

Korea's Quest for Global Education:
The Underwood International College
(UIC) Model

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Jongryn Mo

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Mo, Jongryn

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Foreword

My relationship with Underwood International College (UIC) began in October 2004 when President Jung Chang Young appointed me to serve as the chairman of the University Committee on the New International College. On the day of my appointment, the University assigned Ms. Youngsook Kim to the Committee as staff director. So began our four-year journey that was full of joy, excitement and anxiety.

In retrospect, I am not sure if I was the right person for the job. The task of building a new undergraduate college within a large research university like Yonsei requires special leadership skills as well as expertise in university administration. Before I joined UIC, I had had limited leadership and administrative experiences. The only significant stint at administration was my three-year service (1998-2001) as the director of a research center in my home department, the Graduate School of International Studies. Throughout my pre-UIC academic career, I was first and foremost a researcher.

UIC posed many challenges to me and changed me along the way. First, I began to think about my mission and identity. Before UIC, I had set my goals myself. But during my tenure at UIC, I kept asking myself what my goals were as the Dean of UIC. It would have been nice if the university had given me a specific set of goals and targets but they did

not. So it became my job to articulate a vision and mission for UIC. While working on the UIC vision, I realized that we had not begun without a history; after all, UIC was built on the foundation laid by Yonsei University and its pioneers. The question of how to weave Yonsei history into the UIC vision became an interesting intellectual exercise.

Second, UIC made me think deeply about teaching. Before UIC, my primary interest as an academic had been research. Because UIC was a liberal arts college without post-graduate programs, teaching was its top priority. For the first time in my academic career, I had to deal with the issues of setting teaching goals, formulating and implementing curricular and courses, and developing methods of assessment. Fortunately, the three words in our name, “Underwood,” “International,” and “College,” gave me initial clues about our educational mission. The mission of UIC is to teach the students the skills and knowledge necessary to become international leaders in the tradition of Mr. Underwood, the founder of Yonsei University.

Third, marketing became an important part of my professional life. Before UIC, I had vaguely known that my success as a researcher depended in part on my ability to explain my ideas and “market” my works. But the importance of marketing for a new school in a competitive entrance market was not of the same magnitude as the one I faced as an individual academic. Moreover, I had to persuade not only Korean students but also international students to apply to UIC. Yonsei University was a top brand name in Korea but a new brand for international students.

Fourth, I developed a genuine appreciation for UIC students and their parents. Before UIC, my job had been to teach the students given to me. I did not have to ask how and why they came to my class. Nor had I worried about the number of students in my class. But at UIC, I was responsible for the quality and number of students and could not

help thanking them for choosing UIC when they came to UIC.

Fifth, the careers of my students became my pre-occupation. The success of UIC will be judged not by the competitiveness of entrance but by the career successes of its graduates. To compete with other leading programs, UIC graduates must offer unique strengths that others cannot easily copy, and must find opportunities where others cannot easily enter. The English standards at UIC give UIC students some advantages but I felt UIC should be much more ambitious in developing a career brand. After a long search, we settled on the name after the Yonsei mascot, EAGL(e): East Asia-based Global Leaders.

Lastly, I became interested in the Korean educational system. Since UIC competes with other universities and largely serves the needs of Korean high school graduates, it cannot succeed without understanding the risks and opportunities created by the laws and regulations of the Korean government. My interest in education also grew as I saw education services as key to the development of globally competitive service industries in Korea. Most of my students want to become professional service workers such as bankers, lawyers and consultants. It became apparent that the current Korean education system was not equipped to produce high-level service workers.

As these new challenges unfolded, I tried to think them through and form my own opinions. The results of these exercises were a collection of over thirty Dean's messages, which I present in this book. The order of my presentation is in the exact same order of the challenges I outlined above. I have decided to publish my messages for two reasons. First, it is an opportunity to recognize the people who have helped the UIC in its early founding years. The second reason is my belief that the UIC experiment takes on a larger historical significance with important lessons for the future development of global education in Korea. UIC shows that Korea needs its own model of global education to educate the next generation of Korean leaders and can indeed

succeed in doing so.

By no means, was UIC the work of one person or one generation. Before I came on board, Yonsei University had spent a couple of years doing groundwork under the leadership of Professors Lee Youngsun, Moon Chung-in, Lee Chung Min and Lee Jung-hoon. The UIC Basic Plan in 2004 was the brainchild of President Jung Chang Young and Dean Jeong Kap-young. I would also like to thank my colleagues who served the UIC as associate and assistant deans during my tenure (2005-2008): Lee Yeon-ho, Park Hyungji, Michael Kim, Lee Doowon, Cho Yongsoo, and John Frankl. Professors Kim Sungho, Hahm Chaihark, Kim Euysung, Kim Jaehoon, Jung In-Kwon, Kim Eunjoo, Lee Sang-kyu, Oh Jongwon, Suh Hongwon, and Yoon Hyejoon were early and consistent supporters. Under the stewardship of Kim Youngsook, members of the UIC Office gave the best administrative support at Yonsei University for me and every member of the UIC family: Cho Youngsun, Kim Donga, Samantha Lee, Lee Young-keum, Lia Testa, Yoo Ria, Kim Hobong, Kim Bohun, Han Song-I, Lee Jinwoo, Lee Heejai, and Kim Yoonhee. Many student assistants also contributed to the advancement of UIC – Hong Mihwa, Park Mina, Kang Jaeyeon, Lee YuJung, and Tan Lai Koon.

The first four years of UIC would have been much more challenging than they were without the support of outside contributors. I would like to recognize Yoon Jong-yong of Samsung Electronics, Lee Ki-ju and Kwon Young-su of LG Electronics, Cho Hyun-sang of Hyosung, Won Jaeyeon of Qrix, Park Sam-ku of Kumho-Asiana, and Shin Sang-hoon of Shinhan Bank for their support of UIC's International Junior Scholars Program. President Shin Sang-hoon also played a key role in endowing the Shinhan Bank Distinguished Visiting Professorship Program at UIC. Daniel Kim of TDCO made generous contributions to support the Korean studies seminar series at UIC. UIC had many supporters in media. I would like to thank Kang Hyo-sang,

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This book could not have been brought to light without the help of Seo Eunkyung, Cho Youngsun, Park Mina, Kang Min Seung, Kimberly Hall and Maria Siow. Eunkyung and Youngsun translated my English essays into Korean while Kimberly translated my Korean text into English. Mina and Min Seung collected and organized the materials for publication. Maria has been a long-time English editor for me and deserves special thanks.

October 2009

The Birth and Mission of Underwood
International College

Globalization and Underwood International College

Summer 2005 issue of *Truth and Freedom*, No. 57*

Underwood International College (UIC), which will welcome its inaugural class in March 2006, is Korea's first four-year college with all its instruction conducted in English. Unlike other international studies programs in Korea, UIC offers a full range of majors in the social sciences, the humanities, and science and engineering. By meeting international standards in the quality of the curriculum, facilities, faculty and students, UIC aspires to attain a level of excellence comparable to any Ivy League university in the United States.

UIC considers the creation of an international educational environment as key to its long-term success. At UIC, students will interact with professors and students from all over the world. To create such an environment, UIC plans to fill 50 percent of the student body with international students, and have at least 50 percent of the common curriculum taught by an international faculty.

By launching UIC, Yonsei University is recognizing a fundamental change in the university's global environment. Up until now, it has been fair to describe Yonsei University's globalization strategy as providing a global education for those Yonsei students who

* *Truth and Freedom* is a quarterly campus magazine at Yonsei University.

graduated from Korean secondary schools. However, the globalization of university education is changing the structure of the “student market.” We can divide Yonsei’s potential applicant pool into five groups, based on where students received their secondary education and in which country they wish to pursue their university education.

The first group is the traditional student group, i.e., those who are preparing to enter top Korean universities from Korean high schools. The other four groups are relatively new entrants. The first of the new groups consists of students in Korean high schools who are planning to apply to foreign universities after graduation. Although most students in this group prefer to go abroad, some can be persuaded to come to UIC if the right incentives and motivations are offered.

The second new group is comprised of students from Korean high schools who had previously lived abroad. Most of these students prefer to apply to Korean universities through special admissions tracks designed for them. These “returnee” students show a strong interest in UIC.

Korean nationals who are graduating from foreign high schools form the third type of the new group. The number of students in this group is likely to increase because many students have left Korea when they were in elementary or middle school. Although only a small number of these students right now return to enter Korean universities, this number is likely to increase rapidly if Korean universities offer the kind of programs that they envisage in foreign universities.

Lastly, foreign students make up the fifth group. As of April 2004, 6,641 foreigners are enrolled in Korean universities. If the current trend of growing international interest in Korean culture and business continues, the number of foreign students applying to Korean universities is bound to increase. With the size of high school enrollment declining due to population change, some Korean universities are already actively recruiting international students.

Within the global student market, the East Asian market is of particular interest. The number of Koreans who enter Chinese or Japanese universities has been on the increase, as are Chinese students who enter Japanese or Korean universities, and Japanese students who enter Korean or Chinese universities. Japanese universities including Waseda University and Asia-Pacific University were the first to enter the international students market by establishing English-language undergraduate programs. Currently, thirty students from Korea are attending Asia-Pacific University. UIC will have to compete with these Japanese universities in order to attract international students in East Asia.

Despite the changes in the student market, the traditional group still makes up by far the largest student bloc entering Korean universities. However, it is uncertain as to how long this dominant status can be maintained. First, the other groups are increasingly rapidly. Close to 10,000 elementary and middle school students are leaving Korea annually for education abroad. In 2005, about 500 graduates from Korean high schools applied directly to US universities. It has been predicted that the number of these US-bound Korean high school graduates will reach 2,000 in the next two to three years. The quality of Korean students who go abroad to receive foreign undergraduate education is also getting higher. The perception that studying abroad is an “escape” by academically-weak Korean students is disappearing. In fact, a large portion of Korean students applying to foreign universities are from top Korean high schools.

Second, there is no guarantee that the students in the traditional group will remain committed to Korean universities in the future. Many of the students who want to enter Korean universities are interested in pursuing medicine and law. However, the popularity of these programs in Korean universities may not persist especially if foreign trained doctors and lawyers are allowed to eventually practice in Korea. When

that happens, it is questionable if Korean students will spend as much time and resources entering Korean universities as they are doing now.

Given that top Korean students are keen to go abroad for undergraduate education, it is clear that Korean universities will have to undertake a great deal of soul-searching. If the “exodus” from Korean universities continues to be elite-centered, Korean universities may eventually have to relinquish the education of Korean elites to foreign universities.

But much will depend on how Korean universities respond to the new challenges. In fact, the globalization of student recruitment presents new opportunities for Korean universities. Presently, Korean universities compete only for students in the traditional group. But with the market being much more diverse and dynamic, it is unclear if Korean universities strong in the traditional market will be just as competitive in the new markets. Depending on the nature of the competition, we may even witness the crumbling of the rigid hierarchy of Korean universities in favor of schools with globally competitive programs.

Regardless of the outcome of this competition, what is certain is that Korean universities are entering a new period of dynamic competition that is replacing the static competition in the traditional market. The question is then, how should Korean universities compete in the new environment? In order to answer this question, we must have some idea of how Korean universities are likely to evolve in the future. While there are multiple ways to forecast the future, analyzing the experiences of foreign universities in developed nations seems most appropriate. In particular, the history of U.S. universities, which experienced the transition from a state-based market to a national market, provides important lessons for Korean universities.

If the U.S. experience is used as a guide, Korean national universities will invariably follow the path of state universities in the US.

But even as the market for higher education is fully integrated at the global level, the demand for Korean national universities in fulfilling the educational and research needs of Korean economy will continue to exist. This also means that Korean national universities will not be able to survive without large-scale support by the government. A large number of the student body in national universities will also be students who give up foreign university education due to financial reasons. This phenomenon parallels the situation in the US where elite education is left to Ivy League universities while state universities provide relatively inexpensive education for middle class students who cannot afford their Ivy League counterparts.

The model of the U.S. state university is not necessarily negative, since some state universities such as the University of California, Berkeley, and the University of Michigan are world-class universities. However, the U.S. state university model cannot be easily transferred. The University of California, Berkeley, for example, boasts of world-class research programs that attract faculty from Ivy League universities. Korean national universities certainly have to put in a lot more effort before it is ready to adopt the Berkeley model.

The future of Korean private universities is even more uncertain. Unlike national universities that can count on government support, private universities are virtually on their own in the new global environment. If top students who can afford foreign education go abroad and those who cannot end up going to relatively inexpensive national universities in Korea, it is uncertain who will apply to Korean private universities.

In order to envision a future model for Korean private universities, let us look at the U.S. again. What kind of strategies do private universities, excluding the elite comprehensive private universities such as Harvard and Stanford, undertake to survive? Their survival strategies can be largely divided into two models. The first model is the liberal arts

college model. Many good liberal arts colleges, such as Amherst and Williams, are competing successfully with larger public and private universities by emphasizing high quality education and individual attention. The second model is based on professional education serving large urban markets. They focus on graduate programs that fulfill the need for re-educating professionals as well as training new ones. Examples of this model include George Washington University, New York University, and Boston University.

Therefore, globalization of university education is likely to present three future models for Korean private universities, which are the Ivy League-type elite university, the liberal arts college, and the professional school. This is not to say that the success of any of these models is assured. East model would require considerable structural adjustments and reforms on the part of Korean universities. For example, it would be a challenging job to operate a successful liberal arts college in the current Korean environment emphasizing practical education.

As the establishment of UIC shows, Yonsei University's answer to the forces of globalization is head-on competition. Yonsei University plans to provide Ivy League education to attract top students not only from Korea but also from abroad. In order to achieve an Ivy League education, UIC is pursuing an interdisciplinary liberal education. By tearing down the walls that divide different disciplines, UIC will give students more freedom to design their own course of study. At the same time, UIC plans to uphold the principle of liberal education emphasizing the capacity to think and learn independently and creatively. In the future knowledge-based society, where information gets quickly outdated, such basic intellectual capacities become all the more important.

Another key factor for UIC's success is the character of its curriculum. It is important for UIC to make the most out of the comparative advantage of Yonsei University. Among universities

located in East Asia, Yonsei University stands out as one of the most globalized schools, thus making global education a key asset for UIC.

UIC must also consider the comparative advantage of being located in East Asia. As a middle power nation, Korea has no choice but to enter and compete in the international stage through its membership in the East Asian regional community. China and Japan, who are great powers, do not have as much interest in the East Asian identity as Korea. Within East Asia, which has already emerged as the center of the global economy, Korea has the requisite regional identity to develop and serve as the center of Pan-East Asian education.

As a way of developing a new model for East Asian education, UIC will host an international conference on June 23, 2005 to discuss the education of East Asian leaders in the next generation. One program under consideration will give UIC students the chance to study alongside students from Japan and China for two years under an East Asian common curriculum with each campus hosting the students for one semester. This program, which provides the opportunity to establish a common value and vision for East Asian leaders, will also contribute to East Asian regional cooperation and development.

In addition to East Asia, learning about Korea will also be an integral component of the UIC curriculum. Foreign students will be encouraged to select a Korean studies minor which will be offered by UIC. The UIC Korean Studies program will include not only Korean literature and history, but also in areas where Korea is rapidly gaining international competitiveness such as IT, BT, and the entertainment and culture industries. It is our hope that the Korean studies program in UIC will contribute to the further globalization of Korean studies itself.

As indicated above, UIC strives for “education that is international yet centered on Korea within the East Asian context.” In other words, it is simultaneously pursuing global, East Asian, and Korean strategies. Admittedly, it is a difficult project, but at the same

time it is a task that only Yonsei and UIC can achieve.

Another important goal of UIC is to provide a global education environment. In contrast to “outbound” globalization where Korean students go abroad, UIC promotes “inbound” globalization that aims to globalize the Yonsei campus by attracting foreign students and professors. A part of UIC’s strategy is to admit half of the total incoming students from foreign student applicants, and to hire only foreign professors as full-time professors. Inbound globalization is the only strategy to maintain competitiveness in the rapidly integrating market of international universities. It is no longer possible for Yonsei University to compete by only admitting Korean students when its international competitors are recruiting students from all over the world.

UIC also aspires to be an integrative globalization model. On campus, a new operational system has been set up where UIC will be responsible for the common curriculum including the first-year curriculum, leaving the management of the majors to existing departments. Through this division of labor, UIC is expected to accelerate the diffusion of globalization throughout the entire university.

Externally, ten prominent foreign universities will be selected as platform universities in which to develop collaborative programs such as joint degree programs and the hosting of Seoul campuses of foreign universities.

For the past 120 years, Yonsei University has led the globalization of Korean universities. It still remains so and it likely to remain so in the future. I am confident that the UIC model will serve as an example for all other universities.

In Honor of Mr. Underwood

Dean's Message on March 2006

In 1885, H. G. Underwood (1859 - 1916) had a vision. The founder of the predecessor to Yonsei University, then known as Chosen Christian College, wanted to build a modern Korean university in a country that was then under foreign occupation. The challenges facing him were daunting. But against the adversities, he persevered to make the dream come true.

Today, Yonsei University is one of Korea's top universities. Embracing the culture of the nation and of humanity, Yonsei has produced some 264 thousand graduates imbued with the spirit of truth and wisdom, and the ability to think creatively and critically. Hardly surprising then that Yonsei had made positive and invaluable contributions not just to the development of Korea and the rest the world, but also to the growth of humanity.

One hundred and twenty years later, we too have a vision. We hope to turn Underwood International College into a world-class liberal arts college that can hold its own against other Ivy League colleges. A daunting task you say? Not so, given that we have inherited not just the name, but also the spirit of Mr. Underwood, which is the commitment to a liberal education based on inter-cultural understanding and cooperation.

While I am humbled and encouraged by the similarities between

our project and that of Mr. Underwood's, much has changed since Mr. Underwood's time. Then, Korean was the language of instruction, so Mr. Underwood taught himself Korean in order to teach chemistry and physics. But today, English is the language of learning that Korean society demands. Following the pioneering spirit of Mr. Underwood, UIC, the newest member of Yonsei's nineteen colleges, has become the very first four-year college in Korea to make English the official language of instruction. UIC is indeed an ambitious experiment. But Yonsei University itself was based on an equally ambitious experiment. I am confident that UIC will succeed beyond anyone's imagination ... much like Yonsei did.

The Flat World

HOBY Leadership Camp, January 22, 2007

Thank you very much for your kind introduction and warm welcome. I am very happy to be here. You are, after all, my potential customers. How many of you are planning to go to the United States to attend college? How many of you are planning to stay in Korea? I can see that the ratio is roughly half and half. It is probably more accurate to say that you are planning to do both. These days, yes, that can be done. For example, my college looks at the same documents and uses the same criteria in evaluating students as American schools do. So you can prepare for admission to UIC at the same time as you do to American schools.

Now, how many of you are planning to apply to UIC? Wow, so many! I will tell you more about UIC towards the end of my talk. In the meantime, though, I will talk about something that may not be very exciting to you: the topic of economic globalization. When I arrived here, I saw singer Yoon Ha talking to you and I wanted to stay to listen to her. But the director of this camp took me away to his office. I am interested in her for many reasons. One reason is that she is a driver as well as a product of economic globalization.

Globalization is a personal issue for me. Let me tell you a little about myself. I grew up and went to high school in Korea. Like everyone else at that time, I worked very hard to prepare myself for the

college entrance examination. Going overseas for college never entered my mind. In my third year in high school, though, my father got a job in Washington so my family had to move. At that time, my family debated over whether to keep me in Korea or take me to the United States. Since it was very hard for Korean students to get the chance to go abroad, we thought that it was a very rare opportunity. So I quit Korean high school and went to the States. When I got there, I thought I would have to complete one more year of high school before entering college. But my guidance counselor said that I had to repeat the 11th grade in order to enter a good university. I ended up staying in high school for two more years. This meant that my high school classmates were two years younger than I was. That used to bother me a lot.

After high school, I went to Cornell. At that time, Cornell enjoyed a better reputation than it probably has today. In fact, I am rather disheartened to learn that many other Ivy League schools are more popular than Cornell. Twenty-five years ago, that was not the case. Believe it or not, inner city schools like Columbia and UPenn were the least popular among Ivy League schools. How times have changed.

I went to Cornell to study economics and mathematics. I was attracted to Cornell because of its beautiful campus. But in retrospect, I might have been happier in a smaller liberal arts college. Cornell was a big school and it took me a while to find myself and to decide what I wanted to do. In my second or third year, I made up my mind to pursue an academic career and started to study hard in order to improve my grades. Eventually, I ended up at Stanford Business School where I obtained my Ph.D. in 1992.

There are several reasons for sharing this story with you. I am your *sunbae*. Many of you are going to an American university. There were people like me thirty years ago who did the same thing. The difference between you and me is that unlike you, I did not plan to go overseas for college education. My family moved to the United States

and I just followed them.

My story may also be relevant for you, since you must think about your career. When I decided to go to graduate school, I thought I had no other choice. I always wanted to come back to Korea because it was my home; my family returned after four years in the United States. I settled on an academic career because I thought that would be the only way that I could get a decent job in Korea. As it turned out, I was able to get a good job at Yonsei University in 1996 after spending six years teaching at the University of Texas at Austin.

Looking back on my career, it is fair to say that I have had a simple life. All I did was study hard, and I was fortunate enough to attend good schools. Since I chose an academic career, going to good schools was more or less enough to launch a decent career.

But things have changed since then. You need a lot more than good grades to succeed. No matter how success is being defined, life has become much more complicated. For example, it was not especially difficult to get into an Ivy League school twenty-five years ago. When I was in high school, my grades were good and my SAT scores were also reasonable. But I did not have any extracurricular activities. Even so I was able to enter a good university. I hear that it is much tougher now to do likewise, especially for Korean students. Think about that for a moment and ask yourselves why. I bet you will realize that it has a lot to do with globalization.

As you know, you must now compete with more people -- in fact, with the entire world. When I was applying to colleges, there were not that many students applying directly from Korea. There were a few from international schools, but these days Korean high school students are applying to American schools directly. Moreover, I am sure many of you have friends already in the States, so-called "early study abroad students." This has boosted the numbers of Korean citizens applying to American schools and making your life more difficult.

Furthermore, you now have much stronger competition from other Asian countries such as China. Every year we see more and more Chinese students applying to American schools. Unfortunately, American schools cannot accommodate every good Asian applicant. So there will be even fewer vacancies left for you. Unlike you, I did not have to compete with Chinese students because China was closed at that time. But in 2007, it is not just Chinese students applying to American schools but students from all over the world.

In fact, even if you decide to stay in Korea and enter UIC, you also cannot avoid international competition. UIC now has 100 first-year students, and about twenty of them are foreign students. My Korean students are very good. However, the top student last semester was a Chinese student. She had never been abroad before she came to UIC but speaks very good English. We were very surprised - and glad- that she was able to be so accomplished in her first semester.

In many ways, you face much tougher competition than I did. But at the same time, you also have far greater opportunities. You are allowed to go abroad for college, are you not? Your parents are smart enough or capable enough to support your education overseas, right? This is indeed a very new phenomenon in Korean society. When I was growing up, this option was never opened to us. But now, so many resources and programs are available to you. First of all, you have a lot more information at your disposal, you have scholarship options, and your parents care about your education. For these advantages, I am very happy for you. But at the same time, because of the increasing competition from abroad, I feel sympathy for you. This is the issue that I want to talk about today.

To understand what is going on around you, think of it this way. The entire world economy is becoming one national economy. Yes, most big countries such as the United States, China, and Japan remain largely independent national economies. But they are not exceptions to

forces of economic globalization. Barriers between national economies are increasingly removed, even for large countries.

Where is our place in this integration process? First of all, consider goods. These days you can sell and buy goods across borders very easily. iPods in Seoul and in San Francisco can be purchased at equally cheap prices. We sell Hyundai cars in the United States and anywhere else in the world. So it is fairly easy to move goods around. But not all goods are equally mobile. For instance, some agricultural products such as foreign rice are not allowed entry into Korea. Textile goods are also subject to strict import controls worldwide.

What about services? Do they move freely? I don't know whether you understand the difference between goods and services. I am in a way selling services to my students. They pay, come to my school, and listen to my lectures. They are supposed to be buying an intangible service from me. These days we can take courses on-line from a foreign university, or foreign universities can come to Korea and establish local campuses. So services are capable of moving across borders. But even so, services are not as mobile as goods. Let's say that Harvard University wants to establish a campus in Korea. Well, I don't think they'd do that, but if they do, they may find it difficult to do so under existing Korean laws.

In general, the service sector is subject to many restrictions. Let's say that you want to become a lawyer. You can become a lawyer in the United States after attending an American law school. But when you come back with an American law degree and an American license, you cannot practice in Korea. It does not matter which law school you attended and where you sat for your bar exam. Worse, some are even proposing that American-trained lawyers in Korea should not be allowed to call themselves lawyers. They want to reserve the word "lawyer" only for Korean-trained lawyers.

If the movement of services is completely free, Korean lawyers

should be able to practice in the United States and vice versa. The same should also apply to doctors. At the moment, though, American doctors cannot practice in Korea and neither can Korean doctors do likewise in the United States.

What about capital? Experts say that capital is much freer now than before. But even now, if you try to send more than 10,000 dollars to the United States, you need to declare it to the government. Hence, the movement of capital is not completely free.

Of course, the least mobile is probably labor. It is almost impossible for you to become an American citizen. And here in Korea, the process of hiring foreigners is very cumbersome. It is not an exaggeration to say that in most places in the world, the movement of labor is virtually closed.

The integration of markets involves much more than just the movement of goods, services, and factors of production. It also requires a convergence of institutions and rules. Take currency as an example. The circulation of currencies is still very much nationalized. Korea has its own currency, and so does the United States. If you look at the world now, you see different currencies being circulated in different countries. But there is no global currency.

Moreover, regulations and standards vary a great deal across nations. If someone violates a contract in your country, you can sue or take him or her to court. But in the international economy, that kind of law enforcement is not possible because there is no world government.

Unlike the national economy, the international economy has no formal system of redistribution. Your parents pay taxes in Korea, which helps pay for social welfare programs for the poor. The Korean government then redistributes income to support the poor. But the same is not true internationally. Some countries do donate money out of goodwill to those in less well-off countries. But these well-off countries have no say in the donor country's decision. For instance, we cannot

force Koreans to help the poor in Africa.

As you can see, the international economy is still far from being one market. But it is becoming freer, less restricted, and more dynamic. We call this process “economic globalization.” Economic globalization, however, is nothing new. According to Thomas Friedman, we have had three different periods of economic globalization. The current one is the third phase. So what happened in the first phase of globalization? Well, countries globalized. European countries like Britain and Spain looked beyond their shores and colonized countries in Africa and Asia. They mobilized their armies and naval fleets, in other words, their horsepower, in pursuit of their ambition. Horsepower means the ability to move large numbers of people and large amounts of merchandize. So why did they colonize countries? For manpower and resources! Nations had to compete with one another for horsepower. The more capacity countries had for moving armies and goods, the more competitive they were globally.

