes universities from Mongolia, Uzbekistan and Afghanistan, and other universities such as those from Sub-Saharan African region are joining the network as we speak. Furthermore, our Institute for Global Education (IGE) is being established on the HGU campus for global leadership education by the United Nations University (UNU) in Tokyo, Japan, and Handong Global University (HGU) in Pohang, Korea.

Introduction

It is my distinct honor and privilege to speak on the subject of "Region Building in Korea through Cross-Border Higher Education: the Case of Handong Global University" at this OECD Institutional Management in Higher Education(IMHE) International Conference.

In my talk, I would like to present briefly the evolving history of higher education and the role of higher education on the Korean economic development in the last decade of the 20th century. Then, I will explain how the educational philosophy and mission of newly established Handong Global University, a fledgling school that opened in 1995 in Pohang, South Korea, is meeting the demands of the technology driven, global world of the 21st century.

Recent History of Higher Education in Korea

Korea has emerged as an economically flourishing country in the world. The prosperity was due partly to rapid advancements in the automotive, shipbuilding, information technology, and electronic industries. In the short period of the last 50 years, Korea has achieved astonishing economic milestones, captivating the world's attention. It has come to be known as "The Miracle of the Han River". The key factor of this economic development was the cultivation of educated workers vital for the development of the industries. Indeed, the creation of appropriately skilled manpower catalyzed

the industrialization of Korea. It is widely believed that the vital role of higher education to industrialization was largely attributed to U.S. and Japanese educated Korean scholars returning to Korea to serve as professors in the leading universities and as scientists in the advanced national research institutes.

Former Korean President, Jung-Hee Park, established ambitious research and higher education institutions as an engine for the economic revolution of Korea. In 1967, the Korea Institute of Science and Technology (KIST) was opened as the first national research institution in Korea. Then, the Korea Advanced Institute of Science and Technology (KAIST) was established in 1972 as a new Graduate School under the auspices of Ministry of Science and Technology. The Korea Advanced Institute of Science and Technology (KAIST) was initially funded by the U.S. Agency for International Development (USAID) in 1971. The establishment of this prominent institute, in particular, was instrumental in producing competent manpower necessary for the economic advancement of Korea. In 1986, the foundation of Pohang Institute of Science and Technology (POSTECH) further produced a new surge of interests in quality science education with a special focus on research.

Since then, most universities in Korea have been impacted by the trend in education to focus on research and advanced, creative thinking. It is evident that this type of higher education has been highly successful, thus far, in meeting the economic needs of Korea. However, we are now at the outset of a new era. The 21st century is the age of information, knowledge, and globalization. This forces the higher education institutes to make a revolutionary shift in their focus. At this moment, Handong Global University, since its opening in 1995, is rising to meet the challenges of the changing context, by reforming the traditional pedagogical emphasis on technical and scientific training into two separate veins: bringing most of the emphasis on global leadership education and bringing teaching and learning as the primary didactic mission of higher education. The reinvigoration of teaching and learning as the primary mission of the academic institutions was strongly recommended in the 1994 White House Report on Science Policy titled "Producing the Finest Scientists and Engineers for the 21st Century." The Industrial Research Institute (IRI) in the U.S also underscored in 1993 that the top priority of universities should be to educate their students. This specialized, holistic education offered at Handong Global University is now beginning to gain recognition as an excellent model for reformed higher education by the Ministry of Higher Education & Human Resources Development of the Korean Government.

New Higher Education of Handong Global University (HGU)

Handong Global University (HGU) opened its doors for higher education in 1995 in Pohang, Korea. As the name signifies, Handong Global University was established from the very beginning with a founding focus to become a *global* university that would transform not only Korea, but also help other developing countries around the globe as well.

When Handong was being established as a new university in 1994, there were a total of 159 universities in Korea. I asked myself "Does Korea really need another university?" When the first graduates of Handong go into the world in the 21st century, they will face a totally different technology-driven global world. Therefore, Handong must educate their students with new educational curricula commensurate with the 21st century of global community. Handong must prepare young students to live and work in an increasingly complex and challenging, dynamic global world.

