

Internationalization Strategies in South Korean Higher Education

An Explanatory Analysis of the Internationalization
Efforts of Four Korean Universities through the
Lenses of Resource Dependency and Normative Match

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Abstract

This research wants to examine why Korean universities choose for internationalization and what kind of internationalization instruments they use. As the theoretical framework, a combination of the theories of neo-institutionalism and resource dependency was adopted to explain why universities decide for a specific set of internationalization instruments, i.e. what internal and external pressures can influence this decision. Due to their distinct dependencies and attitudes towards internationalization, it was expected that there are differences in the reasons for internationalization and the use of internationalization strategies among private/public and regional/metropolitan universities. Results show that there are indeed substantial differences, although factors like ranking position and history can play important roles as well. The most comprehensive set of internationalization instruments was found at the private metropolitan university that in addition had a high universities' ranking position in the country. However, the regional location could also be beneficial for internationalization efforts, in case that the university was privately funded because of two reasons: First, they have more freedom in resource allocation and selection of internationalization instruments, and second, the resource dependency on maintaining a sufficient student body resulted in choosing for internationalization as a way of differentiation. Overall, all universities show that they were convinced that nowadays internationalization makes up a necessary element in the service functions of higher education institutions in order to produce highly-qualified human resources that are globally competitive.

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Abbreviations

| | |
|-------------|---|
| EU | European Union |
| EP | European Parliament |
| KEDI | Korean Education Development Institute |
| KMU | Keimyung University |
| KNU | Kyungpook National University |
| KU | Korea University |
| MEST | Ministry of Education, Science and Technology |
| MOE | Ministry of Education (former Korean MEST) |
| MOU | Memorandum of Understanding |
| OECD | Organisation for Economic Cooperation and Development |
| OIA | Office of International Affairs |
| SNU | Seoul National University |
| WTO | World Trade Organization |

Part I.

1.1 Introduction

When looking at the results of a short survey that was conducted among Dutch and German students at a Dutch university, it was surprising that only 43% of all students were in favor of considering an East Asian country as study destination, while most of the students reject to go there for a study period abroad in the first place. The most common reasons for not being interested were personal relationships at home, the unknown language, and the lack of information, which was also related to the uncertainty about student and living costs. Students that were in general interested in a study period abroad in East Asia wanted mostly to get to know a new culture, to meet new people and acquire soft skills. They seemed to be overall more interested in the social advantages of a study period abroad than the academic environment. However, they also had some concerns with regard to the long distance, the unfamiliar culture and attitudes as well as their personal relationships at home. Overall, the low interest might be related to the generally limited information Dutch and German students have about East Asian countries and their higher education system. It was demonstrated that the opportunity of a short-term exchange in combination with more information about scholarship and study opportunities would significantly enhance the likelihood of choosing East Asia as a study destination. Therefore, it could be suggested that the advertisement of these countries and their universities in the Netherlands might enhance the interest of Dutch and German students. Especially the notion of English-taught courses and the opportunity of financial support for international students could be strategic tools in making the higher education institutions in these countries more attractive to international students. But what exactly does an East Asian country do to promote its higher education system and to attract international students? Do these nations really want to internationalize their higher education in order to attract international students? What are reasons for considering internationalization? What kind of internationalization strategies are used on a national and institutional level? And how satisfied are international students abroad in East Asian countries? Considering these kinds of questions, the idea came up to examine the internationalization strategies used at universities in South Korea, a country experiencing a spectacular progress in modernization and economic growth in the last decades which can be largely attributable to Korea's zeal for education and success.

1.2 International Student Mobility

As the world economies become more and more inter-connected, higher education seems to play an important role for operating on a global scale with a deeper understanding of the world's languages, cultures and business methods (Altbach, 2004). As a response towards the broader trends of globalization, it can take various forms such as expansion, diversification or specialization of institutions, deregulation, and institutional autonomy, which highly impacts the governmental structures and regulations in a country. One way for students to expand their knowledge, and thereby leverage their labor market prospects, is to study in tertiary education institutions in countries other than their own. Several OECD governments have set up policies and objectives to promote student mobility in order to foster intercultural contacts and to build on future social networks. Particularly, nations have realized that student flows across borders can have beneficial effects to the national economy while providing students with a higher level of global consciousness, cultural understanding and competitiveness (OECD, 2009). First, from a macroeconomic perspective, the international negotiations between countries highlight the tradable character of higher education when liberalizing the trade of services and goods across borders. Additionally, international students contribute on the short-term to the host countries' financial income by means of tuition fees and domestic consumption. With regard to long-term effects, internationalization of higher education can provide an opportunity for smaller or less-developed education systems: They can act as cost efficient training alternatives to national provision while allowing countries to specialize in particular branches and thereby enhance their global competitiveness. Through the rapid expansion of higher education in all OECD countries in addition to the reduced amount of government funding for tertiary education, higher education systems all over the globe expand their efforts to attract students internationally. Further, the growing knowledge economy and the global competition for skills have been new driving forces behind the internationalization process of education systems in most OECD countries, trying to find unique ways to attract foreign students and scholars (Altbach, 2004; Marginson & van der Wende, 2007). Thus, the strategies to enhance the degree of internationalization can vary enormously depending on the overall goal of internationalization that a government has set. However, on the institutional level, international students generate additional revenue by means of differentiated tuition fees or public subsidies the respective university is receiving for them. Additionally, putting emphasis on the internationalization of their higher education functions helps to promote their global academic competition while enhancing their reputation in the form of rankings. However, institutions are mostly affected by the internationalization efforts due to the fact that they have to actually implement them. Universities have to adapt their curricula and teaching methods to students from a diverse set of cultural and linguistic backgrounds (OECD, 2010). Nevertheless, a lot of universities decide to engage in international activities because of the higher weight and number