In the second stage of globalization, it was the companies that went global. We are talking about multinational companies such as GM and Sony. You are aware that multinational companies produce and sell their goods everywhere in the world. They were the main drivers of globalization. Successful companies in this period were those with cheaper hardware cost – the ones that could take advantage of declining transportation and communication costs, and built their production and sales networks worldwide.

Friedman says that we are now living in the third age of globalization. It is the age when we as individuals must compete globally without the help of our countries and our MNCs. So you can say that individuals are now in command. Successful individuals in our age are the ones with both knowledge and software. Maybe Yoon Ha whom you just met is a good example. Yes, she still needs her company. But to succeed, she will have to learn to compete without her company.

When you have knowledge and skills, you do not have to sell them to the companies in your country anymore. If I have skills that think tanks and consulting firms in the United States find valuable, I do not have to go and work in the United States. I can stay right here in Korea and do the work for them. If you are a software engineer in India, you do not have to go to the United States to work for Microsoft. You can stay home and do the job.

This is what is going on around you. So when you grow up and get a job, you have to be ready to compete on your own with everyone in the world. For this, you will need your own global network and assets. You will not want to rely on organizations. These days, it is very unfashionable to work for one company all your life. Few people do that anymore. I probably belong to the last generation of academics who stay in one school in Korea. I came to Yonsei University ten years ago and I do not think that I will be able to move to another place. I am stuck at Yonsei University, and happily so, if I may add.

To make yourself competitive, you have to develop skills that are in global demand, so that you can move around in different countries and work with different people. That is the key asset that you need in order to survive and succeed in the age of globalization.

Globalization is not always a good thing. It also makes us vulnerable. Remember the Asian financial crisis? The crisis started in Thailand and we found ourselves in the same boat three months later. It happened because our economies were so interdependent. Globalization has its advantages but sometimes there is a price to pay.

In fact, globalization has even made us less free. It seems that governments are forced to undertake measures to make foreign investors happy. But these measures are not necessarily popular with their own people. No wonder people say that countries have no choice but to wear the golden straitjacket. While you can make a lot of money wearing this jacket, you also have your freedom restricted. This is the inevitable cost

of globalization.

Another problem is outsourcing. Many say that any activity that can be digitalized, decomposed in the value chain, and moved around will get outsourced. This is a serious problem for American workers and will be a serious problem for you too.

There was a time when we thought that the service industry would be safe from outsourcing. Do you know what outsourcing means? If you buy an iPod and encounter a technical problem, you ring Apple's call center and somebody will answer and assist you. Most likely that person is living in India. In the United States, most companies outsource their customer services to South Asian companies.

Even my profession is not safe. It may be possible that in the coming years, some part of my activities may be outsourced to professors in China and India. So I must prepare for that. Friedman says that a domestic service industry like the restaurant business is not safe. You may think that jobs in the Korean restaurant business cannot be outsourced because restaurants must be physically located in Korea. But some parts of the restaurant business can be outsourced. Friedman gives making reservations as an example. The first step in dining is making reservations. Suppose it is expensive to set up a restaurant referral service in Korea due to high labor costs. In that case I can set up a call center in China's Jilin province where I can hire Korean-Chinese who can answer inquiries in Korean from customers living in Seoul. So some aspects of the restaurant business can be outsourced.

This is true even for jobs that you consider high-end such as investment banking. You may think that investment banking is so prestigious that no one from the profession will be outsourced. But this is not the case. Let's say that Kookmin Bank is looking for a company to take over or merge with. Actually, they are now trying to buy Korea Exchange Bank. If I am an investment banker, my job is then to write a business proposal where I explain why this makes sense for both

companies and why this will make lots of money for Kookmin Bank. But a business proposal has many different components and some of them require standard or commoditized analyses such as Korean and global market trend. I can hire analyst outside my firm to do those basic analyses. For my part, I will concentrate on the most important part of the proposal- which is the structure and financing of the deal. So if you are an investment banker but do not have contacts and skills to put together a multi-faceted deal, you will not be safe from outsourcing.

In this age of globalization, everyone is empowered. As long as you have knowledge, you can compete for global knowledge work because so much work can be compartmentalized, divided, and shuffled around. If you have the right skills, you can work full-time or part-time for global companies without leaving your country. You do not have to be big. Even small guys can achieve scale economies. Physical barriers and national boundaries are no longer significant barriers. Friedman describes this process as the world getting increasingly more flattened.

So what do we do? Globalization creates a lot of opportunities but it also creates a lot of problems. If someone asks you how to deal with this problem, the simple answer is this: we need a world government. No national economy is a pure market economy. Even the United States is not a completely free market. Every advanced market economy has what is known as a mixed economy which is relatively free; you can start a company easily and taxes are not prohibitive or arbitrary. But a mixed economy is not a laissez faire economy. It must be equipped with strong institutions to allow the market to function effectively. The central bank is such an institution, since its job is to ensure a fair and stable financial market. Other examples include anti-trust and other competition laws.

But the international economy lacks such market-supporting institutions. Although we have international organizations that perform similar functions, they cannot really enforce rules as national

governments can. So the only fundamental solution to the problem of economic globalization is a new world government. There is no way around it. Furthermore, this world government has to be a democracy. There is no country in the world which can run a successful market economy without democracy. Why do we need democracy? Simply put, a democracy ensures that policy makers and regulators are accountable to the people.

But as you might be aware, the possibility of having a world government is very low. Can you imagine Iraqis and Americans living in the same country? Similarly, it is hard to imagine North and South Koreans living under the same government. It may happen some day but not any time soon. Until we are ready for a world government, we must make do with what we have, which is, national governments working jointly with international organizations.

Is economic globalization a good thing? Yes, it is a good thing. But more importantly, it is something we have to live with. It will be futile trying to slow down or stop the process of globalization. But even so, we should not have a blind faith in economic globalization. After all, we do not yet have the global institutional infrastructure necessary to support a truly integrated world economy.

At the individual level, what are we supposed to do in response to the rise of economic globalization? I would say that we should protect ourselves from being marginalized or outsourced. Friedman says that there are three types of people who are safe from outsourcing. First, individuals who are very special and outstanding. These include Tiger Woods, because he has special skills that nobody else possesses. So we don't have to worry about them; they can live anywhere they want.

Specialized workers will also be safe from outsourcing. They are what Alvin Toffler would call high-end knowledge workers. What is "high-end knowledge"? Let's look at Wall Street journalists. What kind of journalist is likely to be successful, i.e., avoid being outsourced on

Wall Street? Journalists who write stories based on facts are unlikely to succeed. Many journalists in India can do the same job but for a lot less money. But someone who knows regulators in Washington, senators in New York, and academics at Harvard and Princeton is different and he will not be easy to replace. He has skills that someone living in India cannot acquire from a distance. Thus, we can call this well-connected journalist a high-end knowledge worker.

Anchored workers, who have skills specific to a location or people, are also relatively safe from being outsourced. But I am not sure if anchored workers can remain anchored for a long time. Take doctors for example. Clearly, Korean doctors are anchored workers. Right now, they are the only ones who can conduct medical services for Korean-speaking patients who live in Korea. Are anchored workers high-income workers? Korean doctors are certainly well paid. But if you think about it, their high incomes may be attributed more to government regulations than to physical location. If being a doctor pays well in Korea, there will always be foreign doctors who will be willing to learn the Korean language and relocate to Korea, thus weakening the anchored positions of Korean-educated doctors. Right now, foreign doctors are not coming because of the protected nature of medical services in the country.

Now it is clear what my job is as the UIC dean. My job is to protect UIC students from being outsourced in a flat world. And one of the main assets that we can imbue in students is high-end knowledge. How do I do that? This is the question that I must wrestle with every day at UIC.

We do not yet have a magic formula. What I have now is a list of attributes which I think are critical to success in any career. First is what I call the fundamentals. You need strong values and a set of work ethics that includes diligence, a sense of responsibility, and a desire to succeed. These are what Max Weber called Protestant ethics.

Another fundamental attribute is brain power, which is the ability

to solve complex problems and invent new solutions. Basic skills necessary to generate brain power are supposed to be taught in classic liberal arts subjects: grammar, logic, rhetoric, as well as critical thinking, writing and speaking. It is easy to list them but no one has a perfect curriculum for them. It really takes a long time to teach and learn these skills.

The last fundamental attribute would be Emotional Intelligence, or EQ, which is the ability to perceive and exercise human emotions and feelings. You must know how to get along with people. That's the only way to become a leader. Be open, nice, funny, and pleasant. In sum, these are the fundamentals that never change no matter how society changes technologically.

But people tell me that you need more than just the fundamentals. Soft power is also essential. We live in a post-material society, so survival and material wealth are no longer a big concern for most people. Instead, many now value the quality of life, individuality, and self-fulfillment, and sought for higher goals such as the meaning and purpose of life.

David Brooks says that this shift in people's values has created a new educated elite class in the United States known as Bobos, or Bourgeois Bohemians. Bobos want money but they also seek meaning and purpose in their lives. Who qualifies as a Bobo in Korea? The chairman of a large Korean firm may not be one if all he cares about is money. A small businessman who is an active advocate for the rights of foreign workers in Korea would be a Bobo. In the United States, we can say that Bill Gates and Warren Buffett are Bobos, since they plan to spend most of their wealth on socially worthy causes. Academics can also be Bobos but only if they can demonstrate the ability to succeed in other professions. Brooks says that people will not envy an academic who can only solve academic problems.

In a postmodern society, individuality and style are becoming

much more important. For postmodern consumers, products are more than just something that they consume. They are also statements of their life styles and beliefs. When you buy a BMW, you are buying the image that you want to project to others. Obviously, design is the key to the expression of individuality, and companies everywhere are trying to compete not only on price and technology, but also on design.

What this means is that we must educate students to be able to satisfy the demands of a postmodern society; that is, people with soft power. Is that all? No, I was told that you also need strong IT and multimedia skills. You need to know how to package content in video and audio, and communicate through high-tech media such as the cellular phone. Global leadership is another requirement. That's why you are here: you must be globally engaged, networked, and competitive.

Let me summarize. To succeed in this flat world, you need strong values, brain power, emotional intelligence, soft power, high-tech skills, and global leadership. Indeed, life is becoming very hard for you. But the rewards will be unlimited if you work hard to acquire the right skills.

Let me now introduce my college. Our goal is simple. We seek to provide the very best international liberal arts education based firmly in East Asia. Many schools in the United States offer a liberal arts education. But we are now attempting a new model of global education that takes full advantage of our location. Geography affords us three advantages: Korean, East Asian, and global advantages. Korean competencies are offered to you because you attend the best private university in Korea. You acquire East Asian competencies because you are studying at the hub of East Asia where there are strong connections to Chinese and Japanese partner institutions. And global competencies can be developed because our faculty and student body are truly international. We also have an extensive global network that includes both professional firms and academic institutions.

Most of you live in Seoul. Seoul is much more cosmopolitan than most cities in the United States. To me, only about five American cities are more cosmopolitan than Seoul: Los Angeles, San Francisco, New York, Chicago, and Boston. Here in Korea, you can have a better global education than in most cities in the United States. Our pride is that we have 100 percent international faculty. And we will increase the number of international students to 30 percent from the current 20 percent.

Every UIC student gets individual attention and care, since we currently have a low enrollment. As the dean, I know every UIC student personally. At UIC, I promise you that you will not get lost as I did twenty-five years ago, at a large American university, far from home.

UIC offers another advantage: we are new. Being a young institution, we can review existing models and practices and implement only the best ideas. As late-comers, we are innovators who recognize the importance of organization, agility, and efficiency. Established institutions, I suspect, will be looking to UIC – and its students – as we set the pace for global education. So much for self-promotion! My message is simple: a UIC education will truly prepare you for a flat world!

Thank you.

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Inbound Globalization

Opening Remarks for the Conference on Globalization of Higher Education and Korean Responses, February 24, 2006

Good Afternoon. I would like to welcome you to UIC. We are here to celebrate the beginning of the semester at UIC. Certainly, there are many ways to celebrate such a milestone in UIC history. But we wanted to pause and put things in perspective before we proceed to business next week.

What is the meaning of the UIC experiment? I believe that the historic significance of UIC must be understood in the context of globalization. Everyone tells me that UIC is Yonsei's answer to the challenge of globalization. But is UIC unique? Can UIC learn from other universities? Can the UIC model be the basis of the national model of global education? To help shed light on these important questions, we have invited leading experts and practitioners from Korea and abroad.

I would like to take this opportunity to thank each and every one of our guests. Our special gratitude goes to Ambassador Radinck J. van Vollenhoven whom we have asked to serve as an academic panelist, a role that he had graciously accepted. Professor M. Ramesh from the National University of Singapore, an old friend, is also here, having written a paper for us on a very short notice.

Before we turn to these distinguished participants for their insights

and wisdom, let me give a bit of background on UIC. Yonsei University has always led the internationalization of higher education in Korea. It was the first Western-style university in Korea, founded by a man bearing the first word of our name, Mr. Underwood. Since its founding, Yonsei has registered many accomplishments in international education. It was the first to initiate an international student exchange program, and also the first to establish a graduate school of international studies in 1987.

Continuing its pioneering tradition, Yonsei University established Underwood International College in 2005, the first independent international college in Korea with a full range of liberal arts majors. For Yonsei University, UIC is more than a separate college where instruction is conducted in English. Yonsei University has conceived UIC as a new model of globalization that will propel Yonsei University into a truly globalized university.

What does it mean to be truly globalized? Ultimately, it is the educational outcomes that matter. A university is not truly globalized unless it produces world-class research and teaching. How to attain global standards in teaching and research is an intellectual challenge, and has been a subject of intense academic debate.

After many decades of research, there is a growing consensus that there must be globalization on both sides of the input-output equation. That is, in order to produce world-class educational outcomes, we need world-class educational inputs such as faculty, curriculum and facilities.

The notion of educational input also includes organizational culture. A university must cultivate and maintain a culture of academic freedom, excellence, openness, tolerance, and discipline. Therefore, university governance has recently emerged as a key issue in the debate on university reform.

The question for a Korean university is then whether or not it can generate necessary educational inputs without foreign inputs, that is,

foreign teachers and students. In establishing UIC, Yonsei University is affirming its belief in inbound globalization that international students and international faculty members must be brought into Yonsei University to create a global campus. With a global campus, a world-class education will follow.

Up till now, Korean universities have been preoccupied with outbound globalization, i.e., sending their students and faculty abroad for the first-hand experience of global standard education. Inbound globalization is a bold vision put forth by President Jung Chang Young who began his tenure in 2004. President Jung's vision for inbound globalization will not stop with UIC. Just last month, he announced the plan for the Songdo Global Academic Complex, the third campus that Yonsei will build in the Songdo Free Economic Zone to house 5,000 international students.

Can UIC be the model for the future champions of inbound globalization? To answer this question, it is important to be clear on what the UIC model stands for. One must make two important decisions regarding inbound globalization. First is the language to be adopted as the language of instruction. The second is whether a domestic or foreign university will be the main driver of inbound globalization. UIC is an example of an English-based, domestic-driver model. There are other models. For example, when you invite a foreign university to open a branch campus in your country, you are pursuing a foreign-driver model.

So here you have a short overview of the history of UIC. I hope that at the end of today's workshop, we will have a much richer understanding of the relationship between UIC and globalization of higher education.

Thank you very much.

UIC Education

The “International” in Underwood International College

The Freshman Academic Orientation, February 14, 2006

Some may describe the name Underwood International College (UIC) as unusual, and rightly so. After all, it is not a typical name for an academic division of a university.

In most cases, the name of a college describes its academic disciplines, such as the College of Liberal Arts or the College of Engineering. Going by this standard, the first two words of our name “Underwood International” must signify the substance of our educational programs.

Indeed, I will argue that both the words “Underwood” and “International” symbolize the kind of liberal arts education that we seek to achieve here at UIC.

“Underwood” is the family name of Horace G. Underwood, the founder of Yonsei University. By naming a new college after the Underwood family, Yonsei University wished to honor not only their illustrious service to the university over four generations, but also their exemplary educational philosophy. It is therefore our responsibility to uphold and instill within the UIC the Underwoods' pioneering spirit as well as their unwavering dedication to Christian education. I hope to share with you my understanding of the Underwood tradition in another opportunity.

But for now, my focus will be on the middle word in our name “International.” Let me begin with the history of the name. In 2004, a university committee in charge of planning for a new college spent a considerable amount of time selecting the name. Among the names proposed at that time were the Underwood School, the Underwood College of International Studies, and the Underwood College of Global Leadership. “The Underwood School” was dropped because it lacked a disciplinary identity. “The Underwood College of International Studies” was more specific but Yonsei University already had a program dedicated to the study of international studies, the Graduate School of International Studies. Neither did “the College of Global Leadership” garner much support because it sounded like the name of a trendy professional school.

One day, a member of the committee, Professor Hyungji Park, who is now the Associate Dean of UIC, suggested the idea of an international college. Why not name the new college “Underwood International College”? The suggestion met with favorable response from committee members, who also decided that the new college was going to have an international faculty and student body, with English as the language of instruction.

But ever since the college had been named, I must confess that we have not given much thought to the precise nature of an international college education. My main excuse is that we have simply been too overwhelmed with the administrative task of setting up a new college from scratch. Another reason is that many of us felt that the more important task at hand was to introduce a true liberal arts education that emphasizes creativity, independent thinking and the values of democratic citizenship. The fact that lessons are conducted in English and the curriculum comprise of more international topics than other programs at Yonsei University may also have made us a bit complacent about the difficult challenge of defining “international” education.

Clearly, the discussion on international education must begin with a statement on its goals. For us, the goal is rather simple, and that is, to develop international leaders. But this is a formidable challenge because of the enormous requirements of international leadership.

First of all, an international leader must be a leader. As a way of introducing the qualities of leadership, let me share with you two of my favorite quotes on the subject. According to one teacher on leadership, the key components of effective leadership are “development and communication of vision, translation of vision into action, and the need for leaders to learn.”¹ But one’s understanding of who is a leader does not become complete until he understands who is not a leader.

The best statement on the comparison between leader and non-leader comes from Stuart Rothenberg, an investment banker, who noted that one’s career evolves “from technician, where one’s function is clearly defined, to manager, where responsibility expands and prioritization and delegation become critical, and to leader, where vision and the ability to project calm and control are essential to success.”²

Secondly, international leadership requires the skills necessary to develop and cultivate complex cross-cultural relationships in a global setting. To do so, fluency in an international language is an important prerequisite. But language is only a first step, and must be backed by a genuine appreciation for the cultures and value systems of other countries. Such an appreciation is particularly important in building strong relationships based on mutual trust.

The third requirement of an international leader is moral leadership. In a recent speech to Yonsei students, President A.P.J. Abdul Kalam of India cited moral leadership as one of the five qualities that must be instilled in university students. He made a compelling case

¹ http://www.thunderbird.edu/exec_ed/programs/gicp/content_summaries.htm

² http://www.gs.com/our_firm/our_culture/social_responsibility/gs_foundation

on the importance of having “powerful dreams and a vision for human betterment” as well as “a disposition to do the right thing and influence others to do the right things.” He also argued that the various problems besetting the world now - population, conflict, hunger, environment, ecology and economic inequality - will not be solved without morally-equipped international leaders who can come up with and implement collective solutions.

Having spelt out the qualities an international leader should possess, it does appear that being an international leader is a tall order, and filling such a leader's shoes daunting. But clearly, acquiring the qualities of an international leader is not an impossible task. After all, I believe that these leadership qualities can be fostered through education in the following three areas - international awareness and understanding, international knowledge, and international networking.

Indeed, these three areas are well represented within the UIC curriculum. In addition to the three core courses on world literature, world history, and critical reasoning, UIC also offers a major on comparative literature and culture, where inter-cultural awareness and understanding are the central topics of inquiry.

In addition, given that virtually every UIC course touches on and addresses international issues, international knowledge is unquestionably one of our major strengths. And since the coverage of the UIC curriculum encompasses the humanities, the social sciences, and the natural sciences, you can be assured of the opportunity to explore at UIC all aspects of international knowledge and issues.

Also duly recognized at UIC is the importance of international networking. To help students develop stronger East Asian ties, UIC will launch a three-country exchange program. Under this program, exchange students will spend a semester in each of the three East Asian countries: Korea, China and Japan. And through various programs such as the Underwood Global Forum, the Lecture Series on “Korean Style,”

and the UIC International Conferences, students can also have many opportunities to listen from and meet in person global leaders, scholars and thinkers.

But I have to admit that integrating the three components of international education into an everyday culture of UIC life remains a challenge. And this challenge is something that we should not lose sight of because we will be tested at an early stage.

First of all, our students come to UIC with very different nationalities and backgrounds. Among them are 19 international students from over seven countries (China, India, Singapore, Australia, Canada, the United States, Pakistan, and Taiwan). There are also thirty-nine Korean students who graduated from foreign high schools, twenty-one of whom received their entire primary and secondary educations overseas. So clearly, the problem of inter-cultural awareness and understanding will be something that our students will have to grapple with right from the start, and not four years from now.

The same challenge of cultural awareness and understanding also applies to our teachers. Even though most of our teachers have extensive experience teaching in an international setting, it will be the first time that they will face such a culturally diverse classroom at Yonsei University. Undoubtedly, adjustments will have to be made in the way we communicate with and impart knowledge to our students.

Of particular interest to me is whether our Korean students will begin their college life with a strong international perspective. I will be watching with keen interest their involvement in extracurricular activities. For instance, if they volunteer their services, will they seek to contribute to international or domestic causes? If they form social clubs, how hard will they try in recruiting international students? If they look for internships, will they look beyond Korea? In addressing issues related to Korean nationalism, will they gravitate towards a more embracing sense of open nationalism or will they move towards

emotional nationalism?

So far, I have assumed that UIC students will enjoy certain advantages in international competition after graduating from UIC. Is this a safe assumption? Certainly, UIC students have many things going for them - language skills, a proven academic record, and an international educational background. But the world is changing rapidly, and we must have a keen sense of the type of skills that are necessary, even indispensable, for international competitiveness.

According to Thomas Friedman, no one is immune to the threat of international competition, i.e., everyone can lose his job to a foreign worker unless he continues to adapt and upgrade his skills.³ Many of us are aware that manufacturing jobs would invariably go to countries with cheaper labor and indeed, during the last two decades, numerous labor-intensive manufacturing industries from developed economies have relocated their factories to low-cost countries like China and Vietnam. But increasingly, as can be seen from the rapid growth of outsourcing, service industry jobs too are also moving to low-wage countries. In fact, the biggest beneficiary of out-sourcing has been India where leading service industry companies have outsourced many of their low-end jobs, such as call centers, software development, and the filing of tax returns.

To give a more vivid example to Friedman's claim that no one is immune to the threat of international competition, let us examine the job of a financial reporter. If all that a Western financial reporter can do is write standard-format earnings reports based on corporate press releases, his job is not safe because an Indian journalist can do the same work using the internet but at a much lower cost. To protect his job, the Western journalist must be able to do something that his Indian counterpart cannot do. For example, he must be able to write analytical articles putting earnings reports in perspective. And this requires not

³ Thomas Friedman. 2005. *The World Is Flat*. New York: FSG.

only critical judgment and analysis, but also the right personal contacts that can provide the necessary quotes and information. Even then, there is also the possibility that an Indian journalist can play catch-up in writing such analytical pieces. So clearly, the Western journalist needs to stay ahead of the game, so to speak, by constantly improving and sharpening his professional skills in many different ways.

The moral of this story is that you must have a job that cannot be outsourced. But are there jobs that cannot be outsourced? Here, Friedman offers four broad categories of workers whose jobs are considered “safe”: workers who are “special,” workers who are “specialized,” workers who are “anchored,” and workers who are “really adaptable.” This is not a place for discussing Friedman's categories in detail. But the names of the categories should be an indication that you need skills that are always in high demand, and not easily transferred to lower-wage locations.

But while outsourcing is seen as a potential threat, it can also be an opportunity for our students. While mastering and nurturing the necessary skills that will protect their jobs from being outsourced, students can also learn to make the most out of a world that is becoming increasingly barrier-free. They can develop the awareness that in a globalized world, technical and political barriers to individual collaborations no longer matter. And in terms of building a business or any other service product, students can also learn to set their sights beyond their home country. Indeed, the global marketplace is where they can secure the various assets that they need to build a global supply chain, as well as the place to sell their output.

By now, our task for international education is clear. We want to produce students who are (1) globally engaged with communication skills to operate effectively across cultures with different worldviews and belief systems, (2) globally oriented in their search for opportunities, relationships and inspiration, and (3) globally competitive with

intellectual skills that are in high demand and are not easily transferable.

This may sound like a tall order. But I want you to know that this is also a goal that sets us apart, differentiates us, and makes us unique. It is also a goal that we must, and will, achieve. Let us be worthy of our name, Underwood International College.⁴

⁴ This expression is borrowed from the last sentence of Jawaharlal Nehru's eulogy of Mahatma Gandhi: "Let us be worthy of him."

Christian Education

Luce Chapel, September 11, 2006

We call ourselves Underwood International College. Among the three words in our name, the first word, Underwood, certainly makes us sound unique and different. But the significance goes beyond that. In my speech today, I plan to begin a long over-due process of enhancing our substance to our Underwood identity.

On several occasions I have introduced Horace G. Underwood to you both as a pioneer and role model. But I wonder if Mr. Underwood himself would subscribe to that description. Mr. Underwood was first and foremost a Christian missionary and educator, so perhaps Christian education is a good place to begin our search for the Underwood identity.

As a missionary, Underwood wanted to give hope and comfort to the people of Korea through the gospel message. Among his missionary vehicles, it seems that he was most passionate about education. After beginning his career in Korea by teaching in a medical clinic, he soon founded a secondary school. Mr. Underwood also saw the need for a modern college in Korea early on and worked relentlessly to raise funds for it. Years of hard work and dedication finally came to fruition in 1915 when his Chosen Christian College, the forerunner of Yonsei University, was established.

Our beginnings as a Christian liberal arts college had left a strong imprint on the culture of Yonsei University. It is reflected in Yonsei's mission statement - "Yonsei University is a center of learning based on the principles of Christian education, one which strives to educate leaders who will contribute to society in the spirit of truth and freedom."

Yonsei's founding philosophy is also based on the Gospel of John: "If you continue in my word, you are truly my disciples, and you will know the truth, and the truth will make you free" (John 8: 31-31). The tradition of Christian education explains why you are here with me today. As you are well aware, you are required to undertake four semesters of Chapel during your study at Yonsei University.

Here at this point, I must confess that I should have paid more attention to Chapel in our curriculum. I have been lamenting about the lack of opportunity to meet all of you in one place. But for some reason, I have forgotten that I have that opportunity every week at Chapel. I must ask for forgiveness from Reverend Lee Daesung and the Yonsei elders for underestimating their wisdom in providing Chapel for us.

"Understanding Christianity" is another required course in Christian studies. This one-semester course explores the place of Christianity in modern society and in relation to other religions. We have Reverend Lee with us today who teaches the course. I thank you for all your work on behalf of UIC students and the UIC mission.