Since 1995, HGU's education has strived to be student-education focused and the market-driven, and has been shifting towards the globalization and the digitalized world. Students are admitted as freshman without declaration on their major, and are allowed to choose their major field of study freely later after finding their best talent and potential. Every student is required to take double major

for cultivation of their comprehensive problem-solving ability since the multidisciplinary knowledge is essential for competent leadership. HGU requires to all students to study English and Chinese for global communication ability, and also requires students to be familiar with any computer platforms. In 2002, HGU also opened the Handong International Law School (HILS).

Every student belongs to a team led by a professor in which they learn to care one another and learn the value of working together with their team members diligently. Team students conduct together team projects of the real world. Every student of HGU has a duty for social service to learn to serve other people. HGU has been conducting all exams without monitors under the "Handong Honor Code" since its opening in 1995. Educational philosophy of HGU is to follow a holistic approach to education as a Christian University that includes professional capability along with character and spiritual aspects of students.

Since its opening in 1995, HGU is actively pursuing the education of emerging future leaders of developing countries and countries in transition for their capacity building through exchange and sharing of knowledge in a spirit of solidarity. Poverty is a problem that is hard to solve without active support and help from advanced countries. Currently, at HGU, there are about 150 foreign students from around 40 countries, which constitutes about 5 percent of the total student body. Providing more support to developing countries in Asia and Africa through education is a way through which Korea can pay back the debt that it owes to international society from 50 years ago. It is also a way through which Korea can invest in the future. Korea should instill the spirit of Korea in the minds of students from the countries that will soon emerge on the center stage of the world economy and that Korea will want as its partners in the future.

HGU's Global Educational Philosophy and Initiatives

We are now living in a rapidly challenging, dynamic global world. Thus, the 21st century presents unparalleled risks as well as opportunities for the whole world; for all as nations and the societies in it, and thus, for university educations as well. "Why Not Change the World?" has been the slogan that Handong Global University (HGU) has consistently used to challenge its students. In this 21st century, thinking and working globally will ever be critical for survival and prosperity for all mankind sharing the globe. HGU's vision from its inception has been to transform the world through cooperative global education - by nurturing each student to become a whole person with global perspective for leadership encompassing the world, especially that for the developing countries. Especially as global citizens, we are required to develop a global mindset, i.e., increase our capacity to think and work on a global and intercultural scale. This can be accomplished through a new higher education that meets the challenges of the 21st century.

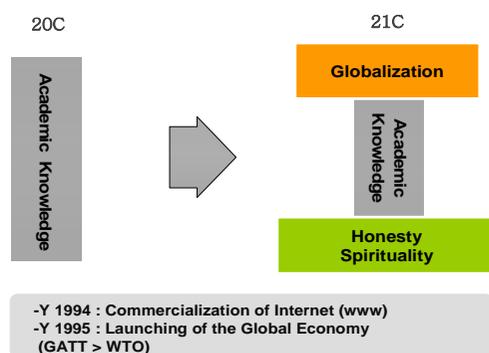
In solving complex problems in the global context, it is not sufficient for future global leaders merely to be well prepared only in academic and technical fields. They must also be trained to think and act with global leadership qualities as well. Universities must provide global leadership training and education that integrates academic and technical education with training in business ethics, social responsibility, environmental protection and a mutually beneficial, cooperative perspective. Above all, future global leaders must be honest, trustworthy, and truly dependable.

Thus, the university education now faces a real challenge to offer education on effective character development combined with practical experience in social service and international cooperation. In order for universities to be competitive in the global stage of the 21st century, they must prepare their students to work not only at the highest degree of complexity, but also across every traditional boundary between different academic disciplines, different academia, different industries, different governments, different nations, and different people on the globe.

The educational paradigm of the 21st century is far different from that of the 20th century that brought the unprecedented economic prosperity that we experienced. The 21st century universities stand in dire need of a paradigm shift, calling for a revolutionary and fresh approach that is commensurate with the new way of things in the new century. HGU is here to fulfill that challenge. HGU aims to prepare honest and professionally competent students to live and function successfully in the increasingly complex and challenging dynamic global world for world's wellbeing and prosperity.