But are we doing enough in making our Christian heritage part of the UIC life? UIC is the only college that bears the Underwood name at Yonsei University. Surely, Christian education at UIC must mean more than the two required courses. Unfortunately, we are not ready yet to begin a full, campus-wide debate on this important issue. If you ask me, I am not sure if I am ready, either. Although I consider myself a Christian, I have not thought deeply about my role as a Christian educator, let alone the place of Christian learning in a modern university.

So today I regret to tell you that my thoughts on Christian education are not fully developed and articulated. All I have for now are stories - stories about why I have felt the need for deeper understanding of Christianity in both my personal and professional life.

As a social scientist, I am a student of human behavior. My field of training is political economics. In graduate school, I was taught to assume that self-interest guides human behavior. Thus, it is natural for me to think about human interests. I teach that the most powerful interests are basic human needs. According to Fisher and Ury, basic human needs include:

- security
- economic well-being
- a sense of belonging
- recognition
- control over one's life

From this list, we learn that money is not the only need that we have. There are at least four other types of needs that are important to us but easily overlooked. But is that all? Did I miss any other important human need? When I asked this question once in my bargaining class, one of my students said "spirituality." Yes, I did miss spirituality. We do have natural needs and desires for meaning, purpose, legitimacy, and justice. We would not be happy if we do not lead a meaningful life.

But do you know how to live? If you are Christian, you should know the answer. You know who you are – children of God. You know where you came from – God created you. You know your purpose in life – which is to serve and honor God. And you know where you are hoping to go – the Kingdom of God. So you should have no doubt about the meaning of life.

I will even argue that the fundamental questions about the

meaning of life form the basis for academic inquiry. Remember the passage from the Gospel of John? The last part says that truth will make you free. Truth here should not be understood merely in the religious sense. It can also mean academic truth or claim. A powerful academic argument can indeed liberate you from the yoke of ignorance. But liberating academic arguments would not be liberating unless they answer the fundamental questions of where we came from, where we are now and where we are going.

Most important works in social science have this spiritual dimension. A good recent example is the seminal essay written by Francis Fukuyama, "The End of History." Fukuyama wrote the essay in 1989, soon after the Berlin Wall collapsed. The Cold War ended so suddenly and unexpectedly that people at the time struggled to make sense of what happened since they were uncertain of what laid ahead.

To Fukuyama, the end of the Cold War meant the end of several centuries of human struggles over the ideal political and economic system. With the demise of communism, he could foresee no new ideology to challenge the primacy of Western liberalism and thus, no possibility of major inter-state wars. For him, the history of ideological conflicts had come to an end and we were now at the end of that history, and on our way toward the era of permanent peace.

Let me explain another way in which a religious outlook can be helpful for academic research. I understand that faith and reason are often thought of as substitutes, not complements. Allan Bloom tells us that the French are either Cartesian or Pascalian. "Descartes and Pascal represent a choice between reason and revelation, science and piety, the choice from which everything else follows.... No country has had such a persistent and irreconcilable quarrel between the secular and the religious as France" (Bloom, 1987, p. 52).

Yet, Bloom argues that in the case of the United States, religion and the pursuit of reason were largely compatible because the church

has been the place of primary learning. In fact, Bloom considers the Bible as the best means to the pursuit of reason. “A life based on the Book is closer to the truth, in that it provides the material for deeper research in and access to the real nature of things.... The Bible is not the only means to furnish a mind, but without a book of similar gravity, read with the gravity of the potential believer, it will remain unfurnished.”

If you think about this, you'd wonder what the fuss is all about. After all, it is not difficult to see that faith and reason are inseparable. It would be obvious to you if you had ever tried to establish Christian faith on the basis of reason, as educators in the Thomistic tradition have done. Even if you believe, like Saint Augustine, that faith is the ultimate ground of Christian belief, you must still employ reason to work out the implications of Christian faith. Look at what I am doing. I am trying to make rational arguments to draw the implications of Christian learning for liberal arts education.

But Bloom was talking mostly about students, not theologians. It may not yet be clear to you why Christian faith leads to deeper learning for you. I think I have explained one reason already. Christians are thoroughly educated about the great questions of life, so they possess a keen sense of what is important and what is not, what is meaningful and what is not, and what is good and what is not. Let me repeat the five great questions:

- Who am I?
- Why am I here?
- Where did I come from?
- Where am I going?
- What is the purpose of life?

Another reason is that Christians are very self-conscious. Before

making decisions, Christians are expected to first ask “How should a Christian like me act in a situation like this?” Likewise, Christian convictions are the starting point or basis on which you engage in the process of learning (Taylor, 2004). Christians would approach every learning situation by asking “What should a Christian think about this?”

In general, Christian life is conducive to intellectual life because Christians are under constant pressure to reconcile secular reality with their faith. You would not be able to serve God properly if you stopped thinking and failed to explain God’s teachings to yourself and others.

In my area of research, political economy, Christianity is more than a stimulus for critical thinking. It is the subject of inquiry itself. I am very much interested in the history of the market economy and democracy. And the history of democracy is inseparable from the history of the Church. So is the history of the market economy. Let me begin with the history of freedom.

It seems that the Church is both a villain and a hero in the history of liberty. Fareed Zakaria sees liberty as having emerged from the struggle to free man from Church authority. In this sense, the Church was a villain. But the men who fought for freedom against the Roman Catholic Church were Protestants who fought for religious freedom. Thus, religious freedom came first and became the basis of political freedom, not vice versa. Seen this way, the Protestant Church, especially in the United States, has been a hero for the advancement of liberty.

The development of the market economy in the West also had a spiritual foundation. Marx Weber observed that capitalism first began to flourish in Protestant countries and regions. Based on this observation, he wrote his classic book, *The Protestant Ethic and the Spirit of Capitalism*. According to Weber, the rational pursuit of economic gain is made legitimate and meaningful by the Protestant, particularly Calvinist, idea of a calling. If you are Protestant, you would think of your vocation as a

calling from God and would do your best to succeed as a way of serving God.

If my arguments are not clear to you now, do not worry. In the next few years, I am sure that you will have many chances to experience the interaction between faith and reason during your education at UIC. Hopefully, you will conclude that you have had an experience similar to mine. I will be curious to know about your experiences and would be happy to continue our conversations on Christian learning.

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Creativity with a Capital C

Dean's Message on December 29, 2005

Without a doubt, the most important mission of UIC is education. But in the midst of the day-to-day grind, it is easy to lose sight of that mission. Most of my work at UIC revolves around administration, and right now I have my hands full trying to put the administrative system in place in order to welcome our new students who will arrive in two months time.

Throughout this year, I have been saying that UIC education will be different. Now I must be more specific about UIC's distinctive edge. One promise that I want to make to UIC students is that they will become much more creative by the time they graduate from UIC. Creativity is one standard that I wish to use for measuring our success.

Before I explain my plan for "creativity education," I would like to offer two disclaimers. First, I do not claim to be an expert on creativity. Second, neither do I consider myself especially creative. But since it is my duty as UIC dean to set goals for our students and teachers, I think there is no way to get round the challenge of instilling creativity through education. Besides, it is widely accepted that the goal of liberal education is to develop a capacity to think independently and creatively.

However, it is not always easy to say with absolute certainty how something as indistinct as "creativity" should be tackled. My approach would be to depict the question of creativity in the context of a three-

step intellectual process - and that is, problem finding, solution finding and message delivering.

But even as I concur that the three steps are equally important, I am aware that there is a tendency among teachers within a classroom setting to focus mainly on the second step of solution finding. We mainly impart skills necessary for our students to solve their problems. But such a narrow approach towards education may not necessarily be conducive to the training of creative thinkers.

Some would say that the first step of problem finding is the most important element. Indeed, identifying problems that need solutions is a very difficult process. This may be why, with many of my students, I often end up suggesting research topics after they fail to find one on their own. This difficulty in identifying problems is not confined to students. Many of us in the academia also rely on leaders of our discipline to identify problems for us. We see them as agenda-setters who are in a better position to tell us which issues are important and worth pursuing.

My teachers in graduate school stressed the importance of problem finding by pushing me to ask the “right” questions in my research project. By “right” questions, they meant important and well-formulated questions. I was told that if I asked the “right” questions, it would be a matter of time before solutions came to me. Of course, they did not literally mean that solutions could be found automatically and effortlessly. By making the point that solution finding is relatively mechanical, their intention was to highlight the importance of problem finding in any intellectual endeavor.

But some of my other teachers had a different approach. One placed more emphasis, instead, on the last stage of the intellectual process - message delivering. He argued that a research process was 70 percent discovery and 30 percent write-up. He wanted us to spend a lot of time on preparing and polishing our papers and in fact, more time

than what was spent on the actual research itself. Although initially it was difficult for me to understand such an emphasis, I am now in full agreement after many years of experience. I have since concluded that it is wrong to assume that people will take the effort to understand the papers we write. People are simply too busy to invest time in reading hard-to-understand or convoluted papers. This should be a powerful lesson, particularly for my students with the habit of writing their term papers only a few days before the deadline.

Clearly, creativity is indispensable and important, given the importance of each step of the three-step intellectual process. Students must be encouraged to ask creative questions, come up with creative answers, and present their answers creatively. But this begs the following question, and that is, can creativity be taught? There are simply no clear answers as the massive amount of literature on creativity out there offers mixed and inconclusive results. While there are certain techniques that we can employ in developing what I call “small” creativity, we are far from understanding, let alone artificially creating, the process of “big” creativity. “Small” creativity refers to the difference that one makes with a quick adjustment in attitude, way of thinking or expression, while “big” creativity occurs when something of enduring value is added to the existing body of knowledge.

Indeed, my own personal experience also casts doubts on the possibility of creativity education. Over the year, the creative students that I have taught had at least three qualities in common: an insatiable curiosity, a critical mind, and strong analytical skills. Among the three, the first two (i.e., the abilities to think critically and analytically) seem amenable to training and practice. After all, I teach theories and criticisms all the time.

But curiosity is a different ballgame altogether. I do not know where it comes from. Perhaps, it is something that people are born with. Despite the uncertainty over its origin, one thing that is clear about

curiosity is that it is the foundation of any creative process. But yet, good students do not necessarily have a high level of curiosity. Some of them excel in solving the problems that are given to them but they do not show any interest in problems outside of their coursework. Because of their passivity and lack of curiosity, they are unlikely to become important producers of knowledge.

But even though the link between education and creativity is indirect and imprecise, this should not in any way deter us from encouraging our students to be more creative. While we may lack “ready-made” creativity tools that are applicable to everyone in every situation, few seem to dispute the importance of liberal arts education in the cultivation of creativity.

However, the relationship between a liberal arts education and creativity must be explained, not simply asserted. I feel that the best way to explain it is to outline the effects of teaching the three core liberal arts disciplines - literature, history and philosophy (LHP), on the three-step intellectual process.

Among the three-step process, the effect of LHP on message delivering is perhaps the most widely understood. In fact, people tend to associate the benefits of an LHP education solely with the improvement in, or development of, strong communications skills. Powerful messages are those that appeal to our emotions and sense of morality. Indeed, without a deep appreciation for philosophy and literature, I am doubtful if such powerful messages can be delivered. Effective messages are those that are clear and make sense logically, and philosophy is the discipline that teaches us how to think clearly and logically.

The importance of an LHP education for the task of solution finding is also apparent. There are two basic approaches to problem solving - deduction and induction. We solve problems deductively when we derive answers from the premises of the problem solely through logic. Deductive theories tend to dominate the field of economics. For

example, using deductive reasoning, economists are able to prove that a market outcome is optimal on the basis of several assumptions about consumer and producer behaviors.

An alternative approach in problem solving is inductive analysis. Instead of deriving their answers through logic, inductive analysts look for solutions in the existing body of facts. For example, they will compare market outcomes with non-market outcomes in an empirical way to see which ones are more optimal. In that sense, the internal logic behind the optimality of the market is less important to these inductive analysts. Given that history is a vast reservoir of facts, the study of history will be an obvious aid in the inductive search for solutions to present-day problems. In fact, there is no reason to confine ourselves to the real world; the world of imagination that literature offers can also be tapped for real-life solutions.

Finally, the ability to raise and formulate important intellectual questions is perhaps the least understood aspect of an LHP education. Yet, to formulate an important question, one must know what is important. For a question to be important, I argue that it should be important either historically or morally.

When I speak of historical importance, I am thinking of the question's potential to make a new contribution to the intellectual discourse, and whether it addresses fundamental problems in life that transcend both time and place. A good question of historical importance should also help explain an enduring or continuing historical force or process. So clearly, in order to fulfill these standards or criteria, one should possess a keen and acute sense of history.

And when I speak of moral significance, I think philosophy is evidently an area we can turn to in evaluating whether an intellectual question is “moral” or not. Most people tend to perceive issues as important when they have moral consequences and repercussions. So seen in that light, the discussion of historical importance can hardly be

exempted from moral discourse, since such a discussion ultimately requires a certain dose of value judgment.

In formulating questions, literature is also another area that can be tapped, given its infinite possibilities. Through literature, our imagination is expanded and transported to a fictional world that is both captivating and enchanting. Literature also allows us to expand on our conception of what is possible. For example, we can ask questions in the fictional world that we cannot in the real world. Science fiction is a case in point. Indeed, we can even say that the fictional scope has played a monumental role in transforming reality, given that many of the technologies that can only be imagined a few decades ago in science novels have now become practical realities.

The UIC common curriculum revolves around three core courses, - world literature, world history, and critical reasoning. By now, I hope that you are convinced and understand why you must strive to excel in those courses. Apart from the intrinsic joy of learning you will get from studying these courses, they will help transform you into a more creative person.

I would also like to urge my colleagues to make better use of LHP as creativity tools. The intrinsic value of LHP should, of course, be fully communicated. But clearly, LHP forms the core of the common curriculum because they are the building blocks of advanced learning and education. The common curriculum will not be effective unless students realize the instrumental value of LHP.

So let us work towards instilling greater creativity in a way that is both enjoyable and meaningful. Not doing so would be a great disservice to the UIC goal of ingenuity and discovery.

World History

Tunis, November 15, 2006

Underwood International College has taken me to places that are not considered the usual travel destinations. Tunis, where this message heralds from, is one such place. Although I am in the capital of Tunisia to attend an international conference on the information society, I have to confess that the opportunity to experience ancient history is somewhat more appealing than the topic of my conference. So before I took off for the ancient city, I packed only history books; I was determined to embark on a historical trip, rather than a professional one.

Initially, this trip was intended to be what I call a “Roman Empire trip,” unsurprisingly, since Tunisia's history is deeply intertwined with Roman history. Indeed, Rome only emerged as an empire to be reckoned with in the 3rd century BC, after it defeated Carthage, its main rival in the Western Mediterranean.

For a layperson like myself, Carthage is most famous for its general, Hannibal, who terrorized the Romans in their own territory for almost two decades. A politician and statesman, Hannibal was considered one of the greatest military commanders of ancient Carthage. His military genius has placed him alongside other great military commanders in history, such as Alexander the Great, Julius Caesar, Napoleon Bonaparte and Genghis Khan. Though engulfed in various

wars and conflicts with the Greeks and Romans, modern day Carthage is now an affluent suburb of Tunis.

The Roman theme was also appropriate for another reason. I came to Tunis by way of Istanbul, and as you know, Istanbul was the capital of the Eastern Roman Empire for almost one millennium. Everywhere in Istanbul one can witness the greatness and splendor of Roman history and culture.

To me, the most impressive monument which best epitomizes Roman history was the Greek Orthodox Church that Emperor Justinian built in 532-7 AD. The Cathedral of St. Sophia, universally acknowledged as one of the world's most magnificent and artistically decorated buildings, is more than just awe-inspiring.

To me, the historical cathedral, decorated with mosaics and marble pillars, was a sight to behold. Yet it was also profoundly humbling. It seemed incongruous to talk about “modernity” or “the end of history” when our ancestors had the imagination, expertise and sense of aesthetic to create such an architectural wonder almost two thousand years ago.

During this trip, I was also forced to look beyond Roman history. Even though modern-day Tunisia and Turkey are Islamic countries, this has not always been the case. Islam made its presence felt in Tunisia only in the 7th century when the Arabs expanded their empire. Since then, Islam's hold on Tunisia has been unchallenged. Therefore, in order to understand Tunisia, it might be better to familiarize ourselves with the history of Islam rather than the history of the Roman Empire. After all, Roman influence has long been marginalized and now remained in ruins.

But most importantly, the trip has reaffirmed my belief that history should be an integral part of college education. But this need not be a boring experience, as some of you may be inclined to think. Why? Because history can be fun. Everyone loves stories. And history has a

vast reservoir of stories on heroes and villains, tragedies and triumphs, as well as loyalties and betrayals. History is teeming with great events and turning points, not to mention tales of great and fascinating empires, as well as exotic and mystical lands. In the case of Tunisia, I am pretty sure that a captivating story can be handily constructed around the country's heroes, and that, I feel, is the best way to understand the Tunisian character and obtain a glimpse into the country's long and riveting history.

But having said that, history is more than just a chronicle of exciting events or interesting people. As early as ancient Greece and Rome, historians recognized history as a pragmatic science that could offer practical value for serious readers.

First, history as a positive science can help explain causal relationships among historically important events. For instance, early Roman historians were keen to explain why it took only fifty-three years for Rome to grow into an empire. If one extends the positive tradition of history one step further, history can even be used to predict the future. After all, there is no reason to believe that the very same historical forces that have determined the present would not extend into the future. When we say, as we often do, that history repeats itself, we are essentially referring to this predictive value of history.

Secondly, history is also a normative science because it can be used for moral examination. Human societies have developed a preference for moral examples in the form of real individuals and actual societies, mainly because such historical and concrete examples are much easier to admire and emulate as compared to fictional ones. In light of our need for moral education, it is not surprising that earlier Roman historians such as Sallust were preoccupied with the portrayal of, among other things, virtue in their works.

Lastly, history binds us together and is the source of the identity of the group, community or country that we belong to. History presents

common stories and narratives that we can collectively relate to. For example, it can be said that a shared sense of Tunisian identity has been forged given the collective stories and narratives of the country, including or particularly about foreign occupiers of their native land.

In fact, one can even say that history as an art was the result of the social demand for collective memory. All ancient historians throughout the world aimed to preserve the memory of their societies, and to pass on to future generations the stories of their famous ancestors. Collective memories also define and transmit collective purposes. The values that famous heroes defended were the very values that their children were supposed to inherit, safeguard, and defend.

Most of all, history allows us to understand not just ourselves but also others. As such, it is a vital means in forging a greater sense of inter-cultural understanding and tolerance on the one hand, and fulfilling the promise of inter-cultural endeavors in business, politics and culture on the other.

Nowhere is reciprocal historical education more important than in East Asia. While the rest of the world is moving forward after having declared “the end of history,” East Asia still finds itself trapped and mired in history. In controversy after controversy, newspapers in East Asia report only their side of the story. There is no genuine effort in understanding the other side. Where is the inter-cultural understanding and tolerance? Regrettably, they are nowhere to be found.

What does all this mean for history education at UIC? While I can come up with at least three lessons, I am counting on my colleagues and students to add on to the list. First, history education at UIC should emphasize the practical value of history. This means while factually learning history, our students should also develop important analytical skills. They should be challenged to pose, analyze, and answer important historical questions. And since history is often taught exclusively as political and military history, students should also be

introduced to economic and cultural history.

Second, history education should go beyond national histories to include world history, which should be taught at a younger age. Since Korean students have grown up in an overly nationalistic environment, it is imperative that they study the histories of regions, countries, or societies vastly different from Korea's. This will not only present them with the opportunity to expand their imaginations, but will also allow them to examine the universality of their previously held beliefs.

Third, instead of group loyalties, academic standards should be the key criteria in judging the validity of historical accounts and claims. This is nothing extraordinary given that academic integrity has, since early civilization, been the hallmark of a great historian. Indeed, the first priority of ancient Greek historian Thucydides was the search for the truth from the most authentic evidence possible.

Next spring, UIC will offer four courses on world history. I am sure that as we grow, the number of history courses will increase to cover more areas and historical eras. Given its importance, history will have to be a part of everyday UIC education. More than just an academic discipline that is taught in classrooms, we should remember that history is something that can be taught and experienced outside of the classroom as well. Indeed, this was something I tried to do during this trip. Let us all become amateur historians. Believe me, it can be fun, yet incredibly rewarding.

On Rational Analysis

Palo Alto, September 18, 2006

One rewarding aspect of my job as the dean of UIC is that it gives me a chance to reflect on my own education. Given the educational task in front of me, it is natural that I ask myself what I learned in school, what I know now, and what I should teach.

What did I learn in school? Well, I have to say that it was economics, since I have always considered myself an economist. Specifically, I see myself as a political economist. I use economic tools to understand and analyze political problems.

Many people tend to think of economics as the study of economic issues. But beyond that, economics is also a way of rationalizing human behavior. At the heart of any economic approach lie three basic assumptions: maximizing behavior, market equilibrium, and stable preferences (Becker, 1976).

To understand how these three assumptions form a coherent analytical framework for understanding human behavior, I suggest that you read Becker directly. But in the meantime, let me try to present my own understanding of the economic approach.

When I am given a problem - whether it is assessing the quality of a think tank or the performance of a president, I assume first of all that these are the results of individual decisions. Then I ask myself which of these individual decisions I should analyze. For example, in the case of

a think tank, who are the relevant decision-makers? While the head of the think tank is likely to be the most important decision-maker, he is not the only influential actor. Other stakeholders who can impinge on final outcomes include researchers, supervisors, and even consumers.

Then of course the next question to ask is - why do individuals undertake decisions leading to particular outcomes? What are their goals and motivations? What are their constraints? The answers may vary, depending on circumstances. But we can rightly assume that decision-makers, given their constraints, do their best to achieve their goals. That is, they engage in constrained maximizing behavior.

If the think tank in our example is a profit-oriented organization, we can again safely assume that its goal is profit maximization. But if it is a non-profit entity, the interests pursued will be much more complex and may include other factors such as influence, professional reputation, financial stability, and career advancement. In my analysis, some or all of these factors would be taken into consideration.

But at the same time, it is clear that a decision-maker is also faced with a number of constraints, chief of which is the scarcity of resources such as money, manpower and even knowledge. Despite these constraints, he must still find ways to maximize his organization's interests.

So what kind of insight can we glean from the assumption of constrained maximizing behavior? Let's go back to our example. If we decide that the decisions of the think tank director are unsatisfactory, such an economic approach suggests that the answers can be found not in individual ethics or effort, but rather in the structure of incentives (such as the director's reward scheme) and the nature of constraints.

So far, we have assumed that the performance of our think tank is not affected by other think tanks. But certainly, it is more realistic to assume that more than one think tank compete in a given area. If so, our think tank director, when making his decisions, would naturally have to

take into account the decisions of other think tanks, which are subjected to similar constraints and interests and engaged in the same type of constrained maximizing behavior.

Hence, in observing and analyzing any form of outcome, we are essentially looking at the decisions of multiple optimizing think tanks. Furthermore, I assume that the outcome is internally consistent; economists believe that internally inconsistent outcomes are not sustainable, given the rationality of decision-makers. In economics, an outcome is considered consistent (or in equilibrium) if none of the decision-makers would do better by trying to change it.

Therefore, the economic approach in explaining the performance of a particular think tank would generate explanations based on factors affecting the incentives and constraints of all think tanks competing in the same research area.

As we have seen here, the economic approach seeks to rationally analyze human behavior. It is rational at two levels. At one level the approach is individually rational in that it assumes that individual decisions are the outcomes of optimizing behavior. But on the other, it is also jointly rational because it assumes that the decisions of individuals are mutually consistent.

Despite its seemingly unrealistic assumptions, it turns out that rational analysis goes a long way towards explaining the essential aspects of human behavior. So if you want to develop the capacity to think analytically, which is a key asset in any profession that you enter, it is important that you become comfortable with rational analysis.

You do not need a Ph.D. in economics to understand the power of rational analysis. There are a number of popular books available to help you further your understanding in this area. In addition to Becker, I recommend Dixit and Nalebuff (1993) and Levitt and Dubner (2005).

Although my faith in rational analysis has not significantly wavered, I am no longer as religious about it as when I was a graduate

student. The reason is simple. I myself do not often practice what I learned. I am not sure if I always optimize. More often than not, when I make decisions, I resort to my own inherent values, or turn to prevailing social norms or traditions.

Until I read March and Olsen (1995), I had not been able to articulate the sense of incompleteness that I had about rational analysis. Essentially, March and Olsen put forward two views of individual decision-making - the exchange and institutional perspectives. According to the exchange perspective, a decision-maker asks questions such as "what are the alternatives," "what are the consequences that will follow from each alternative," and "what is the value of such consequences." He then chooses the alternative that gives him the highest value. You can see that March and Olsen's exchange perspective is the same as what I call rational analysis.

But March and Olsen claim that as compared to the exchange perspective, the institutional perspective can better explain human behavior. For instance, if I am an institutionalist, I make decisions by following this thought process: I ask what kind of a person I am, what kind of a situation I am in, and how a person in a similar situation is likely to respond.

Let me explain how this institutionalist perspective works in real life. Take myself as an example. In my official capacity, my dominant identity is that of a professor. Therefore, when I ask what kind of a person I am, I am most likely to answer that I am a professor. Since I am a professor, I will try to think about how a professor should behave in a particular situation. And given the existence of strong social norms governing academia, it is not difficult to decide what the appropriate actions are in most situations.

But despite the inclusion of the institutional perspective, we still do not have a complete set of tools for analyzing human decisions. And this realization of inadequacy struck me again during my trip to the

United States. On my way to Palo Alto from New York, I bought a book titled *Blink* at the airport.

Blink is a fascinating account of contemporary psychology. The author, Malcolm Gladwell, explains how people make split-second decisions under intense pressure and how they do it surprisingly well. Neither the exchange perspective nor the institutional perspective can help in the situations that Gladwell described because people simply do not have the time to survey every alternative available, let alone assess their consequences or appropriateness.

I have my own views about the theories that March and Olsen and Gladwell present. Since this is not a forum for debate, it suffices to say that I view them as useful complements to rational analysis, but not substitutes. You will be the judge of my conclusion.

Let me now answer the question that I posed at the beginning of this letter. I learned rational analysis in school, I now know that it is not perfect, and what I should teach is an inter-disciplinary approach to decision-making.

At UIC, you have four years to develop your analytical skills. I hope that I have convinced you that in order to do so, it will take a lot of hard work in a number of disciplines. The books that I refer to in this letter can provide you with a good introduction. If you want to read them, I suggest that you begin with the more popular books marked below with an asterisk.

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Quads

Dean's Message on December 3, 2007

For the last three years, I have been thinking about UIC's "product" differentiation strategy. When asked what is different about UIC students, I should be able to give an answer that is simple and powerful. To me, East Asian quad-linguals, or "Quads," are such an answer. To set an example, I have begun to learn Japanese and Chinese to become a Quad myself. However, I am not ambitious. I am happy merely to attain a reading proficiency in Chinese and Japanese. But I want you to be more ambitious. To achieve that, UIC is setting up an honor/scholarship program to reward UICians who are already Quads or willing to become one. As you know, EAGLE is our career vision. From now on, Quads will be one of our main instruments for realizing our EAGLE vision.

What is Quads?

Quads is a student honor society at the Underwood International College. UIC is launching Quads to recognize UIC students with proficiency in the three East Asian languages, Chinese, Japanese and Korean, plus English. The establishment of Quads reaffirms UIC's commitment in educating future East Asian leaders who have the linguistic and cultural competencies necessary to understand and

integrate issues relating to the East Asian region.

Who qualifies for Quads membership?

To be inducted into the Society, a student must acquire an advanced level of proficiency in at least two of the three East Asian languages and at least an intermediate level of proficiency in the third East Asian language. Standard language test scores will be used to determine the proficiency level in each language. Test scores must be less than two years old. A test score for the student's native language is NOT required.

Language	Test	Standards		Test Schedule
		Advanced Level	Intermediate Level	
Chinese	HSK	Level 8 or higher	Level 6 or 7	6 times/yr
Japanese	JLPT	Level 1 (score 300 or higher)	Level 2 (score 300 or higher)	1 time/yr
Korean	KLPT	Grade 6	Grade 4 or 5	2 times/yr

What are the benefits of Quads membership?

Quads members will be given priority in the East Asia Three Campus Exchange Program. Members will also be awarded with a travel grant that can be used for short-term study overseas. UIC will also provide funds for Society activities.

How can students prepare for Quads membership?

UIC seeks to become a new model for East Asian international education. As such, UIC aims to create an environment in which students can learn East Asian languages and cultures. To further encourage students to participate in the Society, UIC will support a student club for those who are interested in learning East Asian languages.

Thinking, Writing and Research

**Dean's Message (With Michael Michael)
on September 1, 2007**

At UIC, we aim to provide the best East-Asia-based international liberal arts education that will equip students with the qualities needed to flourish in an increasingly globalised world. There are three interrelated elements to “flourishing.”

The first is economic. This, in the so-called third age of globalization, is the age when we individuals must compete in a global economy. UIC aims to enable our students to compete successfully by helping them develop skills that are both flexible and in globally high demand.

The second element is that of individual fulfillment. The vocationally successful individual is not always amongst those who are most self-fulfilled. Thus UIC seeks to do far more than help our students flourish vocationally (occupationally), for we wish to provide them with the intellectual and moral resources to flourish as complete individuals.

The third element is that of social engagement. Apart from prospering individually, we also wish to see our students make a difference to society as a whole. In doing so, they will add another important element to their fulfillment - one that goes deeper than mere occupational success and individual happiness. They would also receive a fuller and more satisfying sense of meaning and purpose to life.

It is UIC's aim and commitment to help our students achieve

success and flourish in all three of these elements. The UIC Common Curriculum, as the foundation of our undergraduate program, is pivotal in fulfilling these lofty goals. It has the purpose of training students in the core skills needed for the rest of the program, for graduate school or any other form of postgraduate training, and, more importantly, for their lives in general. We have grouped these core skills into three broad areas: Thinking, Writing, and Research – TWR for short. In the remainder of this document we will explain why we think these areas best serve UIC’s educational goals and where our main focus lies. We will also list our major objectives, our strategy for meeting these objectives, and explain how our curriculum is designed to enact this strategy.

Part I: Thinking

To think is easy, but to think well is extremely difficult. Good thinking is undoubtedly the most fundamental and arguably the most important set of skills that one can learn. At UIC we acknowledge its importance by treating it as one of the three main priorities of our Common Curriculum, alongside writing and research. Yet imparting the skills of good thinking is hardly a straightforward matter. It involves many different types of ability. Not least amongst these is the ability to transcend existing patterns of thought and to create new and better ones. Such diversity and self-reflexivity pose challenges to those planning higher educational curricula. In what follows we will describe how UIC aims to meet these challenges.

As a liberal arts college we aim to teach a range of different thinking styles. In doing so we hope to cultivate in our students a flexibility and versatility of thought that is not possible in more specialized programs of education. But within this breadth and diversity we also wish to retain a focus, something that would orient and provide

coherence to our educational outlook. The focus we have chosen is critical thinking. Why we have done so will emerge shortly, but first we need to define critical thinking and explain what it involves. Critical thinking is reflective thinking occurring in the context of a questioning attitude and characterized by considered reason-based judgments. It can take place in many contexts. For example, a literary theorist may employ critical thinking in determining how to interpret a particular text, a historian may employ critical thinking in determining the motives of a particular historical figure, and a businessperson may employ critical thinking in determining the most effective strategy for increasing revenues. In each of these cases, part of what distinguishes the kind of thinking that the professional in question is employing from uncritical thinking is that she reaches her conclusion on the basis of a careful consideration of evidence and reasons, rather than, say, simply on the basis of “gut feeling,” what most people think, or what she would wish to be the case. It is in this difference that much of the value of critical thinking lies: the critical thinker is, by the nature of the process by which she is characterized, both independently minded and socially engaged – the latter is because the grounds of her conclusions are not peculiar to her but are, in principle, available to everybody else.

There are two broad features that the good critical thinker has: she is skilful and responsible. The responsibility here is to get things right, hence good critical thinkers are the ones who undertake a thorough and persistent effort to do so. The relevant skills in question are numerous, and include basic ones such as imagination, precision, clarity, agility, and logicity, and advanced ones like the appraisal of evidence, the analysis of arguments, the clarification of concepts, and the synthesis of information. It should be noted, lest common prejudices prevail, that critical thinking is a highly creative enterprise. For example, the good critical thinker will be one who tests judgments by considering different potential responses to them, and the process requires considerable

creativity in order to generate the counterarguments, alternative scenarios and points of view needed to do so. Thus critical thinking is not one form of thinking - it is a general type that includes many forms of thinking.

The paradigm is Socrates. In the *Euthyphro*, Socrates posed the following question to the eponymous young man who was about to prosecute his own father in the name of piety: “What is piety?” To each successively more sophisticated answer that Euthyphro gave, Socrates proffered a counterargument. The outcome of this rigorous criticism was not only a deeper understanding of the nature of piety, but also an enhanced understanding of the nature and purpose of rational enquiry. Socrates’ objective was to awaken in his interlocutor a sense that his views and outlook on life were not the finished product, but merely the first steps on a project of moral and intellectual advancement. Thus critical thinking has the purpose of improving on what has come before – in short, it facilitates progress.

The historical importance of critical thinking is apparent. But it is also highly relevant to our age. Here are three reasons why this is so. (1) We live in the information age unlike in the past where education was concerned with imparting knowledge. But now knowledge (or at least, information) is readily available. As such, being in possession of general knowledge is, on its own, less of an advantage now than it was in the past. Rather, those who will have the advantage are the ones best equipped with the skills to use information effectively. And one of these crucial skills includes critical thinking. (2) We live in an age of increasing globalization. As a result, unlike our parents, we are exposed to a far more diverse set of beliefs and values, and an extremely wider range of outlooks and lifestyles. However, we all face choices in how to respond to this diversity. In order to choose wisely, and to avoid the extremes of close-minded intolerance and bewildered nihilism, we need to have a means of evaluating the claims that are available to us. Critical

thinking provides such a means. (3) We live in a media age. As the media takes on an increasingly dominant role in our society, so too does the issue of public accountability. This growing awareness in public accountability leads to greater intensity in ethical debates. We have seen this occur in many different walks of life: politics, business, science, medicine, and even sports. Critical thinking provides people with the skills needed to make a positive contribution to such debates.

Regardless of age, the best scholars, scientists, and global leaders, indeed many of the best professionals, tend to be those who think critically. This is reason enough to include it in the curriculum: it ought to be the aim of every first-rate educational establishment to impart to their students the skills that will take them to the top of their professions. But more than that, we see in the end-products of these skills the characteristic thoughts of a good and happy person, one able to live a flourishing and morally responsible life. This also is reason enough to include it in the curriculum: it ought to be the aim of every educational establishment to teach their students how to master the skills that will enable them to live a good and happy life.

Furthermore, a curriculum that emphasizes critical thinking is one that can directly meet the challenges posed in the opening paragraph of this discussion. It provides a sharp focus to the teaching of good thinking, one that fits in perfectly with the mission of a liberal arts school to educate people in the qualities that will enable them to live a personally meaningful, vocationally successful, and socially productive life. It also addresses the problem of how to educate people in a way that empowers them to transcend existing ideas and habits of thought and create anew – in short, the “paradox” of how to teach originality and independence of mind. For it is, by its very nature, a means of going beyond what has come before: as we observed in the example of Socrates, critical thinking is directed at bringing to light the limitations of existing views and behaviour and thereby seeing how one can

improve upon them.

In summary, critical thinking is skillful and responsible thinking characterized by reason-based judgment. Its purpose is moral and intellectual progress. It enables people to live a wise and meaningful life, to be vocationally successful, and to be socially productive. Teaching it would therefore be of great benefit to students, employers, and society as a whole. Moreover, given rapid modern day changes, it is becoming more and more relevant. Critical thinking is a basic requirement of any educational program that aims to prepare students for the global challenges ahead and therefore remains a major priority of the UIC Common Curriculum.

In light of the above discussion, UIC proposes the following objectives:

- 1) All students should understand the nature, purpose, and benefits of critical thinking.
- 2) All students should graduate with an understanding of the standards of good reasoning.
- 3) All students should graduate with an appreciation of the importance of supporting their claims with reasons and evidence.
- 4) All students should have considerable practice at composing arguments and presenting them persuasively in written and verbal form.
- 5) All students should graduate with the confidence to participate in rational debates in a calm and productive manner.
- 6) All students should have the opportunity to develop more subtle thinking skills, such as the ability to see things from different perspectives, the ability to recognize and appreciate different rhetorical and literary tropes, and the ability to read a text in its historical context.

We make the following proposals to meet these objectives:

- a) To have at least one required course dedicated to critical thinking and designed specifically to meet objectives (1) to (3).
- b) To ensure that students have exposure to a range of thinking styles and skills, addressing objective (6)
- c) To ensure that all courses in the Common Curriculum, as far as possible, directly address objective (4) by including essay and presentation assignments in which students are required to advance their own arguments.
- d) To ensure that all courses on the Common Curriculum, as far as possible, directly address objective (5) by arranging to have both class and small group discussion sessions, and to encourage, and perhaps require, participation in these from all students.
- e) To offer all students the opportunity to take advanced courses that will enable them to enhance their critical thinking skills.

We will now explain how the Common Curriculum is designed to enact these proposals: a) we have a required course dedicated to critical thinking, *Critical Reasoning*. This course is designed to cultivate an understanding and appreciation of the standards of good reasoning and to train students in the basic techniques of logic and argumentation. It provides an introduction to critical thinking, exploring its nature, purpose, and uses, and specific training in the following key skills: (i) how to identify, analyze, and evaluate arguments; (ii) how to apply the Socratic method in the constructive criticism of ideas; (iii) how to recognize fallacies and other errors of reasoning; (iv) how to compose, articulate, and enhance one's own arguments. Thus it directly addresses objectives (1) to (3).

Though this course provides much of the core training in critical thinking, it is by no means the only course that provides training in this subject. The *World Literature* and *World History* courses provide a rigorous education in many of the less technical, though no less

important, aspects of critical thinking. Indeed, these latter two courses teach “critical reasoning in practice,” and hence are essential to fulfilling objectives (2) and (3).

b) The *World Literature* and *World History* courses also expose students to a variety of thinking styles and provide opportunities for students to develop more subtle forms of thinking, such as psychological insight, the ability to see things from different perspectives, the ability to recognize and appreciate different rhetorical and literary tropes, and the ability to read a text in its historical context. They thus directly address objective (6).

c) The *Writing Tutorial*, *World Literature*, and *World History* courses are writing intensive courses, and each of them includes essay assignments that require the student to advance and defend a thesis, with considerable emphasis placed on originality of thought (in the sense that the work goes beyond being merely a summary of other people’s ideas). The courses on the common curriculum also offer the opportunity for students to give presentations. For example, the *Critical Reasoning* course currently requires all students to give a presentation on a topic in applied ethics, which provides them with a format to articulate their arguments and to defend their position in the face of questioning.

d) All the courses offered by UIC on the Common Curriculum have class discussions and encourage active participation in these; indeed students are assessed in part on their participation. The small group, or small seminar, format is also a regular feature of Common Curriculum courses, providing a less daunting environment for students to contribute to discussions.

e) The UIC Seminar consists of advanced topic-based courses that will offer students the chance to explore diverse subjects in a small-group seminar setting. It has the pedagogical purposes of giving students the opportunity to investigate certain topics in depth that they might not

encounter in their own major and to further develop the skills that they have learned in their first two years. All of these courses will undoubtedly enable students to develop their basic critical thinking skills, but also amongst the courses offered will be ones that are particularly well-suited to taking their more specialized skills to the next level – for example, Business Ethics, Political Economy, Science and Literature, and International Law.

Part II: Writing

Without doubt, teaching good writing is among the greatest aims of a liberal arts education. Writing skills are essential for both the business world and the world of scholarship. But writing is not just one skill among many. It is not just the transparent medium through which ideas are communicated, but the very element in which ideas are created, transmitted, transformed, and entered into productive dialogue with other ideas. Indeed, the cultivation of the art of writing has been an essential component of humanistic education from the very beginning. Despite the ever greater prominence and prestige of mathematically based models of knowledge, writing remains an essential part of both our common human culture and all our disciplines of knowledge.

Because of UIC's unique nature and educational mission, it is imperative that its curriculum emphasize writing in English. No university – least of all a liberal arts college - can afford to neglect the teaching of writing. At UIC, we have many students who, while highly qualified academically and functionally fluent in English, nevertheless often lack the basic sensitivity for the subtleties of English syntax and nuances of vocabulary possessed by advanced native speakers of English. Instead of ignoring these difficulties, we embrace the opportunity to prove that our students, and even those who learned English within Korea and are not fully bilingual, can, and will, graduate from UIC with

excellent writing abilities.

For this to happen, it is necessary to do more than just *teach* writing. We need to foster a culture of writing at UIC that encompasses not only every aspect of the UIC curriculum, but also extra-curricular activities. Of course, it cannot and should not be our task, as teachers and administrators, to micro-manage every aspect of student life. But UIC aims to do our best to encourage the development of a culture of writing. This culture of writing should include traditions and institutions that not only help cultivate writing ability and creativity, but also encourage students to think of writing as a vital, living, and powerful medium of communication, and not just as an obscure pedantic exercise.

The aim of what follows is to articulate overarching goals of writing instruction at UIC and to show how these are being enacted in the UIC Common Curriculum. We propose the following goals for the writing program at UIC:

- 1) All students should graduate from UIC with the ability to write in lucid, grammatically correct, and idiomatic English.
- 2) All students should graduate from UIC with an appreciation for and sensitivity to the stylistic and rhetorical aspects of writing.
- 3) Students who are interested in creative writing or journalism should have the chance to cultivate their talents while at UIC.
- 4) All students should graduate with the ability to write an academic essay in a clear, logically convincing, and persuasive style.
- 5) All students should understand the basic conventions of citation and reference, as well as what constitutes plagiarism.

To realize the above goals, we make the following proposals:

- a) To have a required first-year course dedicated to teaching the basics of good writing.

- b) To offer writing intensive courses throughout the curriculum.
- c) To foster a culture of writing through numerous extra-curricular activities.

We will now explain how we will implement these proposals: a) we have a course dedicated to teaching the basics of good writing, the *Writing Tutorial*. This required first-year course offers intensive training in writing in English for academic purposes. It emphasizes the skills of literary interpretation, stylish writing, and persuasive argumentation, and provides guidance on the fundamental stages of essay-writing (prewriting, writing, peer review, revision) and on the basic components of essay form (introductions, transitions, paragraph structure, conclusions).

b) The first year courses in *World Literature* and *World History* that we currently offer already include a significant writing component, in the form of two or three assessed papers. In the future we plan to include more specifically writing-focused courses within these disciplines. Among the suggestions mooted are, in the field of World Literature, courses on the Essay, Autobiography, or the History of Rhetoric, and in World History, a course on historiography that will acquaint students with classical and modern greats such as Herodotus, Thucydides, Macaulay, and Burckhardt. In the third and fourth years students will be able to take advanced topic-based courses that come under the rubric of the UIC Seminar. These are intended to be writing intensive, taking the students writing skills up to a higher level and towards the quality expected of professional scholars.

c) One of the initiatives that we currently have in place is the UIC Writing Prize. At the end of each academic year, professors submit nominees for the prize, which recognizes student writers whose work deserves special commendation. These students are honored to encourage UIC students to participate in the culture of writing. It is

intended that these student essays will be published in an agreed format so that new and returning students will have current examples of excellent student writing.

Part III: Research

The third part of the UIC curriculum is research. Research is the human activity undertaken with the purpose of improving our body of knowledge, either by adding to it or by revising what is already there. It takes many different forms, depending on the context and the subject. For example, scientific research typically involves the experimental testing of hypotheses, historical research typically involves the examination of historical documents and other sources, and economic research typically involves the construction of mathematical and conceptual models. Nevertheless, what all these activities have in common is a structured and systematic approach to identifying precisely the questions or problems the research should be addressing, the kind of results or solutions that are needed, and how one is to go about obtaining these results or solutions. It is this general approach that the UIC Common Curriculum aims to teach.

Research is not the sole province of academia. It is just as ubiquitous in business, industry, and public service. For example, investment banking, management consultancy, and market research are highly research-intensive enterprises. Thus having a sound understanding of the basic principles behind good research is of great utility, as it provides outstanding preparation for many of the most interesting and popular occupations. But more than this, it fosters an appreciation of one of the most important and valuable activities in modern society. The fruits of research are diverse and numerous. In medicine, it provides the cures that alleviate our suffering; in science and technology, it provides the knowledge, methods, and tools that

enhance our lives; in culture, it provides the ideas, insights, and understanding that enrich our experiences; in economics and business, it provides the information and know-how that improve our material well-being. Understanding the basis of how all this works brings about a deeper attunement to society and a greater awareness of and respect for many of those who contribute to its betterment.

We propose the following goals for the research program at UIC:

- 1) All students should graduate from UIC with an understanding of the general research process and an awareness of how research is conducted in different settings
- 2) All students should know how to formulate a hypothesis and how to write a research proposal
- 3) All students should have the opportunity of undertaking their own research project

We make the following proposals to meet these objectives:

- a) To have at least one required course dedicated to research skills and designed specifically to meet objectives (1) and (2).
- b) To offer all students the opportunity to undertake a professional-level research project.

We will now explain how we will enact these proposals: a) the *Research Design & Quantitative Methods* is a required course. It teaches the process of selecting a problem amenable to empirical research, deriving from it a hypothesis that can be tested systematically, designing an experimental test, gathering and analyzing the data generated by this, and interpreting the results. It is, in short, the scientific method, but conceived more generally in order to be applicable to other kinds of research as well, such as business and market research. Thus this course

directly addresses objectives (1) and (2).

b) The UIC Seminars will contain a significant research component where students will continue to hone their research skills developed in the first and second years of the UIC Common Curriculum.

c) In the fourth year, select students will have the opportunity to conduct a Senior Thesis, for which they will receive specific training and support from Yonsei University faculty members.

TWR as a Holistic Unity

Though we have so far addressed each part of the TWR program individually, UIC's vision of the program goes beyond seeing it as simply the co-occurrence of distinct parts: rather, we see the program as a holistic unity, where each component reinforces the other. Good writing comes from clear thinking, but equally clear thinking is a product of the attempt to express and communicate thoughts clearly and accurately, as occurs in good writing; research can be viewed as critical thinking organized and developed in order to solve a problem, but also critical thinking can be viewed as composed of micro-research, that is, research into the many questions that arise from the process of reflecting and reasoning; completed research is always communicated in writing, but writing very often also forms an integral part of the research process itself. It is with these perspectives in mind that we have ensured that the UIC Common Curriculum focuses, in the latter stages, not only on the further development of the thinking, writing, and research skills that have been introduced thus far, but also on their integration and synergy. We have two concrete strategies for maintaining TWR's importance in the lives of UIC students: the UIC Seminar and the Senior Thesis.

The UIC Seminar consists of advanced TWR-intensive courses that will offer students the chance to enhance their skills in a small-group seminar setting. There are three groups of courses offered: Global

Leadership, Career Track, and Interdisciplinary. The first includes courses on leadership, intercultural understanding, and Comparative East Asian Studies, and serves the visionary purpose of enhancing the students' potential of becoming global leaders. The second includes courses on law and society, law and economics, constitutional law, social psychology, and sociology of organizations, and serves the vocational purpose of increasing the students' understanding of different career paths and demonstrating how their TWR skills could be applied in a career setting. The third includes courses on Science, Technology, and Society, and Philosophy, Politics, and Economics, and serves the educational purpose of showing how different disciplines can inform, complement, and re-energize each other. Overall, the Seminar courses will enable students to build on their TWR skills in an integrative, synergistic, and practical way.

The TWR program will reach its culmination in the Senior Thesis of the fourth year. Students who are interested in the in-depth exploration of a topic will have the option of bring together all the skills and abilities that they have learned thus far, as they conduct independent and original research on a subject of their choice and write it up in a professional-level thesis. They will be aided in this by one-to-one supervision from a faculty adviser, and by attending the Senior Thesis Tutorial and Workshop, which will provide them with the practical techniques necessary for research and writing at this level. It is at this final stage that the students will most see the benefit of their cumulative intellectual training, as they integrate and hone their skills towards producing a piece of work that they can be truly proud of.

UIC Advantages

Three-in-One

Dean's Message on October 13, 2005

High school graduates are spoiled for choice these days, and it is easy to see why. Globalization is creating many new options, particularly in the field of education. The means that most if not all major universities in the world are competing with one another to attract the best and brightest international students. Hence, in a matter of time, outstanding students will find that it really does not make much of a difference as to which university they choose to study in.

In Korea, college-bound students are particularly mobile. Each year, about 15,000 Korean secondary school students leave the country to enter foreign secondary schools. Almost a third of them are living alone without their families. They are what we call in Korea, “early study-abroad students.”

Following this trend, we have recently witnessed a sharp rise in the number of Korean high school students entering foreign universities upon high school graduation. In one estimate, the number of Korean high school graduates who applied directly to American colleges reached 500 in 2004. And this number is expected to soar to 2,000 in 2006.

While the United States has been a traditional destination for overseas education, China has emerged as another popular destination.

There are now over 50,000 Korean students in China, and an increasing number of them are pursuing undergraduate studies.

But while the outflow of Korean students is nothing new, a more interesting phenomenon is the rise in the reverse flow of students. Many foreign-educated Korean high school students are returning home to attend Korean universities. This year alone, at least 2,000 “returnees” have made their way home and applied to Korean colleges.

Clearly, the greater mobility of Korean students and the globalization of the university market are twin challenges for Korean universities, in particular the Underwood International College which is at the forefront of global competition for exceptional students. Like other Korean universities, UIC must have a clear and ready answer when a footloose student asks why he or she should come to UIC.

My answer is, by coming to UIC, you will be getting what I call a “Three-in-One” education. By that I mean the UIC is the only school in the world where students can simultaneously develop their global, East Asian, and Korean competencies.

The most illustrative example of these three competencies is in the mastery of languages. Right now, many top Asian students are already learning many languages. So it hardly comes as a surprise that many Korean high school students are proficient in at least three languages - Korean, English and another East Asian language. In Daewon Foreign Language High School, for instance, both English and Japanese are required languages on the curriculum.

It is obvious why internationally oriented Korean students are putting in time and effort to gain fluency in foreign languages. Fluency in English is *de rigueur* as the language is the most widely used global language, particularly if one hopes to be globally competitive. Fluency in an East Asian language has also become important given the promising present and future developments of East Asia. There is little doubt that even if East Asia may not dominate the world, the region will

continue to be one of the three centers of the world economy.

But another development that Korean students should not lose sight of is the emergence of Korea as a vital link between East Asian businesses and cultural networks. The Korea Wave phenomenon is only one of many examples where Korea is setting regional and even global standards. The slogan that Korea is the gateway to East Asia is not just a catchphrase, but is fast becoming a reality.

But in order to acquire a firm grasp of these three competencies, language proficiency alone is insufficient. A student must also develop in-depth knowledge of the three communities while cultivating personal networks in order to facilitate deeper cooperation and understanding.

While an American university will certainly open many opportunities for global education, it might not be as propitious as an East Asian university when it comes to obtaining an East Asian education and in building a regional network of ties. Besides, we should also not be too caught up with the notion of the global competitiveness of U.S. universities. Education in many American universities is domestically oriented and many campuses are geographically isolated. These factors may not be ideal when it comes to educating global leaders.

Other East Asian universities, particularly those in China and Japan, certainly have the advantage of being located in larger countries which are not only prominent global players but also equipped with bigger markets. But I am doubtful if Chinese and Japanese universities are as globally and regionally oriented as UIC.

In terms of global education, Yonsei University has a long and illustrious tradition that is almost unrivaled in East Asia. So it should not come as a surprise that UIC, the flagship international program of Yonsei University, is more globally competent than any of its East Asian counterparts.

Indeed, UIC has an unquestionable edge in the area of East Asian

competitiveness. Unlike other East Asian colleges, UIC specializes in Pan-Asian leadership education. UIC's vision is to become the main training ground for a new generation of East Asian leaders who are not only able to transcend national loyalties, but also create an Asian-wide network of economic and political opportunities.

Here at UIC, we realize that we must work hard to fulfill the promise and vision of UIC. Let me assure you that we are not complacent or overly confident. Our first task is to strengthen our global programs. Our new international programs include the International Distinguished Professorship Program and the International Junior Scholars Program. These programs, which are financially supported by major Korean companies, will allow UIC to invite leading scholars from around the world and attract top international students.

Through various channels, we will also work on consolidating global education for our students. The UIC curriculum itself is modeled after the undergraduate honors program of leading American liberal arts colleges. UIC students can also take advantage of Yonsei University's renowned exchange program. The UIC Global Forum presents yet another venue for students and faculty to engage in open discussions on global issues and develop networks with global leaders and thinkers. Students can also benefit from Yonsei's existing alumni networks that are practically unparalleled among Korean universities.

But the distinguishing hallmark of UIC lies in the anchor program of its East Asian program - the Three-Campus Exchange Program. Under this program, UIC students will be able to spend three semesters with their Chinese and Japanese counterparts by rotating from campus to campus among the three participating universities on a semester basis. In addition, the UIC is also preparing an innovative East Asian studies program that focuses on the comparative study of East Asian countries.

Throughout its 120-year history, Yonsei University has not only stood as the leading university of Korea, but has also emerged as the

most important center of Korean studies. Therefore, Korean Studies is another priority at UIC. As it is of crucial importance that UIC students enter the global marketplace with their own model or style, one way they can do so is to find inspiration within Korean tradition and culture. To this end, the UIC has launched the Korean Style Lecture Series.