The mid 90's were the epoch-making years in which the world slipped into the information technology-driven global community due to a number of significant events. They were the commercial use of the World Wide Web (www) that began around 1994 and WTO (World Trade Organization) that replaced GATT (General Agreement on Tariffs and Trade) that gave impetus for the global economy. The establishment and opening of Handong Global University (HGU) in 1995 also coincided with the IT-driven global world for the 21st century. HGU's educational framework for this 21st century can be depicted using the Chinese character for "engineering" (工) as shown below.

{The Shift and Change of the Educational Paradigm from the 20th to the 21st century}



The base foundation in the railway-shape structure corresponds to moral and spiritual aspects of education that should form the basis of any education while the vertical component of the structure signifies knowledge element of education. The upper bar points the globalization aspect of the education. The stability of the entire structure depends primarily on the stability and strength of its foundation and of the "I," or the vertical member to a lesser extent. Therefore, knowledge accumulated without the firm foundation will result in weakening or even collapse of the entire educational structure, and can greatly harm the society rather than helping.

In the past industrial age of the 20th century, the assets and primary drivers of economic prosperity were largely machinery and capital, i.e., material resources or things. People were also considered as things that were necessary, but replaceable. However, in reality, human beings are four-dimensional beings, consisting of a physical body, mental intelligence, an emotional heart and a spirit. Thus, true education for human being consists not only of the conveyance and transmittance of knowledge, but also of the cultivation of the intellectual, moral, and spiritual realm beyond one's

physical body. Especially in this high-speed information society of the 21st century when the highest priority is placed upon efficiency and expediency, educating a whole-person complete with academic, moral and spiritual development is becoming more essential ever. Indeed, more and more corporations worldwide are beginning to recognize spirituality as an important ingredient for corporate success.

The Global Enterprise Entrepreneur (GEE)-MBA at HGU

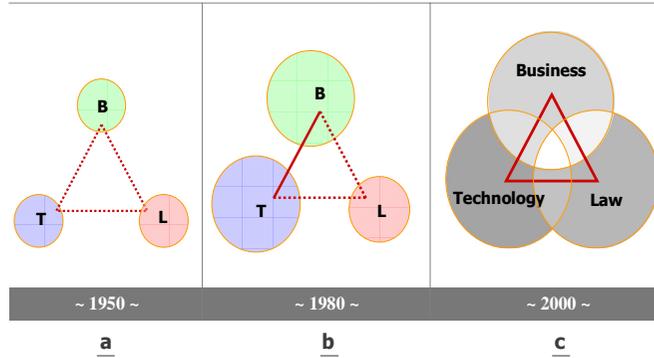
With the emergence of the post-industrial age with blurred demarcation among the traditionally separate academic disciplines, there have been attempts to offer some combined degree programs of mixed kindred fields of study and profession. A few examples are the techno-MBA program combining management and technology and joint degree programs combining business (MBA) and Law (JD) degrees. However, there is not a single graduate degree program integrating all three academic disciplines of technology, business, and law with global perspectives, which is essential in the 21st century of rapid globalization with increasing complexity. Also, the kind of curriculums offered for the business students in the developed countries are not totally appropriate for the students who are looking to lead the developing countries since the environment and circumstance for the developing countries are quite different than those of the developed countries. The future leaders for the developing countries face unique problems that only developing countries face, such as those Korea had to overcome to break out of the vicious cycle that it once faced in the 60's and 70's to achieve the development it was able to achieve so far.

To address such needs, Handong Global University (HGU) initiated in 2005 a new advanced, cross-disciplinary, graduate-degree level program, named the Global Enterprise Entrepreneur (GEE)-MBA. The Global Enterprise Entrepreneur (GEE)-MBA program of HGU attempted to integrate the three traditionally separate fields above, namely, Technology, Business, and Law, based on character education. The global leadership requires both ability and character. The multidisciplinary knowledge is essential for competent leadership. The true leadership is founded on character education of honesty and integrity. The GEE-MBA program deals not only with administration and management of business, but also active promotion and advancement of global business with global perspective. The Global Enterprise-MBA program is different from the traditional MBA or executive MBA programs in the sense that the latter concentrates mainly on business and administration aspects only while the GEE-MBA addresses the global leadership aspects with technological perspective, global business, and international law. A capable global leader must have a wide knowledge of "big picture" integrating technology, business, and law in the global arena.

The basic concept of the Global Enterprise Entrepreneur (GEE)-MBA is depicted in Figures 1 and 2.

Figure 1 Change of Technology, Business and Law over time

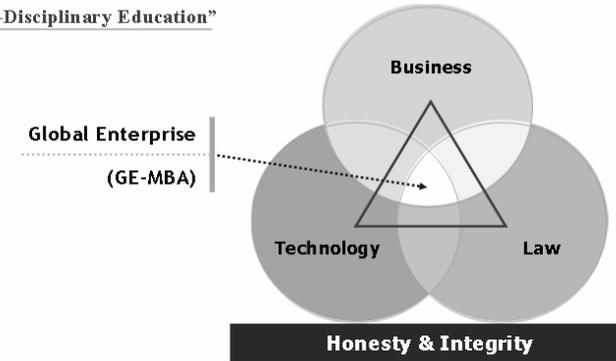
(From Isolation in the 20th century to integration in the 21st century)



In the industrial period of the sixties, technology, business, and law disciplines were largely separate and unrelated among each other since their domains were small and were far apart among each other as shown in Fig 1a above. As technology advanced rapidly in the eighties, the domain of technology and that of resulting business grew, nevertheless, the interaction between technology and law still remained very little or sporadic at best as shown in Fig 1b. However, in the information and knowledge-driven global world of the 21st century, the domains of technology, business, and law have greatly expanded – to the extent that the three actually overlap and intersect greatly as seen in Fig 1c above. Eventually, the three intersecting circles will fuse and form a tight crystalline structure, a ruggedly interlocked, comprehensive knowledge structure in the new century which knowledge is vital for true global leadership as illustrated further in Figure 2 below.

Figure 2 Educational Concept for “Global Enterprise - MBA”

“Cross-Disciplinary Education”



Today’s business is global- even small and medium enterprises are affected by international competition. Global businesses are interrelated and networked. The world of the 21st century is called a networked, blurred, or fusion-world. Technological innovation remains a key to the competitive advantages in global business. Globalization of business has changed the playing field as well as the rules of the game. The emergence of the IT age with its advances in communications, information dissemination, and transportation were made possible by technological advances in electronics, computers and avionics.

The business transaction of today always involves the use of advanced and emerging technologies. Indeed, keeping pace with the speed and amount of the flow of information begins with the capacity to comprehend current and future technological advances in global arena. In the global multinational business, the interaction between business and law (International business and trade, Merger and Acquisition, etc) increases, and becomes more important. The Global Enterprise Entrepreneur-MBA curriculum is also designed to expose the students to the world history, to the great ideas and the great historical figures of high moral and ethical character and provide opportunities for students to become competent leaders with passionate commitment for the betterment of mankind and for peoples they serve.

In 2005 HGU also established the Global Institute for Ideas and Innovation (GIII) specifically to address the Information Technology Education and its direct application to actual businesses. The newly created GIII is a think tank in Information Technology (IT) and its strategy and education. One of its functions is to help the third-world countries to formulate new policies and strategies for IT, which field is so vital for them to catch up with the developed countries in this information age

Global EDISON Academy (GEA)

In 2006, Global EDISON Academy (GEA) was established at HGU for the purpose of a cross-disciplinary, higher education of Global Entrepreneurship integrating technology, business, and law on the basis of character education for future global leaders. GEA was designated a government sponsored pilot program intended to try out amalgamation of different engineering and business fields

in December 2006 supported by the Ministry of Science and Technology (MOST) and United Nations Development Program(UNDP).

The initial purpose of the GEA was to promote the cross-disciplinary education on the undergraduate level supported by MOST. However, Global EDISON Academy program goes much beyond in scope than that intended by the MOST. It is to educate the students with the whole-person education with a global perspective including their personality and global leadership, the elements essential for future global leaders.