So the next time someone asks us why he or she should come to UIC, the answer is, where else can anyone simultaneously gain three competencies at the same time? Or where else can anyone hope to win three prizes in one place?

Think East Asia

High School Affiliated to Fudan University,
Shanghai, May 30, 2005

There is no better place than High School Affiliated to Fudan University to talk about the education of East Asian leaders. If any school is a training ground for future leaders of East Asia, your school is most certainly one of them. You represent the best of China and the finest of East Asia. I salute you and your teachers for your accomplishments.

East Asia education is the topic of my speech today. As you well know, today's world demands regional as well as national and global competencies. Look at the languages that we speak. I grew up in Korea, a country with a uniform national language, when it looked only to the West. So I had to learn three European languages, English, German, and French, in addition to my native Korean. Among the three European languages that I learned, only English remains a working language for me. Consciously or unconsciously, I must have adapted myself to the rise of English as the dominant global language. But my foreign language education is unlikely to stop with English. Ever since I returned to East Asia in 1997 after seventeen years in the United States, I have been under constant professional pressure to acquire at least reading proficiency in Chinese and Japanese.

I hear that the young people of East Asia are more forward-looking than I am. Many of you already realize that English will no

longer be a source of competitive advantage in the future; English will be like your native language, something everyone else has. Thus, you are adding another East Asian language to your asset portfolios. For many Korean students, Chinese is the East Asian language of choice.

The demand for regional advantage is largely an economic imperative. China, along with the rest of East Asia, is offering seemingly unlimited economic opportunities for all of East Asia. What is remarkable about the Chinese market is that it is open to all types of East Asians, not just highly educated elites, and to all types of businesses ranging from cutting-edge high technologies to neighborhood service industries such as hair styling shops and convenient stores. It is hard to think of another example where the opening of a geographic market has had such a profound impact on the regional economy as the Chinese opening did on East Asia. For most of the 20th century, Japan was the driving force behind the integration of East Asian economies. But the regional economy organized by Japan was hierarchical and trade-based, so its impact on East Asian societies was relatively small. The only example that comes close to the Chinese model is the role that the American West played for the American society in the 19th century; the West, which was the land of opportunity for all Americans in the 19th century, is still deeply ingrained in the American psyche as the symbol of optimism and adventurism.

While economics has been an important factor behind the renewed interest in the East Asian region, it is important not to over-emphasize the materialistic aspects. Over the last few years we have also witnessed the maturing of an Asia-wide cultural industry and the increasing convergence of East Asian youth cultures. For many young people of East Asia, East Asia is a common playground where they meet other East Asians for fun. Business opportunities must be the furthest from your mind when you log on to play on-line games with other East Asians and when you experience the latest music and movies

from other East Asian countries. In fact, for many East Asians, the causality between culture and economics runs from culture to economics, not the other way around. Most young East Asians, who are now in Korea to study, discovered Korean culture first before choosing Korea as a place to develop their careers.

Strong regional affinity among young people of East Asia will be good not only for East Asia and but also for the world. More than ever, the world needs a strong East Asia, and a strong regional affinity will go a long way toward strengthening the East Asian region. Every successful society has a built-in mechanism of internal competition among its members. The world is no different - it must be internally competitive to sustain economic dynamism as well as support global democracy. But it is not clear whether today's world is sufficiently competitive. With Europe showing many adverse signs of an established society such as economic protectionism and the politics of redistribution, the world can only look to East Asian as an alternative source of economic, political and cultural leadership.

Indeed, I must say that East Asia is ready to take up the challenge of global leadership. It is already considered one of the three centers of global economic activity alongside Europe and North America. In the past few years, East Asia has become even more important because it has been the only region generating economic growth within the world economy. Moreover, East Asia is more dynamic than other regions. One sign is that East Asians are much more willing to take risks in experimenting with foreign cultures and practices. To see this, just witness the number of East Asian students going abroad for studies.

However, it is important that you fully understand the potential threats to East Asia's future. First is over-confidence. Already, some East Asians are being perceived as arrogant. Despite its promising potential for further growth, East Asia remains largely a developing area. For the foreseeable future, East Asia will need the world more than the

other way round.

The second potential threat is unilateralism within the region. There are countries in East Asia large enough to consider going it alone. But East Asia is too interdependent to allow any one country to dominate. No matter how large a country is in the region, its influence on the world stage is limited without strong regional support.

Lastly, the lack of an East Asian identity will be a barrier to the further integration of East Asian societies. Although we, East Asians, find ourselves increasingly interdependent, it is fair to say that we cannot articulate what it means to be an East Asian. Emotionally, too, there are no monuments, figures, or documents that can draw us closer together.

Whether or not a strong regional identity will emerge in East Asia will depend on how it is defined, articulated, and communicated among East Asians. Here lies the importance of university education. East Asian universities simply must do a better job of teaching East Asia to their students. An important component of East Asia education is providing common educational experience for East Asian students. The young people of East Asia are again ahead of the older generation in this regard. Over 40,000 Korean students are studying in Chinese universities. The number of Chinese students studying in Korea are also large and on the rise, reaching 10,000 in 2004. Universities in East Asia are only beginning to support such intra-regional exchanges through regional-based education and student recruitment programs.

As you look ahead into your future, it is my hope that you will continue to think East Asia. You will be a leader of East Asia as well as a leader of your country. As the Dean of the new Underwood International College of Yonsei University, I look forward to working with many of my colleagues in East Asian universities to ensure that you receive the East Asia education that you need to succeed as an East Asian leader.

Thank you very much.

UIC Will Grow with China

IJSP Students Reception, Beijing, April 22, 2006

We are here this afternoon to mark and celebrate the beginning of Underwood International College's special relationship with China. I am delighted that we have with us the six pioneering Chinese UIC students who have brought UIC and China together.

You and your parents are our guests of honor, and we from Yonsei University greet you with all our heart. It has been one year since we opened our doors at UIC, and from that day, I have dreamt about today - the day when I would personally welcome you, the first group of East Asian students, to UIC.

Before I elaborate on the meaning of today, let me first recognize the very people who have made today possible. My sincere gratitude goes to Samsung Electronics and to its visionary leaders who were the first to sign on to the International Juniors Scholars Program (ISJP). Samsung Electronics not only gave us the generous scholarship funds, but it also identified scholarship candidates through its extensive worldwide networks.

We also received support from a number of people in organizing today's reception. It was the capable and devoted staff of Samsung China, especially, Ms. Zhang Aijing, who worked relentlessly to bring every Chinese IJSP student here. Counselor Park Eunha of the Korean

Embassy in Beijing, a loyal Yonsei alum, graciously answered our call for help on a very short notice.

I would also like to recognize Yonsei alumni who are here with us and others joining us at the dinner following this reception. President Pahk Yoon-Sihk of Beijing LG, President Park Keun-Tae of CJ Group China, Dr. Kim Joo-Hoon of the Beijing Office of the Bank of Korea, and Ms. Kim Kyung-hee of the Beijing office of UNDP. And, last but certainly not least, Mr. Huh Ki-yeol, a leader of Samsung China, also graduated from Yonsei University. As you can see, Yonsei alumni are leaders in Chinese business. You as new members of the Yonsei family are entering into a life-long relationship with them as “xue xiong” and “xue di.”

Let us think now about the meaning of today for UIC. Today is a historic day for UIC. Because of the six students here with us tonight and because of the generous support from Samsung China, Yonsei University is now the first Korean university to successfully recruit international students to its programs.

The globalization of higher education is creating many international options for students considering college education. As a result, all major universities in the world must compete with one another to attract the best and brightest international students. Competing in this growing international market and meeting the challenge is something of which I am, and the entire UIC family is, immensely proud!

In Korea, college-bound students are particularly mobile. Each year, about 15,000 Korean secondary school students leave the country to transfer to foreign secondary schools. We have also witnessed a sharp rise in the number of Korean high school students entering foreign universities upon high school graduation. While the outflow of Korean students is nothing new, a more interesting phenomenon is the rise in the reverse flow of students. Many foreign-educated Korean high school

students are returning home to attend Korean universities. Given the greater mobility of Korean students and the globalization of the university market, Korean universities have no choice but to recruit globally for best talents regardless of their nationalities. I am thrilled to proclaim that Underwood International College will lead Korea's charge into this global market.

Today is also historic because it highlights the first success story of university-business cooperation. This partnership will train elite students from countries hosting Korean multinational companies, China, the Philippines, Vietnam, Thailand, and India. They will become the future global, East Asian, and Korean leaders because of their international, yet uniquely Korean, education.

As Korean multinational companies expand and grow in international markets, the demand for local managers trained in Korean culture and technology will rise rapidly. There is no better place to find local managerial talents than an international school in Korea, a school committed to educate students in the unique business environment and culture of Korea. Aware of the importance of Korean education to their future managers, Korean companies are joining hands with UIC. Samsung Electronics was the first and LG Electronics and Hyosung have followed.

The International Junior Scholars Program (IJSP) is the vehicle for this university-business partnership. Each year twenty international students are awarded an international junior scholarship. International junior scholars are guaranteed a scholarship for four years which cover tuition and local living expenses. During the course of UIC study, corporate sponsors can also offer internships to the students that they support. UIC also provides other opportunities for the sponsoring corporation and the student to support and enhance the student's education.

This historic day also begins the first day of a journey towards a

common identity for our East Asian students. The lack of an East Asian identity has been a barrier to the further integration of East Asian societies. Although we, East Asians, find ourselves increasingly interdependent, it is fair to say that we cannot articulate what it means to be an East Asian. Emotionally, too, there are no monuments, figures, or documents that can draw us closer.

Whether or not a strong regional identity will emerge in East Asia will depend on how it is defined, articulated, and communicated among East Asians. Here lies the importance of university education. East Asian universities simply must do a better job of teaching East Asia to their students. An important component of East Asian education is providing common educational experience for East Asian students. By bringing together East Asian students in one campus, UIC is setting a new standard in East Asian education. We are proud to do it.

To help UIC students develop stronger Chinese and East Asian ties, UIC will launch a three-country exchange program. Under this program, exchange students will spend a semester in each of the three East Asian countries: Korea, China and Japan .

Let me end my short speech with a promise, a promise to you and your parents. It is a simple one: I promise you will grow with us, and we will grow with China.

We will continue to be aggressive in recruiting Chinese students through IJSP. Hyosung is sponsoring the UIC education of students from Shanghai. In the fall, Professor Han Sukhee and other members of the UIC team will go to Shandong Province to recruit talented students there. And, Liaoning will be our next stop.

China will also be an integral part of UIC curriculum. Chinese language will be strongly recommended for all UIC students. For many Korean students, Chinese is already the East Asian language of choice.

By joining UIC, you have accepted our invitation to make us the guardians of your future. I thank you again for your trust and faith in us.

With your corporate sponsors, I will do my utmost to give you the education you need to fulfill your dreams.

Thank you.

Welcome to UIC

The Pioneer Class?

Founders, Explorers and Leaders

Dean's Message on August 25, 2005

For the pioneering batch of UIC students, did you know that every one of you shares a common attribute with former US President Herbert Hoover? Like many aspiring young men and women, the 31st US President had lofty dreams and aspirations. With a slight tinge of lyrical prose coupled with a resolute sense of purpose, he once wrote: "I haunted the little foundry and sawmill and the repair shops of the town, I collected catalogues and information on engineering universities. I was determined to become an engineer."

But to fulfill his dreams, Hoover did not take the conventional path. Instead, he chose to enroll in a new yet unknown university simply because he could relate to the institution's emphasis on technical and scientific knowledge. So in 1891, Hoover was among a group of 465 students to attend a newly established university in Palo Alto on the southern shore of San Francisco Bay.

While Hoover was certain of his strong passion for engineering, what he did not know then was that he would forever be remembered as the leading member of the pioneering class of Stanford University. Hoover's choice is what separates the pioneers from the rest. Pioneers look to the future, not to the fashions and dictates of the day. Pioneers reject safe journeys in favor of challenges and adventures.

In fact, Yonsei University itself began with pioneers who dared

to take on challenges. Dr. Won Chul Lee, who dreamt of becoming a scientist, was among the first twelve students who enrolled in Yonsei University in 1915. Today, you can find Dr. Lee's name in Korea's Science and Technology Hall of Fame as the founder of the "Won Chul Star," and the first Korean doctor of science. Dr. Lee's dream set the stage for the further development of astronomy and meteorology in Korea.

Pioneers do not stop at one pioneering journey. They live a life of pioneers. Take David Starr Jordan, the most influential of all American ichthyologists. Ichthyology is the branch of zoology that deals with the study of fishes. He studied in Cornell University soon after its establishment in 1868 and later became the first president of Stanford University.

Jordan's enthusiasm as a pioneer is evident when he said, "At that time we were all young together, freshman students, freshman professors, freshman president without experience, or tradition to guide or impede. But we had youth and we had truth, and not even the gods have those!"

For the UIC pioneering class, there will be no precedence, no seniors' footsteps to follow or walk in, and no graveled road paved for you. Instead, there will be numerous opportunities that allow you to be founders, explorers, and leaders. As a freshman dean, you have my assurance that you will receive the education and experiences you need to bring your dreams one step closer towards reality.

The UIC Way

Pre-Freshman Orientation, August 29, 2005

Good afternoon, ladies and gentlemen.

It is a great privilege, and indeed, a great honor for me to be here to represent Yonsei University and the Underwood International College in offering an official but warm and heartfelt welcome to all of you gathered here this afternoon.

As the dean of UIC, I am given the task of putting today's events into perspective. So first and foremost, I must say that today is unmistakably a day of celebration. It is a day of celebration because we are here to celebrate you as well as your achievements. All of you have entered UIC with impressive high school records. Indeed, there are so many perfect TOEFL scorers among you that TOEFL does not seem to be an effective indicator of your abilities. Many of you also boast close to perfect SAT scores. And this is impressive, even remarkable, given that most of you were educated in different countries, and went through different educational systems.

It is also a day of celebration because all of you are among the chosen few who have survived the month-long admissions process. Throughout this process, you have proven that you can excel under pressure. You must be, and ought to be justifiably proud of yourselves. Being admitted into UIC is no small achievement, and is certainly an

occasion for celebration.

Today is also a day of celebration because you have reached a symbolic yet significant milestone in your life. You have reached the end of your long academic journey towards attaining a college education.

And for faculty and staff members from UIC, today is similarly a cause for celebration. Why? Well, even though the UIC was only officially launched in March this year, preparation began in earnest as early as August 2004 after the Office of the Dean of Academic Affairs drafted a basic plan.

Two months after that, the UIC Organizing Committee was set up, and many UIC faculty members, including myself, were members of this Committee. For one full year, we worked tirelessly to lay the groundwork, and to welcome you into the Yonsei family. And now, you are finally here. For us, that is certainly and truly, a cause for satisfaction, and celebration.

But what is most important, and of far greater importance, is that today is also a day to honor, to thank, and to show our appreciation for the many people who have made it all possible.

First of all, your parents should be the first to be honored. As the father of two young children aged 15 and 13, I know (and believe me, I do know) how hard your parents have worked to see you here in our midst today. To say that I have the utmost respect and admiration for their dedication and hard work is truly an understatement.

Instead, I think what is most appropriate is for us to pay tribute to the unyielding love and support given by your parents. Your successes and accomplishments today would not have been possible without the hard work, perseverance and dedication put in by your parents. May I suggest a round of applause for the parents gathered here this afternoon?

As to the parents, some of you might have taken time off from work to attend this very special occasion; I want to thank you for

choosing UIC over other colleges. You had many choices, and yet you chose to put your faith in UIC. For the trust and confidence that you have shown, I want you to know that you have our unwavering assurance and dedication in turning UIC into a success. As you look around you, you will see that single-minded resolve on the faces of the UIC faculty that have gathered here this afternoon. Many of them are young and ambitious, and all of them share the long-term objective of making UIC a world-class liberal arts college that all of us can be proud of.

And of course, we also have to pay tribute to Yonsei University and to its splendid and illustrious 120-year old tradition. UIC is the newest member of the Yonsei family. And because of that, the six-month old college was able to attract 72 of the country's best and brightest high school students into its fold. Without Yonsei University, this task would clearly have been impossible.

There is another reason why UIC has to thank Yonsei University. It owes part of its name "Underwood" to the founder of Yonsei University - Horace G. Underwood - who lived from 1859 to 1916. More than just giving UIC his name, Mr. Underwood had also given us something more valuable and enduring - the confidence, the courage, as well as the indomitable spirit to succeed.

Just think about it. If it is possible for Mr. Underwood to build a successful modern university against all adversities 120 years ago, surely there is no reason why we cannot build a world-class college that can hold its own against other Ivy League colleges. As long as we are faithful to the spirit and vision of Mr. Underwood, it is my heartfelt belief and genuine conviction that, like Yonsei University, UIC will succeed beyond anyone's imagination.

And much of that conviction stems from the strong leadership of current Yonsei University President Jung Chang Young, who has made UIC the centerpiece of his inbound globalization campaign. President

Jung firmly believes that unless a global academic environment is created at its main campus in Shinchon, Yonsei University cannot say that it has truly attained world-class status. President Jung's vision is to see UIC transformed into a global campus where Koreans and other international students can study, mingle and interact under the guidance of outstanding international faculty members - a vision which we all share.

I would also like to thank the Dean of Academic Affairs, Dr. Jeong Kap-Young, who has been instrumental in laying the foundation for UIC. It was his office that had taken on the bold and ambitious task of formulating the basic UIC plans last year, and essentially all that we have done since then was to implement those plans. And finally I would also like to thank the over 100 Yonsei University professors who will be involved in the UIC either as major or common curriculum faculty members. Some of them may already be familiar to you, as they served as interviewers last week in the final stages of your admissions process. Some of these professors will also be your academic and career advisors, and you will have a chance to meet and talk to them later today.

Now that I am done with thanking everyone (I hope I didn't miss anyone out), I would like to say that today is also a special day because it is the start of a new and exciting time for you here in UIC.

Your status as a UIC student is a clear indication that you are ready for an advanced liberal education. But I am sure you are aware that you are here to begin a serious academic career, and not to enjoy the end of it. Indeed, being admitted into UIC is your first, and not your final academic achievement.

As to what you can expect at UIC, well, at UIC, you will learn to develop your talents and potential to the fullest. More than just being given skills to pass standard tests and examinations, you will be given various opportunities to strengthen your intellectual abilities and acquire leadership qualities. These skills will help you not only to lead fulfilling

lives, but most importantly, to help you fulfill your dreams.

I understand that you have different dreams and different career plans. And I know all of you have expressed a desire to become a leader in your desired fields of career. Even though I am not an expert on leadership, I think leadership qualities are rather simple and can be summarized into three distinct categories - IQ, EQ, and PQ.

Firstly, IQ. Leaders must show intellectual leadership. You will learn that the most important source of leadership is the power to persuade. In order to acquire the powers of persuasion, you need to have the ability to analyze and solve problems, coupled with the ability to effectively communicate solutions to others. As future leaders, you must learn how to translate your high IQ into intellectual leadership skills.

Secondly, EQ, or emotional intelligence. EQ is the ability to perceive and exercise human emotions and feelings. Simply put, a person with a high EQ is someone who is agreeable, understanding, compassionate, tolerant, and trusting. Like IQ, EQ may be a quality that is inborn, and hence not easily acquired. Perhaps so, but as a future leader, it is pertinent that you improve your EQ. And UIC will be there to assist you.

And thirdly, the leadership quality that UIC wishes to emphasize is PQ, or public intelligence. PQ is essential because as a leader, people will not admire or follow you if you merely pursue narrow vested interests. You also need to be able to pursue broader public interests. We believe that the ability to serve the public interest can be strengthened and reinforced through the kind of moral and democratic education which UIC is in a position to offer.

Finally, I would like to end my speech by pointing out that even though UIC has a short history, it has come a long way and all of us here can be justifiably proud of its achievements.

Even though there are many challenges ahead, I am confident that

we will fulfill our mission, as everyone here in UIC shares the same goals, objectives, mission, and convictions – in short, it is the faith to provide a world-class education, and to turn UIC into a world-class liberal arts college.

While I have given you a glimpse of what I would call the UIC Way, as the pioneering dean of a pioneering college, I also call on you to join me in refining and perfecting the UIC Way in the weeks, months and years ahead.

The UIC Way is who we are, what makes us different and what will set us apart from the rest. The journey along the UIC Way begins with the steps that we take today.

Thank you very much.

Vision 2010

Parents Reception, February 24, 2006

Good evening, ladies and gentlemen.

This evening is a special occasion for all of us at the Underwood International College. Special, because we have gathered to pay tribute to a remarkable group of people. They have placed their confidence in UIC. They have given us a great deal of encouragement and support. And most significantly of all, they have entrusted their children to us for the next four years. I am, of course, referring to the parents of our pioneering students. Our pioneering parents, if you will. On behalf of the faculty and administration of the Underwood International College, I would like to extend a very warm welcome to all of these pioneer parents.

I am deeply honored and delighted to meet you this evening. Most of you are no strangers to me. I have met many of you last year during our student recruitment period. But I have not had a chance to thank each and every one of you for your support and confidence. So it gives me great pleasure this evening to officially extend my most sincere and heartfelt “thank you” to each and every one of you here today.

Your support and encouragement have been invaluable to me as well as to my colleagues, some of whom are also here with us this evening. In fact, your support and encouragement have inspired and

motivated all of us - staff and faculty - to work harder, and to propel UIC to greater heights. As a small gesture of appreciation, we have prepared a dinner reception for you this evening. We hope you will enjoy the event.

Today is also a special occasion for UIC for another reason. Next Thursday, classes will officially begin. Students, teachers and staff will begin a new chapter in their lives. So with less than a one week to go and with our pioneers joining us tonight, we can consider today's event the official launch of Underwood International College. As we share with you the joy and excitement of sending your children off to college, we also commemorate tonight as a milestone in the nascent history of UIC.

UIC is certainly brimming with untold promises and immense opportunities in the years ahead. But, like every new venture or experiment, it will also come with its fair share of challenges and uncertainties. Which is why in crucial moments like these, it is important that we share our thoughts and ideas with one another. We're all in the same ship. Ship UIC. And like every captain steering his ship to the destination, I need help and cooperation from the passengers on board. Our journey together cannot succeed unless we engage in mutual dialogue and cooperation.

So to start our dialogue, we first have to ask ourselves – where is this UIC ship headed? And where is its intended destination? The answer lies in the name of the college - an international college, and that is, UIC's role is to educate international leaders. But apart from that, I would also like to point out that UIC graduates will be more than just international leaders. More specifically, they will also be international leaders representing East Asia. They will also be international leaders with an East Asian orientation, or an East Asian focus.

Now what does that mean? For a start, it does not mean that they have to be citizens of East Asian countries. It simply means that they

will use East Asia as their base in reaching out to the rest of the world. It will be their primary hub for their international orientation, outlook, and activities. Look to Kishore Mahbubani of Singapore and Kenichi Ohmae of Japan. Mr. Mahbubani is a former diplomat and served two stints as Singapore's Ambassador to the United Nations. Professor Ohmae obtained his doctorate in nuclear engineering from the Massachusetts Institute of Technology, and is a global business and corporate strategist, as well as the author of several books.

Both Mr. Mahbubani and Professor Ohmae are internationally recognized public intellectuals. They could be based anywhere in the world but yet they chose to remain in East Asia to shape and mould global opinion on the region. They are indeed shining examples of East Asian-based international leaders. I have no doubts that many of our UIC students seated here this evening will soon follow in their footsteps.

Of course I have good reasons for my supreme confidence. There is no reason why UIC cannot and will not become the best institution for educating East Asian based international leaders. We have everything going for us. UIC is a part of Yonsei University - the most internationalized university in East Asia. The college is located in a country that is a natural bridge between China and Japan.

More importantly and profoundly, and more than any other college, UIC is on a mission to become a truly East Asian regional university. But for every meaningful and worthwhile mission to become a reality and a roaring success, we need to set goals and targets for ourselves.

The primary goal we have set for ourselves is to make UIC a globally recognized premier institution that provides an international liberal education with a distinctly East Asian focus by the year 2010. But of course, no goal is attainable without a well thought-out and comprehensive strategy. For the sake of simplicity, I have summarized our strategy into four broad areas – curriculum, students, teachers and

physical surroundings.

First, we need to develop a world-class international liberal education curriculum for our students. And thanks to the hard work and dedication put in by the UIC curriculum committee, the College has already put in place a strong curriculum, including courses on world literature and world history. These classes are required core courses for every first-year student, and together with a broad range of electives, such as courses in the comparative literature and culture major, students will strengthen their intercultural awareness and understanding.

By working hand in hand and collaborating with our partner universities in East Asia and the United States, we will also develop an East Asian studies curriculum that places special emphasis on the comparative study of East Asian countries. This new curriculum will also be taught to students participating in the three-country student exchange program. Under this program, they will spend one semester in each of the three East Asian countries - China, Japan, and Korea.

The second part of the strategy requires us to continue attracting the best and brightest Korean and international students. This is not an easy task but I am glad to say that we have had an auspicious start. Among the 98 students who will begin their academic year this year, 58 are domestic students, 21 are Korean students who have spent at least twelve years abroad, and 19 are international students. When we add about ten international students whom we plan to admit this April, the UIC inaugural class is projected to reach 108 students.

Despite these initial successes, I am aware of the concerns of those who feel that the size of the UIC student body is way too small. So to that, I am happy to announce that next year's quota for domestic student will be increased to at least 69 students, up from the current 58. And hopefully in the years ahead, the university will increase this quota even higher, to a class of 100 of the best and brightest Korean students. But while there is a quota for Korean students, students who have spent

at least twelve years overseas as well as international students are not subject to these quotas. We are confident that through our active and vigorous recruitment efforts, we will increase the enrollment to 35 for each of these two groups by 2007, and 50 by 2008. If we are to meet these goals, UIC will admit a class of 100 domestic and 100 international students by the year 2010.

Under part three of the strategy, we must recruit the best and most outstanding faculty members to UIC. After all, management gurus have pointed out that in order to build an excellent and successful organization, having the right people is just as important, if not more important, than having the right ideas. Again, on this front, we have had a very promising start. This year, we planned to hire six full-time international faculty members, and the first to join us was Prof John Frankl. Five others will join us next semester - three are experts in western literature while two will specialize in western history.

These international faculty members are not only the best and most outstanding, but they are also courageous pioneers to come to a new college, and for many of them, to a new country. Their dedication and commitment is unquestionable. And I have no doubt that their talent, passion and conviction will not only help UIC achieve its missions and objectives, but will also help the College scale further heights.

So at this juncture, let me give credit where it is due. I would specifically like to mention the hard work put in by our associate dean, Prof Hyungji Park, and our general manager, Youngsook Kim. Over the past year, both of them have teamed up to begin an extensive search for outstanding faculty members. Indeed, their perseverance and tireless efforts have paid off and yielded amazing results.