Global EDISON Academy (GEA) offers a few, selected elite students who have an aspiration to become global leaders and CEOs in corporations a degree program in global entrepreneurship. Its purpose is to train the students to become creators of new businesses rather than contributors for businesses created by someone else. It is to provide not only multidiscipline whole-whole leadership training essential for global leadership but also actual application of the knowledge learned in class for practical cases and each student is required to finish a useful business plan that they carry with them after graduation along with a diploma.

The word, EDISON, is an acronym signifying the mottos of the academy described below as well as to symbolize the culture and philosophy of the famous inventor, Thomas E Edison, who established laboratories that produced practical inventions and pragmatic applications that were led to entrepreneurship, which are the main philosophy of the Global EDISON Academy. The Global EDISON Academy's mottos signified by the word EDISON are:

E.D.I.S.O.N.

E : Education of Competent and Honest Global Leadership

Global Vision and World-Competitive, Professional Ability Education
Education of Global Perspective - Communications, Intercultural Competencies

D : Dynamic & Creative Cross-Disciplinary Academic Curricula

Fusion among Technology, Business, and Law with Character Education
Education of Individual Talent and Creativity

I : Integrity and Uprightness for Sound Character Building

Ethics and Morality Education
Education of Honesty – Unsupervised Exam (Honor Codes)

S : Synergistic Outcome through Cooperation

Team Work and Mentorship Education
Education of Community: Dormitory Training, Teams with Professor Team Leader

O : Open and Borderless Global Educational Partnership

Help Capacity-Building for Developing Countries through Education
(United Nations Development Program and UNESCO UNITWIN)

N : Nurturing of the Whole Person for Peace and Prosperity

Transforming the World with a Comprehensive Worldview
Education of Whole Person – Knowledge, Personality, Spirit

UNESCO DESIGNATED HGU AS THE HOST UNIVERSITY OF UNITWIN

<UNESCO NEWS> 5 APRIL, 2007, PARIS, FRANCE

Establishment of the UNESCO UNITWIN Network on Capacity Building of Sustainable Development in Developing countries in the Asian Region



During a ceremony at UNESCO Headquarters on 5 April 2007, the Director-General of UNESCO, Koïchiro Matsuura, and the President of the Hangdong University (Republic of Korea), Dr Young-Gil Kim, signed an agreement concerning the establishment of a UNITWIN cooperation programme between UNESCO and the Network on Capacity Building of Sustainable Development in Developing countries in the Asian Region. Ambassadors and representatives of Korea, Mongolia, Uzbekistan and Afghanistan, the four countries involved in this Programme, attended the ceremony.

The principal objective of this agreement is the promotion of an integrated system of research, training, information and documentation activities in the field of sustainable development, in particular, training in global leadership. Since 1997, four UNESCO Chairs have been established in the Republic of Korea, one in Mongolia, ten in Uzbekistan. Khandahar University is the first Afghan University joining the Programme.

The Director-General welcomed this opportunity to extend the cooperation among Developing countries in the Asian Region and noted that “International cooperation in higher education through inter-university cooperation constitutes a major driving force for educational development”. “Networking facilitates the transfer of knowledge and reduces gaps”, he added.

Mr Matsuura also highlighted the importance of the network agreement “as it reinforces the South-South cooperation through training in global leadership in the Asian region in business, information technologies and law, through exchanges in MBA programmes”. The impact of this network will be “considerable” as it enables cooperation among existing UNESCO Chairs in Asia. “Thus, enhancing sustainable development in the region and developing common base for collaboration”, he concluded.

As the follow-up of the agreement of April 5, 2007 concerning “The Establishment of the UNITWIN Network on Capacity Building of Sustainable Development in Developing Countries in the Asian Region” between UNESCO and the UNITWIN Network with Handong Global University (HGU) as the host institution, HGU plans to embark on the project to establish the UNESCO Global Education Park (GEP) dedicated for the activities of the UNITWIN Cooperation Programme. The

main objective of the proposed UNESCO GEP is to promote an integral system of training, research, information and documentation activities in the field of sustainable development; in particular, training in global leadership in business, information and communication technologies, and law through an exchange of the newly created Global Enterprise Entrepreneur (GEE)-MBA and Global Enterprise Leadership Programme - designed for the 21st Century Global Leadership for developing countries and countries in transition around the world.