In addition, I would also like to mention the efforts put in by Prof Michael Kim and Prof John Frankl. Both of them had sacrificed ten days of their holiday season last year to interview over 60 candidates in

the United States. UIC is indeed grateful to them for their time and effort.

Throughout the course of 2006, our goal is to recruit and hire nine new international faculty members. In view of the expected increase in our student population, we will certainly continue to expand our international faculty members. By 2010, with a student enrollment that is expected to reach 200, we will have a full-time faculty of forty. Complemented by at least 100 professors from other departments within Yonsei University, the UIC faculty in 2010 will be the largest and strongest among international colleges in Korea. In fact, I am confident that by 2010, UIC will have the critical expertise required to compete with the best liberal arts colleges in the world.

Apart from hiring outstanding faculty members, UIC will also be inviting distinguished scholars to conduct classes at the College. You may have read in the media last year that internationally renowned professors will teach at UIC. Among them are Kurt Wuthrich, a Nobel laureate in Chemistry, and Donald Johnston, Secretary General of the Organization for Economic Cooperation and Development. There is also Koichi Iwabuchi from Japan's Waseda University, who is a leading figure in the field of Asian cultural studies, David Brady who is the deputy director of the Hoover Institute at Stanford University, as well as Sakai Naomi from Cornell University.

And finally, turning to the fourth strategy of helping us reach our goal of being a premier institution, we need to build a bigger and better home. As you can imagine, just as a family needs a larger home as the children grow, UIC will also need more physical space as it grows and expands in the years to come. In fact, the very thought of our new home fills me with great anticipation and excitement. Actually, it is the very same feeling I had when I first laid eyes on my first family home in Austin, Texas, 14 years ago. My heart still glows with excitement, not to mention nostalgia, every time I think about it.

Before I become too sentimental, I shall come back to the question of a bigger home for UIC. I am sure you are aware that most Yonsei students commute to school from their homes. And given the size of Seoul and its traffic conditions, it is not unusual for students to spend three or even four hours a day on the road. Apart from the time wasted on traveling, commuting is also physically tiring, and takes precious time away from studying.

The vision that we have for our new home is a residential college. We eagerly anticipate the day where our students can spend every minute of their 24 hours a day on campus, where they live, learn, and interact with one another. This is a dream shared by everyone - from the president of Yonsei University, to every new UIC student. A residential college will also introduce students to the importance of community living, expose them to the concept of community involvement, as well as enable them to learn the importance of consensus building and compromise. But most importantly, a residential college will bring faculty and students closer together, and help forge greater and more enduring bonds between them. By living near each other, both sides can communicate and conduct intellectual exchanges both within and outside the classroom.

Now that I have spelt out our goals and vision, I know there is one question uppermost on your minds. You must be thinking - well, with goals to create the best programs, admit the best students, hire the most outstanding professors, and build a new home – where is all the money coming from? Do we have the financial resources?

Well, we do not yet have the money in our bank account. But you have my assurance that if the past year is any indication, the University will do all that it can to provide us with the adequate and necessary funding.

However, what I must point out is that in order to build a truly successful and outstanding college we need to have our own resources

that are independent of Yonsei. We will certainly need outside resources in order to preserve our uniqueness and autonomy.

Coming back to my earlier analogy of the UIC ship, as the ship's captain, I realize I will not be alone on this voyage. With your support, the ship has set sail with strength and vigor, optimism and confidence. But in order to steer the ship smoothly and through all types of weather conditions, we will need your continued support. We need your support to go to places where others have feared to tread. We need your support to discover new territories and new terrain. We also need your support in undertaking great leaps forward and in attempting new possibilities.

Once again, thank you very much for your support thus far, and thank you for your time this evening. I will now be happy to answer any questions that you may have.

The Sophomore Class

Pre-Freshman Orientation, August 29, 2006

Good afternoon, ladies and gentlemen.

It is a great privilege, and indeed, a great honor for me to be here to represent Yonsei University and the Underwood International College in offering a warm welcome to all of you gathered here this afternoon.

The UIC is now a big family. Joining us today are the 104 students who have been admitted this month for the March 2007 entry and the eleven international students who will begin their studies at UIC next week. These 125 new students belong to the sophomore class of the UIC. Before you arrived, we had the eighty-five members of the pioneer class who are now getting ready for their second UIC semester.

Let us first remind ourselves that today is a day of celebration. It is a day of celebration because we are here to celebrate you as well as your achievements. Being admitted into UIC is no small achievement, and is certainly an occasion for celebration

Today is also a day to celebrate the very people who have helped you to be here. Your successes and accomplishments today would not have been possible without the hard work, perseverance and dedication put in by your parents. It is most appropriate that we pay tribute today to the unyielding love and support given by your parents. So may I

suggest a round of applause for the parents gathered here this afternoon?

Today is also a cause for celebration for the faculty and staff of UIC. Your arrival coincides with UIC's sophomore year. We want to congratulate ourselves on our successful year. How do I know that we had a successful first year? I know because you are here with us. I am honored and humbled that the best of high school graduates like you have chosen us over our rivals including my own alma mater, Cornell University.

Having just arrived from the airport and seeing you here, I must confess that I feel like the captain of an airplane greeting his passengers. I know that you had a choice of schools and I thank you for choosing UIC. For the trust and confidence that you have given us, I want you to know that you have my unwavering assurance that UIC will become the model of global education not only in Korea but also in East Asia and beyond.

In many ways, UIC is already setting global standards. I am not aware of any school that is as ambitious as we are in seeking a global student body and faculty. The ratio of international students in the pioneering class was about 20 percent. It is our goal to raise this proportion to at least 30 percent by 2010. International students in our competitor universities in the United States make up only 10 percent of the student body.

We are probably the only school in the world that plans to fill its entire full-time faculty with international scholars. Today you will be meeting the first five members of the full-time faculty. Seven more will be hired this year. Full-time faculty members will work together with more than 100 Yonsei professors to give you the education you require for successful global careers.

But I do not want to proclaim that our mission has already been accomplished. We still have a long way to go. *Newsweek* says that right now there are at least 100 universities ahead of us. So we should not and

will not relent until UIC propels Yonsei University into the upper echelon of global universities. I am convinced that we will get there...sooner than many think.

Why am I so confident? I am confident because our very name is associated with success. As you know, UIC is named after the founder of Yonsei University - Horace G. Underwood - who lived from 1859 to 1916. More than just giving UIC his name, Mr. Underwood had also given us something more valuable and enduring – the confidence, the courage, as well as the indomitable spirit to succeed.

Just think about it. If it is possible for Mr. Underwood to build a successful modern university against all adversities 120 years ago, surely there is no reason why we cannot build a world-class college that can hold its own against other Ivy League colleges. As long as we are faithful to the spirit and vision of Mr. Underwood, it is my heartfelt belief and genuine conviction that, like Yonsei University, UIC will succeed beyond anyone's imagination.

You need more assurances? Then look around you. You will see that single-minded resolve on the faces of the UIC faculty that we have gathered here this afternoon. Many of them are young and ambitious, and all of them share the objective of transforming UIC into a world-class liberal arts college that we all can be proud of.

Now that I am done with sharing my vision for UIC, I would like to say that today is also a special day because it is the start of a new and exciting time for you here in UIC. Your status as a UIC student is a clear indication that you are ready for an advanced liberal education. But I am sure you are aware that you are here to begin a serious academic career, and not to enjoy the end of it. Indeed, being admitted into UIC is your first, and not your final academic achievement.

I understand that you have different dreams and different career plans. And I know all of you have expressed a desire to become a leader in your desired fields of career. Even though I am not an expert on

leadership, I think leadership qualities are rather simple and can be summarized into three distinct categories - IQ, EQ, and PQ.

Firstly, IQ. Leaders must show intellectual leadership. You will learn that the most important source of leadership is the power to persuade. In order to acquire the powers of persuasion, you need to have the ability to analyze and solve problems, coupled with the ability to effectively communicate solutions to others. As future leaders, you must learn how to translate your high IQ into intellectual leadership skills.

Secondly, EQ, or emotional intelligence. EQ is the ability to perceive and exercise human emotions and feelings. Simply put, a person with a high EQ is someone who is agreeable, understanding, compassionate, tolerant, and trusting. Like IQ, EQ may be a quality that is inborn, and hence not easily acquired. Perhaps so, but as a future leader, it is pertinent that you improve your EQ. And UIC will be there to assist you.

And thirdly, the leadership quality that UIC wishes to emphasize is PQ, or public intelligence. PQ is essential because as a leader, people will not admire or follow you if you merely pursue narrow vested interests. You also need to be able to pursue broader public interests. We believe that the ability to serve the public interest can be strengthened and reinforced through the kind of moral and democratic education which UIC is in a position to offer.

Being members of the sophomore class of the new college, you will have many opportunities to develop your PQ right here at UIC. UIC will need you as much as you need UIC. As a member of the UIC community, you should make the UIC the focus of your public life and volunteer your services for the good of the community.

Again, welcome aboard on the UIC flight. Thank you very much.

IGD 2006

Inbound Globalization Day, September 19, 2006

Good evening, ladies and gentlemen.

On behalf of the UIC family, let me extend a warm welcome to all of you. We are here to celebrate our first Inbound Globalization Day. IGD will become an annual event at UIC. It is partly a board meeting. Through IGD, we hope to report our progress to our main stakeholders such as university officials, parents, sponsors, media and governments. IGD will also showcase our achievements, in particular the achievements of UIC students. This evening you will get a glimpse into a side of UIC students that you are otherwise not familiar with. They are not only academically bright, but also well-rounded students with outstanding musical talents for instance.

So we are adding a new acronym, IGD, to our language. Come to think of it, building a new institution is all about creating new acronyms. UIC is the first acronym that we created and is now widely used in Korea and beyond. IJSP, our successful corporate-sponsored scholarship program, is another popular acronym at UIC.

The main guests of honor today are six new international faculty members and eighteen new international students. I will introduce each one of the new faculty members. John Frankl hails from California. After graduating from Berkeley, he went on to Harvard University to

study Korean literature. John is not exactly new. He arrived here last fall and now serves as the Assistant Dean of Student Affairs at UIC. He is also a famous master in the Brazilian martial arts of JiuJitsu. He trains his students to compete in mixed martial arts tournaments like K1. With John on our side, I can say confidently, “Don’t mess around with UIC.”

Paul Tonks is a historian from Britain. He received his undergraduate education at Oxford. His PhD is from Johns Hopkins University. Paul’s main area of research is the British Empire in the 18th Century, so he can cover both British and American histories for us. Before he came to UIC, he had never traveled to Asia before. Paul, we welcome you to on board.

Michael Chisohm is a Canadian. Like a good Canadian, he left home. After graduating from college in Canada, he served in the Canadian military before going to Oxford to study Renaissance history. Yes, Michael is our Renaissance man. He can speak six languages and has lived in many places across Europe. With you, Michael, we are welcoming another Europhile to Asia.

Now we go on to Americans. Anthony Adler is an American. Like a good American, he stayed home. He went to his hometown school, Princeton University, and then to Northwestern to get a PhD in German literature. Anthony is a welcome addition to our faculty dominated by English literature. We will be counting on you to convince our students that the German influence is something that they should not overlook

So-Young Park is a Korean-American. Like a good Korean-American, So-young came home. She has an undergraduate degree from Yale University and a PhD from Columbia. So-young is now teaching 19th century English literature to our students. I am counting on So-young to strengthen our writing program. With the help of So-young and other faculty members, we will create a culture of writing at UIC so that every UIC student will graduate with a supreme confidence

and pride in their writing.

Last but not least is Michael Michael. No, you did not hear me wrong. His name is really Michael Michael; we call him Michael Squared. As a new instructor, Michael teaches two sessions of Critical Reasoning and one session of the Philosophy of Science. Critical Reasoning and the Philosophy of Science form the core of our first-year curriculum, alongside writing tutorial, world literature, world history, research design and quantitative methods. He just obtained his PhD from Cambridge University.

Now I will introduce our new international students, all eighteen of them. (Please stand up together). As you can see, they are sitting in their country tables, together with the ambassadors of their home countries. First of all, thank you for choosing UIC and Yonsei University. It takes courage to bet your future on a new program. That is why we call you pioneers. When I call your name, please raise your hand...here you have them, the pioneer class of international students.

Now it is time to recognize the special guests we have here who have made IGD possible. I would first like to give due recognition to the three corporate sponsors of our international students. Mr. Kang Dong-hyung of LG electronics is here to welcome LG-sponsored students from Indonesia and Vietnam. We next thank Mr. Lee Joon-Soo of Samsung Electronics for representing his company today. Samsung Electronics is a sponsor of three Chinese IJSP students. Hyosung Corporation sponsored one student from Shanghai. Mr. Cho Hyun-Sang is representing his company today.

We have so many other guests to recognize and thank tonight. We duly acknowledge them for their contributions to our program. Special thanks go to the ambassadors who joined us tonight. Thank you for finding the time amid your busy schedule to help us celebrate IGD. You must be proud of your students as much as we are.

We welcome the principals and counselors from three

international schools in Seoul - Indian Head School, International Christian School and Seoul Foreign School. We thank them for the students that they had recommended to us.

Our friends from both the local and international press are also invited. Over the past year and a half, UIC has received a lot of attention from the media. We have compiled our press releases and newspaper articles in our new press book, which is contained in your information packet. We think of it as our little history book. If you need more information about us, please do not hesitate to let us know.

We are also hugely indebted to Yonsei University officials for their dedication to the success of UIC. No one is more responsible for our progress than President Jung Chang Young. All founding ideas came from him, including the word “inbound globalization.” I would also like to thank the President and especially, Mrs. Jung, for opening their residence to us.

It is also important to recognize that UIC is a university-wide, collective effort. I would like to give special thanks to the Provost, the Dean of Academic Affairs, the Dean of Planning and Development, the Dean of Admissions and all other university officials.

Let me now turn to the UIC family. Since we are the hosts, let me simply recognize those who are not present here this evening. Over eighty Yonsei faculty members are affiliated with UIC. But unfortunately, we were only able to invite a handful of them. Most of the UIC students are not here. The class of 2006 has ninety-seven students, including eighteen international students. We will have a much bigger cohort next year. In August, we have already admitted 106 local and international students for the class of 2007. By the time we complete our international student recruitment next April, we expect the size of the 2007 class to grow to 140.

Let me finish my opening remarks with a preview of IGD 2007. Next year, we will be welcoming at least six new international faculty

members. We are recruiting new faculty members in the areas of philosophy, basic sciences, comparative literature and culture, economics, international studies, political science, and life science and technology.

We will also soon announce next year's roster of Shinhan Bank Distinguished Visiting Professors. I am pleased to announce that Professor Chang Rae Lee, a best-selling author in the United States who teaches at Princeton University, has just accepted our offer. Professor Lee will be our first writer-in-residence at UIC as well as a distinguished visiting professor.

We are hoping to welcome at least thirty-five new international students at next year's IGD. It will not be easy but early signs are promising. We are about to admit ten new international students next year. This first group comes from countries such as Thailand, Spain, Germany, and Poland. The applications from Europe are especially encouraging because we have not done much recruiting in that region.

Thank you again for joining us this evening and we hope you will enjoy your time with us.

State of the College, Spring 2007

Dean's Message on March 2007

Two thousand six has been a meaningful and a pioneering year for Underwood International College. But nevertheless, UIC is only at its early stage on the road to establishing a world-class program that will provide international and Korean students with a first-rate global education. This letter will inform all of you of what has been happening and what new projects and initiatives are underway for the 2007 academic year.

Elevation of UIC to Full College Status

On October 24, 2006, the Yonsei University Board of Directors promoted UIC to a full college with two divisions beginning in the 2007 academic year. With this decision, Yonsei University has formerly established an international college that offers an all-English curriculum and five majors: Comparative Literature and Culture, Economics, International Studies, Life Science and Technology, and Political Science and International Relations. Not content to rest on our laurels, we are planning to add more new majors this year.

UIC is now comprised of two sub-divisions: the Underwood Division and the Division of International Education. The Underwood

Division will manage the original curriculum of UIC, while the Division of International Education will supervise the exchange student program. As such, UIC will now administer the exchange student curriculum and the International Summer School, in addition to the College's original functions. The merger of the DIEE (Division of International Education and Exchange) and UIC has also consolidated Yonsei's Inbound Globalization efforts to allow for a more realistic achievement of the University's goals. The decision of the Board allows UIC to combine the previously separate exchange student curriculum and the general student curriculum. The expansion of UIC will bring more international students and more international faculty members to UIC, creating an even more dynamic international environment that will be unique among East Asian universities.

Class of 2007

In August 2006, UIC selected eighty-five Korean early admissions students for the academic year 2007. In response to the rising domestic demand for global education, the entrance quota for 2007 increased to eighty-five, up from fifty-eight in 2006. The number of students who applied for 2007 was 903, the largest within Yonsei University for a single application unit, and the ratio of applicants to the number of acceptances was 11:1. Among the eighty-five students admitted, forty-eight are from domestic high schools and thirty-five from high schools overseas. The percentage of students from foreign high schools increased sharply to 41 percent from 31 percent last year, which has clearly shown that highly-qualified applicants studying overseas are considering UIC as an alternative to foreign universities. Yet another new development at UIC is that two students who achieved high school equivalency diplomas after undergoing home schooling have been admitted.

Of the thirty-five students from foreign high schools, twenty-four had been accepted to other world-renowned universities. The schools these students turned down in order to study at UIC are internationally acclaimed universities that range from Ivy League schools (Cornell, Columbia, Dartmouth) and other comparably distinguished U.S. universities (Duke, UC Berkeley, Northwestern), and British schools (London School of Economics, King's College), to the best universities in China, such as Peking University. The results of this year's application process show that UIC can successfully compete with the top schools worldwide in recruiting highly-qualified Korean students.

Among the admitted students, the average TOEFL scores, which fulfills the general English proficiency requirements for admission, was two points higher than last year at 288 out of 300. A total of thirty students submitted their SAT scores, and the average was 2108 out of 2400. The average score of the upper 25th percentile among these students was 2278 (equivalent to 1510 on a 1600 scale), which was high enough to be admitted to Ivy League schools.

UIC is currently accepting applications for new international students for the 2007 academic year. A total of three admission rounds took place over the past year. During the first and second rounds, ten students were accepted from among seventeen applicants. We managed to double the number of applicants from only eight students who had applied in the same period the previous year. In the latest round, which took place in December, 2006, there were twenty-four students who received acceptances out of forty-seven applicants. This is also twice the number of applicants than the previous year.

The total number of international students accepted to UIC so far for 2007 is thirty-four, and we intend to increase that number significantly in the coming year. The nationalities of the students who applied in the third round of admissions in December include German, American, Vietnamese, Brazilian, Iranian, Indian, Indonesian, Chinese,

Canadian, and Thai. The thirty-four students who had already received acceptance from UIC can choose to enroll either in Spring or Fall 2007, depending on their graduation date from high school. The last round of the international admission process will take place in April this year, and I ask you to keep UIC in mind when you advise future global leaders on their college choice.

Growing UIC Faculty

UIC welcomed four new full-time professors in September 2006. Professors Michael Chisholm, Paul D. Tonks, So Young Park, and Anthony Adler are all highly-distinguished scholars with degrees from prestigious schools, such as Oxford and Yale. Three additional professors have been appointed for Spring 2007, bringing the total number of full-time faculty to eight. The three new members of the faculty are Michael T. Michael from the U.K., Bruno Macaes from Portugal and Michael W. Cho from the U.S. who received their Ph.D.s from Cambridge University (U.K.), Harvard University (U.S.), and the University of Utah (U.S.), respectively.

The new appointments expanded the composition of the UIC faculty from the Common Curriculum to the more specialized areas of the majors. A number of existing English-speaking faculty members from Yonsei University will participate in each major. In order to provide a more comprehensive global educational environment, we will continue to add international faculty to each major. We will soon appoint new international faculty in Creative Writing, Economics, and International Studies for Fall 2007. These additions to the faculty in each major will continue into 2008. In 2007, eminent scholars including Professor Chang-rae Lee of Princeton University, a writer who had been awarded the PEN/Hemingway Award; Professor Kurt Wüthrich, who garnered the 2002 Nobel Prize in Chemistry; and former OECD

Secretary General Donald Johnston will conduct regular courses at UIC.

Curriculum Innovation

The main challenge facing UIC in 2007 is to collaborate with newly-arrived faculty members to provide our students with the best East-Asia-based international liberal arts education possible. Among the goals of liberal arts education, UIC places special emphasis on the writing and communication skills of our students. And since writing is generally described as the bread and butter of a liberal arts education, we will do our utmost to invest in creating a good writing program. At UIC, we want to make progress with one student at a time and one sentence at a time. I am grappling with this challenge with the help of Anthony Adler and So Young Park and hope to produce a curriculum that is not only rigorous but also accountable.

A formal writing curriculum is only one piece of the puzzle. A successful writing program must also foster a culture of writing within the community and a habit of continuous writing improvement among individual students. To this end, we will continue the UIC Writing Prize for outstanding students who write exemplary essays in freshman core writing courses. These students will be honored during award ceremonies and their essays will be made public as examples of excellent student writing. We will also initiate the UIC Language Arts Festival where students can showcase their creative talents. The festival will feature creative writing, declamations, and speeches – serious or humorous – on contemporary issues.

The other major area of curriculum reform underway with the input of newly appointed professor Michael Michael is in reinforcing the analytical reasoning of our students. During their sophomore year, UIC students are required to take Critical Reasoning and Research Design/Quantitative Methods courses, which will equip them with both

the fundamental skills in critical reasoning and logical analysis and the more specialized skills in scientific reasoning and quantitative analysis. The Critical Reasoning course is designed to enable students to cultivate a rigorous analytical mind and to master the art of argumentation, while at the same time, introduces them to some of the most well-known arguments in philosophy. In specific, this course will train students to identify, analyze and evaluate arguments, how to apply the Socratic method to the constructive criticism of ideas, how to recognize fallacies and other reasoning errors, how to compose cogent arguments and present them persuasively in written or verbal format, and how to engage in rational debates in a calm, confident, and productive manner.

The second course, Research Design and Quantitative Methods, is an introduction to social science research. This class is devoted to exploring the different methods used to generate knowledge regarding social behavior. By surveying a wealth of methodological approaches, students will see that most social scientists share a common language and some core concepts. The purpose of this course is to prepare students for conducting social science research themselves. The course will allow students to develop a sound understanding of the research process, become aware of the various social science research activities that take place in the academia and industry, learn how to formulate a hypothesis, cultivate a basic understanding of quantitative data analysis, and ultimately, motivate them to embark on their own research.

International Collaboration

Being an international college, UIC will actively encourage UIC students to take advantage of UIC and Yonsei University's extensive network of overseas partner institutions. The philosophy underlying our student exchange programs parallels that of all UIC offerings: to provide our students with educational opportunities that are intellectually

stimulating and demanding. UIC students are expected to utilize exchange programs in order to challenge themselves to explore opportunities in new places and specializations. English language proficiency is a prerequisite at UIC, thus releasing UIC students from the traditional conceptions of exchange programs as a means towards merely improving their command of English. UIC students can actively broaden their academic horizons and acquire knowledge of additional cultures and languages, not just in Anglophone countries and institutions.

It is with the above in mind that we are currently developing our student exchange programs. Although UIC students are able to spend a year abroad at all existing Yonsei exchange partner institutions, we are also cultivating exclusive programs in new geographical and academic areas. Negotiations are presently underway between UIC and the University of Geneva to introduce a program in international organizations. In East Asian studies, three-campus exchange agreements are being formulated among UIC and other top universities in Northeast Asia. Prospective partners in these programs include Waseda University and the International Christian University in Japan and universities in Hong Kong/China.

First year UIC students are already taking advantage of international exchange programs arranged by UIC. Five students, Da Hye Ku, Hyung Joon Kim, Mi-Jin An, Suh Yeon Hong, and Yon Jong Yoon are spending the first two months of 2007 in Chicago, participating in the University of Chicago's Institute for the Study of Democracy, Leadership, and Service program. The Program, under the auspices of the U.S. Department of State, offers an intensive academic program organized through lectures, panel presentations, seminar discussions, reading assignments, debate training, leadership development, and community service.

Career Support System

UIC is committed not only to ensuring its students receive a world-class education while in attendance but also to them embarking on successive careers upon graduation. With this in mind, we are currently organizing a career support system for UIC students. The Career Development Support System (CDSS) will provide services and resources that can guide and empower students in the early stages of their career development. Since the UIC core curriculum is already designed to provide a strong foundation for promising careers by fostering excellent writing skills and the ability to think analytically, critically, and creatively, the Career Development Support System will serve to guide students toward the specific career field they wish to pursue. The CDSS programs are divided into three main tracks: the Pre-Law Program, Pre-Med Program, and Management Career Program. For each of these programs, the CDSS provides an Internship Program, Mentor Program, and Regular Seminars, all of which will not only enhance our students' knowledge in their respective field of interest but also draw them closer to "real-life," hands-on experiences.

The CDSS provides UIC students with internship opportunities in actual workplaces during the school terms and/or semester breaks. Also, the CDSS concurrently runs a Mentor Program, whereby students are paired with mentors, which include UIC advisors and staff from renowned companies. Extensive counseling is the second pillar of the CDSS in assisting students in making their career choices and preparations. Counselors will help students choose appropriate UIC courses, prepare them for admission to law, medical, or business schools, and provide one-on-one meetings to give personalized advice. Students can also participate in "track-specific career seminars" to further their career development. These seminars form the central framework in the support program and will help students build an academic foundation

for future careers. The CDSS will conduct these professional seminars on a regular basis, and invite distinguished guests from various relevant fields who can share with our students the most up-to-date information on the latest issues. The unique combination of legal, medical, and management advising, coupled with the opportunity to participate in UIC career-track seminars, will enable our students to become more open-minded, and offer them an impressive range of career options and the requisite skills to thrive in their future endeavors.

The UIC Forum Series represents another opportunity for UIC students towards designing and concretizing their future path. These forums will begin in academic year 2007 and will benefit both students and faculty. The series will be comprised of three distinct but synergistic components: the Underwood Global Forums, Liberal Arts for Global Careers, and the UIC Seminars on Comparative East Asian Studies. To maximize student and faculty participation, UIC has set aside two hours, 3:00 to 5:00 pm, every Wednesday on the class schedule for regular seminars.

A New Home for UIC

Last year, the UIC Administrative Office was located in Baekyang Hall. At the end of January 2007, the UIC Administrative Office moved into the Division of International Education and Exchange (DIEE) office on the fourth floor of the New Millennium Hall.

The UIC has also acquired its own laboratory in the Engineering Hall 1 (Room 325-1). UIC now has the lab facilities to support LST and general science education, and the addition of Prof Michael Cho in the Spring semester will allow us to offer a full range of courses for the Life Science and Technology major.

With these changes, UIC students will be able to utilize advanced educational facilities and study in a comfortable school environment

conducive to their academic pursuit. We will continue to work with the University to secure more space for our faculty, students, and activities.

Looking Ahead

No doubt, UIC has made significant progress in 2006. I must duly point out that this progress would not have been possible without your support. At the same time, I must remind myself of many more challenges awaiting us this year. Although further discussions are necessary, I am preparing three new projects for this year. To mention them briefly, the first is the addition of an Information Technology major to the Underwood Division. The second will involve the creation of a Comparative East Asian Studies program at UIC. Thirdly, UIC will launch a major fundraising campaign to support its inbound globalization initiatives and curriculum reforms.

Among our financial needs, I would like to bring to your attention the scholarship fund for gifted international students. The success of the UIC project hinges critically on its ability to attract top Korean and international students, and generous corporate sponsorships that will make UIC education possible for many international students. If your company or someone you know is interested in becoming a sponsor, please have the enclosed pledge card returned to us or contact me directly.

I do not believe that the UIC leadership can succeed in all of these new projects on its own. We will be continually indebted to your generous support in the UIC family to take the UIC endeavor to the next highest level.

The Window of Opportunity

Dean's Message on January 17, 2007

The highest honor given at Yonsei University is to be selected as the top student, which is a distinction awarded to those with the highest grade point average in each Yonsei undergraduate college. Every semester at the President's residence, Yonsei University holds an award ceremony for these special students, but the award ceremony to be held in the coming April for the top students from the Fall 2006 semester will look a little different than the previous ones. Foreign guests will be invited and the ceremony will be partly run in English. For the first time in Yonsei's history, an international student has been recognized as the top student of a Yonsei undergraduate college.

The student in the news is Yao Yao, a freshman at Underwood International College from Shanxi province in China. She started last September, so in merely one semester, she became the best student among her classmates (93 in total). Her grade point average was 4.16 out of 4.3, after receiving the best score in all 6 of her classes. The classes she registered for were mostly liberal arts classes such as World Literature, World History, and English writing. These courses were especially difficult for a Chinese student taking classes taught in English for the first time.

Other international students also did well. Le Phuong Lien of

Vietnam and Shen Zhiyuan of China were, along with Yao Yao, two of the top ten students. The GPAs of Terry Santoso of Indonesia and Charles Luskin of United States also came close to the top ten students. Of the eighteen international students at UIC, six achieved some of the top GPAs.

Of course we had anticipated the rapid progress of the international students, because they have been recommended by the local subsidiaries of Korean global corporations as excellent students. Their arrival raised immense interest among the public during the 2005 winter selection period, and some media reports enthused about the “Gifted Students Heading to Korea.”

However, we did not expect that the international students would stand out so quickly, because the process of adjusting to a new country and away from their parents’ right after graduating from high school can be a rather daunting process. Moreover, UIC’s entire curriculum is taught in English, and some of these international students had little exposure in having classes conducted in English prior to their arrival at UIC. Some had not studied abroad nor attended classes taught by native English speakers. The Korean students they had to compete with had either long experience living abroad or had prepared extensively to continue their education in the United States.

Despite such unfavorable circumstances, the international students were able to compete on equal terms with globalized Korean students. The relatively high number of these students at UIC compared to other schools may have been a contributory factor. International students may not have felt a sense of alienation because 100 percent of all the full-time professors are foreign nationals while 20 percent of the students are international students.

But even so, I think a critical factor is that the educational difference between East Asia’s developing countries and Korea has sharply declined. If you look simply at Korea, you can be satisfied that

the overall English communication skills of Korean students had made remarkable progress. All Korean students at UIC have English skills at a level comparable to that of a native speaker. However, the Korean economy is paying an enormous cost for that fluency. The amount spent on English education overseas and studying abroad at an early age is becoming the main factor in the worsening of the current account balance in Korea.

It is doubtful whether all that investment into English education is effectively realized. After all, top UIC students are those who have had no experiences abroad and were entirely taught in their native home country. These students have not received private education to improve their English-language skills. They have simply improved on their own while attending regular schools.

The diligent studying skills of these students can be said to be one of their factors leading to their success. The studying hours of Korean college students is known to be increasing, but it is difficult to compare these to those spent by international students at UIC who spent most of their time studying, apart from having their meals and sleeping.

The experience at UIC is a clear indication that East Asian countries such as China and Vietnam are quickly catching up with Korea when it comes to education, alongside trade, finance and IT. Unless we emerge as a developed country, we may be overtaken by other East Asian countries.

This begs the question of how much time is left for us to enter into the ranks of developed countries. The Korean wave and Korean global corporations were what led Yao Yao to Korea. Unless we can transform her into a global talent during the three years that she has left at UIC, we will lose the chance given to us by the Korean wave and Korean corporations. The window of opportunity for UIC is the next three years.

The Career Vision

EAGL(e)

Pre-Freshmen Orientation, August 27, 2007

It is a great privilege, and indeed, a great honor for me to be here to represent Yonsei University and the Underwood International College in offering a warm welcome to all of you gathered here this afternoon.

The guests of honor today are the UIC class of 2008. Here with us right now are the first 100 students of the 2008 class. But overtime, this class will get even bigger. We are hopeful that by the time we complete the final round of admission for international students in April, we will have close to 170 students.

The class of 2008 is a clear indication that we have grown from strength to strength. In 2006, we admitted ninety-seven students. We call these students our pioneers. In 2007, we admitted 145 students. And when classes officially begin in fall 2008, the total UIC student population will have reached over 400.

Our steady growth is a cause for celebration. The 2008 class is proof that the UIC family is not only getting bigger, but also much stronger, more vibrant, and increasingly dynamic. The 2008 class is very special. You may well be the best class that we have had in our history. I congratulate you on your achievements and thank you and your parents for making UIC your choice. For those of you in the classes of 2006 and 2007 who are here today, do not feel too bad. The 2008 class

may not stay at the top for long. Next year I will probably say that the 2009 class is the best class ever!

During the past two freshman orientation days, I have said that the day is a day for celebration. While it is of course a joyful occasion, I would like to go beyond congratulatory words this time round. As UIC enters its third year, it is important that we remain steadfast and focused. The first two years have gone by very quickly and perhaps we have been too busy to constantly remind ourselves what our mission or purpose is.

I am sure many, hopefully all of you, are aware of the official mission statement, which is printed on our main brochure. To refresh your memory, and for the sake of those who have forgotten, let me read it for you: “Our educational goals are to bring together students from diverse multi-national and multi-ethnic backgrounds, and to provide them with a world-class education that emphasizes creative and critical thinking, democratic citizenship and global leadership.”

What do you think? To me, the ideal that it encapsulates is something that we can all be proud of. It says all the right things and still sounds truly inspiring. But I also know the difficulties of realizing these goals. Because every single goal spelt out in that mission statement has been, since time immemorial, the subject of man’s unending and ongoing intellectual quest.

Take creativity as an example. Creativity is already a big part of our curriculum and will become even more important in the years to come. But every teacher has probably wondered more than once in his or her career whether creativity can actually be taught, and whether he or she has been going about teaching it the “right” way.

Another reason for us to once again reflect on our mission statement is that it might be seen as too intellectual, and does little to address the practical concerns of our students. I have no doubts that all of you are here to satisfy your quest for knowledge, and to develop your potentials to the fullest. But at the end of the day, you must also get a

job - a very good one at that - when you graduate from UIC.

I am aware that some of my colleagues seated in the audience right now might start to worry. They might be asking themselves “will I have to compromise the ideals of a liberal arts education in favor of professional training?” My answer to that is “no.” Because I strongly believe that a liberal arts education is not only good in and of itself, but is also an ideal preparation for professional life.

But having said that, we cannot let our students find their way alone to professional careers. We must help them. More than half of UIC students plan to enroll in one of the three main professional schools - law, business and medicine – after graduation. So it is important that our curriculum augment their career plans. One way is to offer career-oriented courses as third and fourth year UIC seminars. Another way is to support the students outside of their coursework. To this end, UIC has already organized clubs for pre-med, pre-law and pre-management students.

But again, I do not want to say that we have done enough. Personally, I find it intellectually dishonest and irresponsible to define our career vision solely in terms of preparing students for professional schools. After all, about half of you present here are not interested in heading to professional schools. For you, we must also have a plan. It is our responsibility to prepare you for successful professional life. And we will do so by putting in place a meaningful career development system.

First of all, we need to define our career vision in terms of different career paths. And this different career path is not the same as different areas of career. For example, it is not enough to say that you should become an international lawyer. We should also be able to advise, motivate and inspire you on what type of international lawyer you should strive to become.

But no matter how different the career paths may be, the career goal for all UIC students is clear. You should all become leaders. Your

talent and privilege demand no less. The fact that you have chosen UIC suggests that you have a strong interest in becoming a global leader.

But will you be happy if I say that UIC's career vision is global leadership? You might ask, "What exactly is global leadership?" or you might even say no. And who can blame you? After all, everyone talks so much about global leadership these days that the term has fast become a cliché.

Therefore, we must offer a different vision in UIC. I would say that you should become East Asia-based global leaders (EAGL). Yes, you heard me right – East Asia-based global leaders. Does that not sound original or profound? If not, think again. It actually says a lot more than it initially sounds.

As a way of explaining what an EAGL is, let me first tell you what it is not. First, an EAGL is not a domestic leader. Suppose you manufacture a product in Korea with other Koreans to be used only by Korean consumers. That is, your product is made in Korea, made with Koreans and made for Koreans. Hence, you are a domestic leader. Seen in that light, I would say that most leaders of domestically oriented sectors in Korea such as bureaucracy, journalism and legal services are domestic leaders.

Second, an EAGL is not an international leader. The difference between an international and global leader is subtle but profound. International leaders may manufacture products for international consumers, but they insist upon working in Korea and with other Koreans. In other words, they are home bound in Korea. As long as translators and foreign partners resolve their interface problems, international leaders do not see the need to integrate their lives with those outside of Korea.

So measured against those criteria, most Korean corporate leaders are international leaders. Even though they may derive most or almost all of their revenue from foreign markets, they operate their

headquarters as an exclusively Korean-run organization. Almost everyone who works in their headquarters is Korean, and speaks only Korean.

But global leaders are different. Unlike international leaders, global leaders thrive in a multicultural environment. They would work with anyone – regardless of their nationalities or locations - to manufacture good products. Like international leaders, though, global leaders also consider the entire world, and not just their home markets, as their operational arena.

At this point, it is important to emphasize that there are two types of global leaders – “foot-loose” global leaders and EAGLs. Foot-loose global leaders are free spirits; they are not attached to any country or region and will go anywhere to take advantage of good opportunities. Throughout history, Korea has produced many foot-loose global leaders. Most world-class Korean artists and sports stars such as Pak Nam Joon, Park Ji Sung and KJ Choi are foot-loose global leaders.

Yonsei alum, Park Jinyoung, is yet another example. When he visited and spoke at UIC last May, he emphasized the importance of testing one’s ability in the number one market of that industry. And one thing that he said which was particularly memorable was that he “went to the United States to make it in Asia.”

So for foot-loose global leaders, their products are produced overseas by an international production team, and intended for international consumers. In the case of Park Jinyoung, he created music in the United States with the help of an international team of artists and producers, and the product is intended for Asian music fans worldwide.

But unlike foot-loose counterparts, EAGLs want to succeed not by venturing overseas, but by staying in East Asia. While EAGLs are open to the concept of multi-national production networks and teams, their preference is to bring these international partners to East Asia instead of joining them overseas. In other words, EAGLs want to create the

winning team, so to speak, by bringing the world to their doorsteps.

Right now, we do not yet have many examples of EAGLs. Among academics, I will say that Dean Kishore Mahbubani of the Lee Kuan Yew School of Public Policy in Singapore is a quintessential EAGL. He is trying to build a world-class professional school in Asia with the help of faculty and staff from all over the world.

But sooner or later, East Asia will produce many EAGLs. In fact, many have begun to ponder the question of an Asian era, or more specifically, an East Asian era. It is an era where East Asia will be the hub for the best and the brightest, and the focal point for the newest ideas and the latest innovations. It is also an era where East Asians do not have to venture elsewhere to fulfill their potentials and realize their destinies.

But to bring the ideals of an East Asian era to fruition, East Asia must first become a first-rate economic and business hub. It must offer the best jobs. It must possess the best business environment. And it must emerge as the hub of cutting-edge innovations and technologies.

Is that a tall order? Not necessarily, if you consider that East Asia, including Korea, is already home to some of the best brains in certain areas of business. If you visit our home page, you will meet Mr. Erik Bethke, CEO of GoPets - an online game company. He will tell you that the best people in the online game industry are already in Seoul to either start a company, or launch a career.

In time to come, I will introduce you to these new areas of opportunity in East Asia. But for now, it is my greatest and most earnest hope that in time to come, all of you here will one day emerge as EAGLs. As EAGLs. You will open up new East Asian-wide opportunities, instead of merely taking advantage of existing ones. It is an exciting, worthwhile and meaningful goal to reach for, but it is clearly within reach.

When that day comes, you will be the ones who will set the tone

and decide the way forward for East Asia. And when that day comes, it would not be an exaggeration to say that the future of East Asia depends on you, and on the success of the UIC model.

So our career vision is for you to become East Asian Global Leaders. I look forward to working with all of you to make that dream come true.

Global Asia Career Tour 2008

Global Asia Career Tour Report 2008, March 24, 2008

The rise of Asia is affecting everyone in the world. Usually conservative and staid universities are no exception. Universities everywhere are scrambling to take advantage of the myriad opportunities rising in Asia, whether they are students, researchers, donors, or job seekers. But it is not clear how well universities are preparing themselves, particularly their students, for the fundamental shift in economic and political power toward the East. Although leading universities are strengthening their Asian and international programs, they have not yet begun to rethink the basic structure and content of their curriculum in view of this Asian ascendancy.

Is UIC different? I would say yes. From the very beginning, UIC recognized the importance of East Asian education. The topic of the first international conference that UIC hosted in 2005 was “The Challenge of East Asian Liberal Arts Education”; Professor Chaihark Hahm and I edited the conference papers and published a book of the same title in 2006 (Seoul, Korea: Orem Publishing). East Asian competencies along with Korean and global competencies are also one of the three area competencies that UIC promises to develop for its students. To continue to lead the debate on Asian education, UIC will start a new speaker series titled “Higher Education in the Asian

Century.”

I would not say that we should be happy with what we have done so far. UIC is far from realizing its goal of setting new standards in global Asian education. To move forward, UIC must develop more programs to bring and educate East Asians together. I think there are three components to a complete East Asian education.

First, the school must have a strong East Asian student body. As of March 2008, the percentage of international students at UIC is about 18 percent (66 out of 350). Out of the sixty-six international students, nineteen are from Northeast Asia (fourteen are Chinese, two are Japanese, and three are Taiwanese). Considering that UIC is only two years old, we can be proud of our record. But the same record shows that there is more work to be done in the recruitment of Japanese students. To this end, UIC is now organizing a one-week student recruitment trip to Osaka and Tokyo in the second week of May.

Second, the East Asian experience must be an integral part of the curriculum. By the East Asian experience, I do not mean just East Asian studies. Through a systemic program of East Asian experience, I am hoping that UIC students will learn to think of East Asia as one community. I think we can accomplish this in three ways. The first instrument will be the development of comparative East Asian studies; we will teach East Asia as one region instead of teaching each country separately. This comparative approach will allow UIC students to understand and solve common problems facing East Asia. It is also important that students spend as much time in as many East Asian countries as possible. We already have a program to make this possible, the Three-Campus Exchange Program with Keio and University of Hong Kong where students from the three schools study together at each of the three campuses over a one-year period. The effect of the East Asian experience will also be maximized if UIC students can speak multiple East Asian languages. In fact, many UIC students come to

UIC with strong language backgrounds. To encourage further education in East Asian languages, UIC has established the East Asian Quad-lingual Society, a student honor society.

Third, graduates should be willing to look for opportunities everywhere in East Asia. An East Asian education program cannot be deemed successful if most of its students decide to settle in their home countries after graduation. At UIC, we are trying hard to convince students that there are career opportunities throughout Asia. The Global Asia Career Tour is such an effort. In the last week of February 2008, we organized the first Global Asia Tour. Fourteen UIC students, along with five professors and staff, went to two East Asian business hubs, Tokyo and Hong Kong, where they met leaders of top global banks and companies. The Tour also featured special lectures by local leaders who gave valuable perspectives on Asian markets and global Asian careers. The report that I am presenting to you today is the record of what we learned from the Tour. We want to share our lessons with as many UIC family members as possible.

There are many people I must thank for making the tour possible. First of all, I must thank our donors, Mr. Won Jaeyon of Qrix and the Asia Research Foundation. Many others helped us by introducing us to our hosts: Samuel Nam of JP Morgan, Stefan James of Bank of America, Daniel Kim of TDCO, David McNeil of the Independent, Jean Moe of Bausch & Lomb Korea, Lee Chanwoo of the Sasakawa Foundation, Lee Junghoon of Yonsei University and Kwon Youngtae of POSCO. Last but not least, I would like to thank our hosts who were generous not only with their time but also with their wisdom.

If I Were You

Career Development Seminar, June 23, 2008

How many times do we say, “If I had known ten years ago what I know now, I would be so different now”? We say it so often that you probably don’t want to hear it again today. But I cannot help repeating the cliché today because I wish dearly that you do not make the same mistakes I made when I was at your age.

If I were you now, that is, if I were a university student again, I would not do what you are doing now, which is mostly studying for good grades. Nor would I want to repeat what I did myself twenty-five years ago, which was preparing for graduate school. Instead, I would seek to get the basics right such communication skills, leadership, critical thinking and problem-solving. And I would plan to show the attainment of those goals in a resume that I will write at the end of my university life.

The first line of my “ideal” resume will have a GPA. How high will that GPA be? I think it should be higher than what I had at Cornell. But if I were you, I would not make it exceed 4.0 out of 4.3. You have heard me saying that the best GPA is a 3.7. Of course, I don’t mean to say that a 3.7 GPA is truly optimal. My point is simply that most of you worry too much about your GPAs. Yes, you need to study hard and should strive to get the highest possible grade that your ability allows. But your grades should not get in the way of filling the rest of the final

resume. You certainly do not want to present a resume with one line containing a high GPA.

As you know, you cannot avoid filling the other sections of a standard resume, skills, honors, activities, and work experience. Let me begin with skills. Many of you immediately write down the names of popular software programs as examples of their computer skills. But you would not stand out at all if that is all you have in your skills column. If you want to emphasize your computer skills, they must be special by today's standards. You must be able to include some, if not all, of the valued computer skills such computer programming, web-design, statistical analysis and graphics design if you want to make your computer skills appear special.

Foreign language skills are equally important. But here again the number is not as important as you think. Instead of adding a third or fourth language to your resume, you should think about how you want to present your skills in the two core languages of UIC, English and Korean. Since you attend an English-medium school, people have very high expectations for your English skills. They will not pay much attention to your English test scores. Instead, they will look for evidence of exceptional communication skills, which I call an ability to write and speak beautiful English. If you say that you were editor of the *Scribe*, a student-run magazine, you will sound convincing. If you can add publications in internationally recognized newspapers and journals, you will be even more credible as a writer of beautiful English.

Korean is also an area that you often overlook. If you do not have a strong command of Korean, your opportunities in Korean organizations will be severely limited. Like any other language, it requires many years of training and practice to write and speak the Korean language at a professional level.

Honors and activities must also be special and goal-oriented. Here your main goal is to show that you are a leader. A head recruiter at

McKinsey told me that his main job is to find a person who knows how to get smart people to do what they would not voluntarily. He sees many people with high GPAs but rarely finds people with those special leadership skills. It is easy to understand why people with leadership would advance faster in a high-powered organization like McKinsey. You cannot get anything done with the help of your colleagues but they would not help you unless you persuade them to help. Command and control are not a viable option; if you try to force or coerce your colleagues, you would not be able to retain them, especially, high-caliber consultants.

Leadership requires training and practice, so I advise you to join a student club and start thinking about how to improve the performance of your club. Most often, you join a club to enjoy its activities, which is good but not rewarding. By trial and error, you will learn what it takes to make a difference to your group. If you persist, you will see yourself rise among your friends to a leadership position in your organization. If you are more ambitious, you should use your experience to identify a new area in need of collective action and start a new organization to fill that need.

The last line of your resume should list your work experience. There are many reasons why you should gain work experience during your student life. You should get a feel for what is ahead of you in real life. Finding yourself or an occupation right for you is another reason.

But you should not forget that you are a student. While you are a student, you should succeed as a student first. Unfortunately, I have seen many students who neglect their studies in a rush to test their acumen in a job market. They hop from one internship to another and prepare for one certificate after another. I warn my students that if you are not appreciated by your teachers, there is little chance that you will be appreciated by your real life bosses; we as your teachers are much more patient and generous with you than your future bosses.

I always feel uncomfortable lecturing you on careers, since I am not sure if I am doing a good job myself. So it took some courage to share my thoughts with you today. I hope you found them helpful.

Beyond UIC: The Status of Global Education in Korea

What is the Future for the Universities of Korea?

The EduForum, Korea Education Development Institute,
September 16, 2004

Korean colleges must make an important decision

The impact of globalization is diverse, and has even affected the college admissions market for undergraduate education, with many domestic markets experiencing a drop in their market share. In the case of Korea, a considerable number of Korean students, including those at the elementary or junior high school level, are now studying overseas, and the caliber of these students is continuing to rise.

Gone are the days when studying abroad was seen as a chance to escape the academic pressures of college entrance exams. International students from Korean high schools are from the best of the best, which leaves the colleges of Korea with very little choice but to end up conflicted: they must now try and juggle facing the reality of the market while keeping and maintain their elite students. Sooner or later, something will have to give, and it will most likely be the latter. Korea's system of higher education will not only be unable to compete globally, but domestically as well.

Korean colleges do not have the luxury to pretend that this is not a serious matter; the amount of money spent in private after-school academies and cram schools for college prep is extraordinary. In addition, it is no exaggeration to say that students have high

expectations when it comes to entering these specialized fields, such as law or medicine. However, the fields of medicine and law presently have no choice but to enjoy a temporary comparative advantage in Korea. The comparative advantage does not lie in the quality of education but in market obstruction. It is questionable whether or not these students who spend so much time and money preparing to enter a Korean college, would also invest the same amount of resources should professionals who studied abroad be given the opportunity to practice in Korea.

In an age of globalization, what does the future hold for the colleges of Korea?

If that is the case, then what does the future look like for Korean colleges in this age of globalization? First, there is great potential for the national universities of Korea to model after American state schools. Regardless of the possibility of education worldwide integrating with the research market, the domestic demands of respective economies in terms of research and education must be able sustain itself. However, it would be difficult for state schools to survive without the large-scale support of the government in the global division of labor. This idea of modeling the Korean public education system after American state schools could revolve around those students who might find it financially difficult to study abroad. In many cases, state schools offer competitive financial aid packages to students from the middle class; oftentimes, they are offered to those who do not find it financially feasible to enter the Ivy League.

The model of the American public university should not be viewed with contempt. Schools like UC Berkeley and the University of Michigan are all recognized as being competitive in research and academics. It is true that many of Korea's top students are admitted to overseas universities, but Korean national universities still experience a

competitive college admissions process. This only underscores the potential for the development of education and research institutes.

Of course, Korea cannot transform their universities into successful state schools overnight. The reason that schools like UC Berkeley are considered to be on par with private colleges is because of the strength that lies behind their research. Known for their research capabilities and facilities, scouts from other schools—including Harvard—try to lure their professors away. Korean schools will never be able to model themselves after successful state schools if they are unable to offer this type of inviting environment to the international community.

Although we live in a globalized world, because the role of the Korean government in education is so fixed, national universities will never feel the pressure to close their doors due to a lack of funding. For private colleges, however, their situation is even more precarious as they try to compete in this international setting. Those with the financial capability to study abroad will be attracted to the strength of these overseas programs, while students who lack finances will be attracted to national universities that provide a government-subsidized education, leaving private schools with an uncertain future.

If we are to foresee the future of these private schools, then we must once again turn to the educational system in the States. Among the top colleges in the country, such as Harvard and Stanford, and excluding the university itself as an *institution*, what kind of strategy is used to maintain their sustainability? Two main reasons can be summarized as the key behind their success.

First is the model of a smaller liberal arts college. Representative elite colleges like Amherst and Williams are geographically distributed throughout the United States; more than a focus on research, these specialized schools place their emphasis on a strong undergraduate education, whereby giving them the upper hand when competing with other private schools for quality. These schools are also able to connect

with their students on a community level, giving them a sense of belonging.

In addition to zeroing in on the individual, the second strategy is their ability to appeal to the masses. For the most part, private schools strategically place themselves in metropolitan areas so that the institution can run off the funding that their graduate schools bring to the university. The professional services of these schools, e.g., George Washington University, New York University and Boston University, cater to the business type, while the undergraduate colleges are free to focus on academic and social programs.

If the reasons listed above are really the secret behind their success, then we can certainly find some sort of solution for the private schools in Korea. For large metropolitan areas, the potential for Korean private schools to model themselves after liberal arts colleges and specialized graduate schools is greater than trying to compete with national universities.

Demand for reformation, demand for revolutionary change

If we truly want to have this kind of successful restructuring, then we must make a business model for the private schools. We can neither manage nor expect the current system and culture of higher education in Korea to become like that of a successful liberal arts college. Overseas universities are able to offer this product of education accordingly; if we want to attract international students, we must execute a plan to revolutionize and reform the current model of education to be that of a liberal arts model.

Globalization as the opportunity for a comeback of Korean universities

If executing a vast improvement in private schools in such a short period of time is difficult, then we must consider the gradual reformation of the Korean educational system through the expansion of specialized programs. Already, some colleges are following the example of international undergraduate programs in fostering programs that reform the concept of an undergraduate education. In the case of Yonsei University (of which the author is a member), the goal of Spring 2006 was the establishment of an entirely undergraduate English program through the creation of Underwood International College. Target students were prospective students who were able to enter the Ivy League, and the program was independently administered to not only provide a liberal arts education, but a pre-professional program as well. From its very inception and for the remainder of the student's academic career, it was a college within a college, an independent school within a university.

The situation of the colleges in Korea is dire indeed, especially as schools aim to compete in an increasingly globalized education market. However, while globalization can present itself to be a threat, it can also provide an opportunity for a new and improved comeback. As Korea continues to challenge itself in pursuing a stronger educational system, it must look to the interest and support of Korean society in order to pull through and complete this arduous task.

Solution to the Controversy over High School Ranking System Found in Liberalization and Globalization

Monthly Chosun, November 2004

College market losing its competition

Once again, our nation's education policies regarding university admissions have been brought to the forefront of the discussion in Korean society. This time, however, sees the discussion revolving around the ongoing trend of private universities ranking high schools for purposes of matriculation. Universities justify their policies with such logic as, "because grade inflation is prevalent among high schools, this denies admissions officers any opportunity of fair grade-based selection, which only promulgates an already-increasing education gap between the various schools," while some societal circles prefer to maintain that enforced government policies preserving the status quo are the true source of damage to a principled standard admissions process.