Cooperation between United Nations University(UNU) and HGU

The UNU Global Seminar was held at Handong Global University during 3-7 July 2007. The sessions are led and moderated by experts on global development invited by the UN University, the KNCU(Korea National Commission for UNESCO's) and Handong Global University. The Global Seminar is held once every year selects 100 promising university students from all around Asia to participate in a five-day intensive study of the most pressing issues in global peace, prosperity, and sustainable development. This Seminar ran under the theme "Education for Global Peace and Sustainable Development." Seventeen different countries were represented among the attendees who represented some of the best and brightest at their respective schools.

Speakers for the event included experts, academicians, and executives from various nations. Keynote speakers were given by Dr. Hans Van Ginkel, Rector of the United Nations University and Dr. Suh Nam Pyo, President of KAIST. Dr. Pan Guang, Director of the Shanghai Center for International Studies, and Dr. Takahara Akio Professor of law and politics at the University of Tokyo Graduate School of Law, spoke about peace and community building in Northeast Asia. This Seminar is a part of the global activity plan of Handong Global University.



The cooperation between United Nations University (UNU) in Tokyo, Japan, and the Handong Global University, Pohang, Korea, for the establishment of Institute for Global Education (IGE) is underway for a new global leadership education. Both UNU and HGU are cognizant of the fact that globalization is progressing rapidly, but many people in the world are not aware of this trend. This has been caused in part by the fact that there is limited opportunity to learn about globalization and its impact at universities and international organizations. Both parties also realized the fact that in order to facilitate globalization, there should be indexes of and guidelines for globalization to monitor its progress and develop appropriate policies. The need for an institute for global education is urgent as there are not many experts on globalization, even though their demand is rising with the increased global trade and regional integration.

The mission of the UNU-IGE (Institute for Global Education) at HGU is to generate and transfer knowledge and skills that are necessary in promoting globalization for peace and sustainable

development. The main objective of the IGE is to provide short-term training and academic degree programs to train experts in the area. To fulfill this mission the IGE promotes intellectual cooperation among scholars, experts, government officials and practitioners.

The First Global Legal Education in Asia at HGU

The Handong International Law School (HILS) (Dean Lynn Buzzard) was opened in March 2002 to meet the compelling need for Korea and for Asia to globalize Asian legal education. HGU had this vision that Asia must become more global in the legal field. Asia must educate a new generation of Asians in law and equip them not only to serve their peoples and nations but also their neighbors and Asia. For strategic and practical reasons, HILS has started with the US Law School curriculum taught in English and is preparing the students for the BAR examinations and licenses in the US jointly with several US Law Schools. HILS has very diverse students pool from all over the world. HILS students are being trained to become global lawyers by having them study international and US laws and expect them to study laws of their own laws in their respective country. As of 2006, students from over 18 countries are studying at HILS. HILS offers full scholarship to students from developing countries. So far, 32 students passed the U.S. bars (Tennessee, Missouri, New York).

Epilogue

Korea was an underdeveloped country in the 1950s after the Korean War, but it has now grown to be the 11th economic power in the world. Providing good education to a talented population was an important factor of South Korea's success story. It is hard to find other examples in world history where a country that received aid from international organizations has transformed itself into a country that provides economic assistance to other countries within a few decades. Educational assistance to underdeveloped countries is a duty that Korean universities, Government, various organizations in the private sector should pursue actively. It is a moral obligation and a way of guaranteeing Korea's future prosperity in the world.

In this global community of the 21st century, universities have to prepare future students to work at the highest levels of complexity, and across every traditional boundary between academic disciplines, academia, industry, and government, and between nations and peoples around the globe.

Opening Minds to the World

"Peace and prosperity in the 21st century depend on increasing capacity of people to think and work on a global and intercultural basis. As technology opens borders, educational and professional exchanges opens mind"

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