Rather than debate the origins of the high school ranking system, it'd be better to admit that we have already crossed that bridge. As one of the pillars of the current monopoly held over the education market, the collusion between the government and the universities is already to a point where it is simply beyond repair. It is no exaggeration to say that Korea's education market has been dominated by the big three: Seoul

National University, Yonsei University, and Korea University. Because college ranking has always been rather arbitrary, there was never any need for intense competition between prospective students. Then, how is it that this monopoly came to exist in the first place?

Perhaps one should examine the relationship between the universities and the government. The government was able to offer relatively significant tax breaks to these private schools; in turn, universities were able to enjoy a sort of premium with direct financial support, and indirect support through the use and assignment of government advisory services.

In preserving the high school ranking system, the government was able to protect itself and its benefits by maintaining a certain control over the decisions of university entrants; from the perspective of the school, this ranking system was a strong point under the old order, and further solidified stratification. The practice of government regulations as an entry barrier to the market was then applied to the education industry.

Through attention drawn to high school ranking, we can see that the old system is now changing. With some freedom, schools are working to entice the best students from around the country to enter their university by working to avoid government guidelines that promote excessive competition; one such example is the new policy of rolling admissions.

Government regulations on entrance exams need to disappear

The fact that universities are beginning to demand more autonomy, and the fact that financial dependence on the government is waning, is pointing to the effect the debate over the high school ranking system has had. For the future, this debate will be remembered as the issue that accelerated the split between the old system of collusion between the

government and the universities.

So how can we continue to break down this system of high school ranking? Perhaps the solution to this problem of a regional education gap lies in following global standards of education. Korean universities must now be mindful of the responsibility it owes to society, and follow the global trend in voluntarily pursuing a financially and socially balanced student body.

In the case of elite American universities, the efforts made by admissions offices to attract minority populations are understood to be more than a mere courtesy, although the government is not allowed to impose any arbitrary regulations regarding the admissions process. For state schools, however, admissions caps are set by the state government; for example, in Texas, any student placing in the top ten percent of their graduating class is automatically guaranteed admission to any state university—regardless of their alma mater. Similarly, private universities in Korea have started to implement a regional quota system. National universities have followed their lead by addressing the issue of educational disparity between the regions—this is, at the least, a step in the right direction.

Besides the relationship between the government and the universities, the reason these schools were able to maintain a monopoly over the education market for so long was due to the absence of outside pressure. Korean students have almost always entered Korean universities, and thus universities never felt a need to compete with these foreign schools. Vice versa, the domestic market was seeing a drop in the competition. But times have changed and the rate of Korean students competing to enter institutions of higher learning overseas is rapidly rising.

Whether in elementary or junior high school, young students are leaving mid-school year to study abroad. It was discovered, in 2003, that as many as 4,437 elementary, junior high and high school students from

the Seoul metropolitan area had left Korea for the sole purpose of studying abroad. University students are no exception; the number of high school graduates being admitted to foreign universities is also increasing.

Foreign universities have taken notice; in hopes of attracting future prospects foreign schools are now engaged in a fierce competition. Some schools send their admissions officers to Korea for this very reason. Japan's Waseda University conducted informational workshops in both Seoul and Busan in 2003 and as a result, seventeen Korean students were admitted to Waseda's International Division Program for the 2004 academic year.

As the years go by, the number of Korea's brightest students to study abroad for their undergraduate education is steadily rising; among those being admitted to foreign universities are the top students from select magnet schools. Long gone are the days of associating an international education as a way to escape Korean academic pressures.

Concern about the possibility of Korean education system being the periphery of the global education system

If Korean education continues to face this breakaway trend while trying to focus its policies on the elite, then it will ultimately lose out on both. It could be degraded to a periphery not only in the global education system, but also in the domestic education system.

Most admitted students in Korean universities fancy entering programs in the Department of Law or the Department of Medicine. However, legal and medical programs only enjoy a comparative advantage because of current market obstruction, not because of the quality of education. Should Korea open its market to professionals who attained licenses abroad, it is unlikely that students would invest the same amount of time and money to pursue becoming a lawyer or doctor. What would the future look like for Korean universities if there was no

longer a monopoly, and instead, a new era of free market competition was opened?

By looking at how the education markets at the state and federal level of the United States are able to work together, we can find a globalized model of education. Elite education may reside with the Ivy League and a few of the private colleges, but those in the middle class may find it difficult to pursue entry due to financial reasons. That is why educational services are offered by state universities to those that qualify.

Do not assume the worst about American state universities. Among them are schools like UC Berkeley and the University of Michigan, both considered to be as equally impressive as any other prestigious university. For Korea, national universities still show a competitive market potential should they choose to improve their teaching and research institutions. Even in an age of globalization, the Korean government still plays a role in the educational system and therefore, public schools face no threat to their existence whatsoever. Unfortunately, the future for private universities remains unclear. Imagine the following situation: students with the financial capacity to study abroad will undoubtedly go, while those lacking finances will choose to receive financial aid through government-subsidized tuition packages. Then, where does that leave private universities? Who is to say that their future existence is guaranteed?

Let's look at the States as a model to find a solution for these private universities. Excluding university systems such as Harvard and Stanford, what kind of strategy is being used by private colleges to ensure their longevity? We can summarize their survival strategy into two parts.

The way of survival for Korean universities

The first strategy is that of the liberal arts colleges. Schools like Williams and Amherst are representative of a majority of elite liberal arts colleges geographically distributed across the United States, and in heavy competition with other first-rate schools. Rather than focusing on research, these schools are competitive colleges specializing in undergraduate education, with high academic quality and a community-oriented campus life as their forte.

The second strategy is marketing to the masses; mainly, it is all about location. Private schools, such as George Washington University, New York University, and Boston University position themselves in large metropolitan areas in order to provide specialized services for those interested in professional fields. By focusing university resources on their highly specialized graduate programs, they are able to offer something for everyone.

Now that we've presented two different strategies—a liberal arts college or a specialized graduate school—it is time to consider one of these two options for Korea's private universities. It would be wise for Korean private schools to consider specializing in either of the offered models, as running a university in a large metropolitan area makes it difficult to compete with national universities.

That being said, a successful liberal arts college is not immediately possible considering current university structure and culture. Korean private colleges are now competing with overseas schools that entice Korean students with offers, such as scholarships. Private universities must undergo reform and a complete revolutionary change if they want to successfully model themselves after a liberal arts college. If it is difficult to reform the entire institution, then perhaps a gradual approach would suit the school by introducing specialized programs that could be eventually expanded over time. Already, some universities are leading the way by fostering programs that focus on an undergraduate international division.

In the case of Yonsei University, of which I am a faculty member, we are preparing to open an undergraduate college in March of 2006, where the sole language of instruction will be English. Independently administered, Underwood International College's prospective students are those elite students capable of being admitted to the Ivy League or other comparable schools. Its program will be like any other liberal arts program, in addition to a variety of pre-professional programs. From the time of admission to graduation, Underwood International College will be a wholly independent institution.

The liberalization and globalization of the admissions system can be, on one hand, a threat to the already established system; nevertheless, it can also serve as a decisive opportunity for Korean universities to spring into action. To face this challenge, the efforts undertaken by Korean universities must go hand in hand with the offered interest and support of Korean society. I eagerly anticipate the day when this happens.

A Global Mind for Global Education

Reception for foreign journalists in Seoul, July 13, 2005

The stated objective of Korean education leaders is to produce globally competitive Korean universities. But the recent controversy between the Ministry of Education and the Seoul National University (SNU) over college entrance examination casts doubt on the commitment of both sides in wanting to attain the goal of a global education.

The dispute itself is anachronistic. In the age of globalization, it is hard to understand why the government of the 12th largest economy in the world would want to intervene in the testing procedure of college applicants. At issue is the structure of the essay test as part of the admissions process. Even though both sides agree that an essay test is desirable, the Ministry of Education has argued that a simple writing test would suffice, while SNU is in favor of an essay test that is broader in scope, i.e., covering a wider of range of high school subjects.

The Ministry's opposition to the SNU plan is based on the fear that the new test will require special skills or techniques that only privileged students with access to private tutoring academies can attain. More importantly, the dispute had highlighted the narrow mindset of both the Ministry and the SNU. It is apparent that when planning their future policies, the Ministry and the SNU only have domestic high school students in mind.

Neither side realizes, or is totally oblivious to the fact that a large number of Korean students in secondary schools are no longer interested in studying in Korean universities. The numbers speak for themselves. In 2003, the number of secondary school students (from K1 to K12) who had left Korea reached 30,000. Among these were three categories of departing students with each accounting for one third of the total: self-financed study-abroad students, students accompanying their parents on short-term overseas visits, and permanent emigrants.

Even among those who had finished high school in Korea, an increasing number of them are heading directly to foreign universities. While the number stood at 500 in 2004, Korean high school students heading for the United States are projected to reach 2000 in 2007. Taken together, these numbers show that each year the Ministry and the SNU will be ignoring at least 2,000 Korean high school students who apply to American colleges, as well as all those in the same age group who will have left Korea before graduating from high school, which may number close to 20,000 a year.

Clearly, both the test formats proposed by the Ministry and the SNU are not intended to attract these outward-bound students. So there is little doubt that unless the Ministry and other top institutions respond actively to the growing exodus from Korean universities, there is a real danger that Korean universities will have to concede the education of Korean elites to foreign universities.

Of course, the Ministry and the SNU may argue that the number of students seeking a foreign undergraduate education is still in the minority. After all, 2,000 out of about 500,000 high school graduates represent merely 0.4 percent. But if another 20,000 Koreans graduating from foreign high schools are added, the proportion of outward-bound Korean students increases to over 4 percent. Considering that many of these outward-bound students are from good schools and have extensive global experience, it is hard to understand why the Ministry and the

SNU are not paying much attention to them.

One reason for this lapse is that Korean education leaders do not have a true global mind-set. Although they often speak of global competitiveness, their mind is fixated on the domestic situation. Their unwillingness to compete for the best students is understandable for now, since there is no shortage of Korean students wanting to go to elite Korean universities. But this situation may not remain forever and it would be myopic to pretend otherwise.

Unless Korean elite universities open their eyes to a growing number of outward-bound Korean secondary school students, they will soon find their market share shrinking rapidly. It is time for Korean education leaders to embrace a global mindset and start to debate on how best to induce the brightest of these outward-bound Korean students to remain home.

Korea's Universities Need Globalized Education

DongA Ilbo, August 17, 2006

Not a single Korean university was included in the ranking of the top 100 global universities chosen by the U.S. news magazine, *Newsweek*, in its recent edition. In contrast, five universities in Japan, three in Hong Kong and two in Singapore made it into the list.

It is not appropriate to affix excessive importance to the rankings since the assessment of universities can be quite different depending on which standards are applied. As *Newsweek* listed only 100, there was no way to see how many Korean universities were close to the 100th rank mark. According to various assessments of Korea's higher educational institutions, it seems that five to six universities are very close to the top 100 - Seoul National, Yonsei, Sungkyunkwan, KAIST and Korea University were all included in the rankings of the top 200 global universities listed in the 2005 SCI (Science Citation Index).

Although media rankings of the top universities are not free from shortcomings, there is no doubt that they provide Korean universities with valuable lessons on the pursuit of globalization. First, the rankings show that Korean universities can hardly escape the pressure of global competition. More and more organizations, including China's Shanghai Jiaotong University and the Times of London, as well as *Newsweek*, are publishing the performance rankings of universities worldwide.

Second, *Newsweek* focused distinctively on competitive strengths in research and education. In addition to the rankings of the top 100 global universities, *Newsweek* announced the list of the “25 New Ivies.” Each New Ivy competes with excellent undergraduate programs, indicating that a university without a large research program can still be recognized as a leading global university.

Third, globalization is an important yardstick in assessing the performances of universities. The major criteria used by *Newsweek* were the number of foreign faculty members and foreign students. In addition, the weekly news magazine carried an essay by Richard Revin, president of Yale University, who drew attention to the recent trend of globalization of universities, which he said is comparable to the global thrusts of enterprises. Korean universities are obliged to speed up globalization, but the domestic environment is not encouraging.

The first problem is the lack of commitment of the Korean government to the globalization of Korean universities. On the one hand, the government has pushed for the globalization of Korean universities. For this purpose, the government has pressured openness in the higher education market by encouraging foreign universities to set up branch campuses in Korea and increasing the number of foreign students studying in Korea. On the other hand, the government has stood in the way of globalized education. It has limited Korean students' access to foreign schools based in Korea, tightened the licensing of foreign language schools and abolished the English essay tests in screening for college entrance. The government is slow in responding to the growing demand for globalized education and the changing education market.

In my opinion, the government's college support mechanism needs to be overhauled. In view of Korea's economic size, it may be difficult for Korea to maintain a large number of research-oriented global universities. Except for U.S. universities, most universities

included in the Newsweek's 100 rankings are public-run institutions. Their listing in the top 100 proves that it is virtually impossible for universities to secure global competitiveness in science and engineering without large-scale government support.

In this regard, the government needs to focus its research support programs on a limited number of leading universities, while support to other universities should be restructured to help them grow into the "New Ivies" with strong competitiveness in undergraduate education.

It is also imperative for universities to push for self-supporting globalization programs. Universities need to reflect whether they stick to the distorted sense of equality demanding equal treatment from government and society, which is deeply rooted in Korea's educational circles. On the other hand, those traditionally prestigious universities should not take long-existing rankings for granted.

To speed up the globalization of universities, the individual efforts of students are vitally important. As things stand now, many college students will have no option but to seek jobs overseas after graduation. For global careers, students should cultivate global values while being cultured in universal knowledge. Students' opportunistic preparations for entry into large corporations or endless ideology struggles on or off campus will serve no purpose.

With the ongoing globalization of universities occurring throughout the world, Korean institutions of higher education stand at a crossroad of change.

Dealing with Early Study Abroad Students

DongA Ilbo, January 30, 2007

Let me guess what people thought after reading *Donga Ilbo's* special report, "Ivy League, A Rough League." Many of the parents planning to send their middle or high school children abroad to prepare them for college education in the United States, so called "early study abroad students," must have been surprised. They now understand that the reality of education abroad is a lot harsher than commonly believed. On the other hand, parents whose children are preparing to enter Korean universities may have felt relieved that their choice was right.

But the message of the report is not so simple. It does not reject the whole idea of studying abroad itself. A chance to attend an Ivy League school is still a privilege and there is no doubt that it is a goal that more elite Korean students should strive for. Neither does the report purport that an Ivy League admission is the only measure of success for students studying abroad.

Rather, the report makes a simple point that one must know what one wants to study and what one can study before going abroad. It is difficult to succeed in a high-reputation school if the school in question does not complement one's abilities or aptitudes. Even if one is accepted to such a school, she is unlikely to have a successful college career, and will not be able to take full advantage of the reputation of her school

after graduation.

Unfortunately, I doubt that parents and students preparing for study abroad will change their minds simply because of the report. After all, they are going abroad not because they believe that studying abroad is intrinsically better but because they find no hope in the domestic education system.

Although we live in a knowledge society emphasizing creativity and originality, we insist upon using uniform standards in evaluating our students. We emphasize the importance of pluralism and decentralism but still insist upon a rigid college entrance system that gives the opportunity for social mobility only to a minimal number of exceptionally gifted students.

Therefore, it is important to first reform the domestic education system, which is pushing many students abroad, before we can debate the right culture for studying abroad. Neither is the role of students who have studied abroad at an early age and those who wish to do the same in the future necessarily negative for reforming university education. They are catalysts to competition that is an absolute necessity in our education system. Without them, the Korean government and universities would not feel their current level of competitive pressure.

Although studying abroad at an early age has emerged as a serious social issue, the government has been almost negligent. The government may not be providing any support for early study abroad students because their real desire is to suppress them. From a student's perspective that plans to study abroad, deciding what to study and which foreign country or school to choose would be the most difficult decision. Unfortunately, the government does not help with that decision. Many students and parents are instead relying heavily on private "study abroad agencies," yet most of these agencies lack professionalism and expertise. It is time for the government to compile and provide more accurate and up-to-date information on studying

abroad.

It is also wrong that some in the government dismiss the problem of studying abroad at an early age as an upper-class problem. Studying abroad has already spread widely to the middle class as well. If this boom is a reality, it would be more practical to offer tax benefits or an educational subsidy to reduce the economic burden of those middle-class families that choose to send their children abroad at an early age.

It is unreasonable to discourage studying abroad at an early age indirectly by making it difficult for these early study abroad students to return to Korean universities. Current university admission guidelines are unfavorable to them, especially admission standards and schedules. The government should allow universities to more widely accept foreign academic standards such as test scores, and admit Korean students in the fall semester. At the moment, Korean students must wait one full semester before entering Korean universities in the spring. With fall admissions, they can enter Korean universities immediately after their high school graduation.

One can make a case that studying abroad at an early age is a natural consequence of globalization. Similar to other phenomena of globalization, therefore, the government would be wise not to intervene arbitrarily in people's decision on studying abroad.

Let Us Make 25 First-class Universities for Korea

The Korea Forum for Progress, November 26, 2007

Let us examine the current trends of the college admissions market in Korea. First, we have the skyrocketing price of one of the top three illustrious schools (Seoul National, Yonsei and Korea), and by price, I'm not talking about the tuition. The amount of money that parents must invest prior to their children's enrollment is essentially the real price of winning entry to a top school, not the cost of tuition; at the minimum, I would say that this price can cost up to hundreds of millions of won for each person. It is easy to understand why parents must pay so much if one considers the cost of sending a child abroad for one year of English education, which is a common practice among well-to-do families; overseas schooling for just one child can easily reach up to 50 million won a year.

The second trend has seen an influx of Korean students applying to overseas universities. Among these prospective students are the Korean students living abroad who left Korea with their family or were sent to study abroad at a very young age—not even including a growing number of graduates from the overseas college prep division of Korean high schools.

Third, the interest by foreign universities in opening campuses in Korea has increased, thanks to the large number of internationally mobile Korean students. This entry interest is yet another piece of

evidence that Korean universities have not been able to meet consumer demands in the college education market.

How can we even begin to understand these trends? If we apply market principles to the college education market, we can say that at present, Korea is suffering from a scarcity of desired goods: in this case, prestigious schools. In an age where consumer demand for high quality education is only increasing, Korea's supply of first-class (*Il-ryu* in Korean) schools has been limited to the traditional top three, which is the main reason why the price that parents must pay for admission has rapidly risen. Given the limited supply of first-class schools in the domestic market, it is only natural that consumers have since looked elsewhere in order to meet their demands, leading to the expansion in overseas enrollment.

The principle of the market dictates that we should simply increase the supply in order to meet this demand. And yet, there is stiff opposition from those who believe that this is the end to higher education as we know it. If all consumers vie to enter a first-class university, they say, then our only way to meet this demand is to make all schools into "good" schools, forfeiting the competitive edge and prestige that comes with attending an institution of higher learning.

Critics who oppose this increase in the supply of selective, first-class universities believe that a scarcity of prestigious schools is only natural. First-class universities, by definition, have no choice but to be scarce. They say the reason we are facing this scarcity of goods is not because we are in short supply, but because consumers have an excessive demand for prestigious schools even when the students are ill-equipped to attend these schools. If we want to lower the cost of spending, they argue, we should entice students to apply to other Korean universities by placing an emphasis on individualization and specialization, rather than increasing the supply of first-class schools in the market.

Honestly speaking, no matter how good the argument to increase in supply or curb demand, we can still reach a happy medium. When we discuss ways to deal with high oil prices, we commonly offer both demand- and supply-based solutions. That is, we emphasize conservation which will reduce the demand for oil while encouraging the development of alternative energy to increase the supply of energy. The same must hold true for the Korean college education market: we must curb and drive demand at the same time we increase supply. Because there are already several discussions on the topic of how to curb demand, this author will focus on how we can increase supply.

How should we increase the supply of first-class universities? Truth be told, there is no method in which we can objectively calculate the exact number of first-class universities as needed by Korea. In lieu of this fact, I will try to be as practical as possible, without interjecting too many of my opinions. Then again, I would think that most people would agree that the top ten percent of high school students are excellent students and deserve to go to first-class schools that they can be proud of. So we can conclude that we need as many first-class universities as to accommodate the top ten percent of high school graduates.

Currently, there is estimated to be half a million graduating seniors in Korea. If we were to take ten percent of that estimate (50,000) and have them attend these leading universities, then it would be wise to assume we should establish twenty-five schools with the capacity to hold 2,000 each. While there are often controversial debates about what it means to qualify as a high-ranking university, I believe that everyone can agree on the fact that Korea does not currently possess twenty-five high-ranking universities.

The top universities and colleges that will be discussed in this article are vastly different from what everyone else assumes to be the best in the world. In general, the strength of the world's top universities

lies in their graduate programs and academic research. Schools are then ranked by the level of accomplishment achieved in these areas of research. In the same vein, a good college does not mean it must have high marks in research in order to be considered a good college. Renowned liberal arts colleges in the States, like Williams and Amherst, have a reputation of focusing solely on the enrichment of their students through an undergraduate education, and are more than comparable to the likes of Harvard, Stanford, and Yale. What our country needs is not twenty-five world-class research universities, but twenty-five world-class undergraduate programs.

Then how should we establish the top twenty-five undergraduate programs in Korea? Before anything else, we must persuade the existing universities to switch from a graduate-centered institution to an undergraduate-centered institution. This is feasible should the government decide to divert a significant portion of its funding from research projects at these graduate schools and invest this funding in their undergraduate schools.

Concurrently, the Ministry of Education needs to loosen regulations in order to lessen the problem of education stratification in Korea. The predominant reason behind this rank and file system is due to the state-administered college entrance exams. These college entrance exams were introduced and standardized in the 1960s but the problem of stratification had not been as severe back then as it currently is today. Because every school had their own examinations to select their students, one could not claim that students in one school were absolutely better than those in another school. But this kind of absolute comparison was made possible under the standardized national college entrance examination. In saying this, I am not suggesting that we eliminate the state-administered entrance exams overnight. What I am suggesting is giving each college the freedom to decide whether or not to use the national standard exam as a reflection of each student's

academic acumen. In Japan, only state schools use the nationally administered entrance exam while each private university administers an exam catered to their target population for matriculation.

If we want to weaken the power this stratification holds in our society, we must gain a new understanding of an undergraduate education's fundamental purpose: behind its underlying premise is the development of a well-rounded education as central to the building of one's character. In no way should we disregard those who truly excel as the gifted and talented, nor ignore the requisite areas of science and engineering—admissions tracks in which students are based on their academic record alone. However, we should consider that the talented minds our colleges are producing are not all research personnel. They are pursuing careers in various specializations, and not just succeeding on the merits of their academic achievements. It would then be incorrect to say that the best schools in the world are admitting students purely by the measure of their academic prowess.

Harvard College serves as a good example of this. The majority of Koreans believe that Harvard selects its students by looking at a laundry list of academic achievements. Upon closer examination, we see that this is not the case at all: approximately thirty to forty percent of matriculated students are either the children of athletes or Harvard alumni. While they must prove themselves capable of meeting Harvard's high academic standards, they do not even compare to the top one percent of Korea's collegiate elite. In addition, the balanced geographical distribution of the student body is an important admissions criterion, similar to the regional quota system used in Korea. If Harvard College were to consider enrollment based on academic merit, then almost all incoming freshman could be the graduates of elite preparatory schools on the East Coast.

Keep in mind that we are talking about Harvard College, the undergraduate institution of Harvard University. Harvard graduate

schools may select students based on their overall academic achievement, but Harvard College takes a completely different approach when admitting its students and the reasons are three-fold. First, they do not review applications by comparing them to the top students in each class. Second, we must take into account the restrictions placed on private universities by their dependence on endowments. And last, the admissions office intentionally selects students from a diverse array of backgrounds as a way of cultivating the future leaders of America, to prevent them from being limited by their own background.

In addition to the example of Harvard, students who are academically successful may choose to attend any number of schools available to them, not just the nation's best. Should you ever visit the campus of one of these big state schools, take note of the multitude of students milling around who not only excelled at their college entrance exams, but had the opportunity to enroll in the Ivy League. It is a given, of course, to say that students at Harvard are above and beyond the rest, but as many as these state schools attract some of the best students in the country, there is really no standardized method in which colleges can compare the success stories of their alumni.

If we were to model Korea's educational system after the States, then we too could establish a system in which the top ten percent of our graduating seniors could pick and choose from the top twenty-five schools. The ranking system will not be eliminated and the top twenty-five universities can still be ranked based on their average test scores. But we can no longer think that every student at the number one school is better than every student at the school ranked number twenty-five, since top high school students will enroll at all twenty-five schools. The students at the number one ranked school will be the best on average, but the best students at school number twenty-five will be better than the average student at the number one school.

Another thing to remember is that there are a number of different

ways in which colleges can select students. A public national university is different from a private college, and it is within their capacity as a state institution to provide each and every one of its students with at least the basic education required. Devoted to that duty alone, they are not bound to the task of providing a solid undergraduate education.

Then unlike public schools, private colleges must be able to guarantee the regulation of the admissions process. While “admission-by-donation” should be a matter of concern, there is a low possibility that private colleges will trade in their reputation for increased funding. Imposed regulations controlling for this exact problem will weaken the stratification that exists between colleges, and prove to be beneficial later on. Allowing for this practice will only force prestigious private schools to not only lose all their good students to their competitors, but cause an even distribution and dispersion of students around the country.

We do not know if there is a limitation in trying to establish the top twenty-five schools among the existing universities. Due to this deeply embedded stratification in the education system the potential to uproot such a hierarchy is low. Then as I see it, newly-established schools have one of two ways of entering the market: a) overseas universities must be attracted to the notion of investing in branch campuses in Korea or b) schools starting out must be given incentives to enter the market. Because of the current global trend in establishing branch campuses around the world, the first alternative is more likely. Hong Chan-shik, an editorialist at the *Dong-a Ilbo*, recently stressed at the Korea Forum for Progress’ monthly meeting the importance of enticing the top ten elite overseas universities to establish these branch campuses. Hong’s comments are an indication and recognition of this changing attitude.

It is inevitable that the new institutions of higher learning will try and enter the market, regardless of the method. Their potential to capture the market is high should they choose to focus on the

development of their undergraduate programs. The barrier to entry is relatively small due to the low cost of entry, establishment and operations. Williams College, world-renowned for its dedication to its full-time undergraduate program, currently has a budget of 170 million dollars. When we consider that the market for private education overall in Korea is 15 billion dollars, the distribution of our resources could be more effective if we turned our attention to creating the best ten or fifteen colleges in Korea.

We can no longer pretend as though making the best twenty-five schools in Korea is not a matter of national interest. The reason we could not progress in the past was because we possessed an incorrect perspective and prejudice regarding higher learning. Instead of getting bogged down by the intricacies of the process, we must look at the core of the problem: let us be cognizant of the dichotomy that exists between universities that develop their graduate schools and universities that develop their undergraduate programs. Korea possesses a tremendous amount of world-class manpower and resources that can be utilized to establish these top twenty-five schools. We must now acknowledge that our starting point begins with a complete reformation of the educational system.