of positive intertwined side-effects, such as the enhanced competitiveness on the global market for the institution. This in turn leads to an enhanced demand of new students which results in an overall increase of financial resources and new opportunities to invest. For the individual student, the returns from studying abroad depend on many factors, such as the language of instruction, financial aid, tuition fee policies, cost of living and exchange rate. Additionally, the long-term effects from international education depend mostly on the recognition of the degrees received abroad and how they are valued by the labor market (European Parliament, 2010).

1.2 The Korean Position in Global Mobility Trends

In general, international student mobility has increased from 0.6 million worldwide in 1975 to over 3.0 million in 2007. The great players in the international education market are the United States, the United Kingdom, Germany, and France receiving 48% of all foreign students worldwide (OECD, 2009). The large majority of foreign students in the U.S. come from developing and newly industrialized countries, with 55% coming from Asia (Altbach, 2004). Korean students have been one of the most active participants in international mobility, especially in the United States, where they form the third largest group of incoming students after Chinese and Indian students. Nevertheless, Korea's market share on the international education market accounts for only 1% (OECD, 2009). This can be explained by the high numbers of outgoing Korean students and the low numbers of international students coming to study in South Korea, resulting in large financial losses for South Korea. As one of the largest absolute numbers of students studying abroad, Korean students spent US\$ 4.6 billion in 2002 on tuition fees and living expenses, while foreign students in Korea spent only US\$ 20 million (Kim, 2008). The education ministry estimates that South Korea has an annual education-trade deficit of \$4 billion. Different underlying factors can explain the low willingness and low awareness of foreign students about studying in South Korea. First, the language of instruction plays an important role in the choice of a foreign country in which to study. Students from Western countries mostly prefer English as language of instruction because they have learned English in their home country or wish to improve their English language skills abroad. Second, tuition fees and costs of living can have an impact on the foreign students' destination as well as the immigration policy of a given country. There are a lot of additional factors contributing to the foreign students' choice, such as the academic reputation of an institution, the geographic proximity and similarity of education systems, the quality and admission standards of the tertiary education system in the home country and the transparency and flexibility of courses and degree requirements (OECD, 2009).

The Korean government realized that the global shift towards a knowledge-based society needs to be supported by adding the international dimension to the service functions of higher education institutions in order to produce highly-qualified human resources that are globally competitive. Additionally, the Korean government had to react to the financial losses it was confronted because of the rising numbers of Korean students studying abroad due to the dissatisfaction of Korean students with the quality of Korean higher education (Chae & Hong, 2009). Starting in the mid-1990s, there were several socio-economic reasons that put internationalization of Korean higher education on the political agenda. First, the establishment of the World Trade Organization (WTO) in 1995 included the higher education services in its agenda for negotiations. In reaction to this, the Korean government started to develop plans to import higher education services in close cooperation with overseas partners and opened the Korean higher education market to other countries by means of branch campuses and collaborative curricula. However, in the late 1990s, the Asian financial crisis brought a stronger emphasis on the financial aspects of internationalization in order to reduce its educational trade deficit and secure Korea additional resources. Here, the corner stone was laid to focus on attracting international students. The government commissioned measures that underscore the need to enhance the educational and research quality standards and create more international friendly campuses to be better prepared for the accommodation of foreign students and faculty. Finally, the country's falling birth rate, which in turn results in decreasing rates of freshmen, forces Korea to be more involved in the international market in order to recruit foreign students as well as attracting Korean students with high quality internationalized education (Byun & Kim, 2010). In the beginning of this century, the Korean government perpetuates its efforts to enhance the quality of its education and research while becoming a global player in the international higher education market with globally prestigious universities and highly recognized research in selected areas. As one broad example, the Ministry of Education announced a 'University Restructuring Plan' in 2004, including all kinds of instruments to enhance the internationalization and attractiveness of its higher education system (Kim, 2008). As stated by the Korean Education ministry, "the foremost plan is to raise the competitiveness of universities through specialization by supporting the strong areas and restructuring the weak areas with diminishing social demands" (Ministry of Education & Human Resources Development, 2005) to react to the centralization of qualified students and professors in the Seoul metropolitan area and the low interest of both international and domestic students and faculty to enroll in regional higher education institutions. For example, local institutions should strengthen their cooperation with local industries and thereby reinforcing the development of regional innovation clusters. Further, metropolitan universities were encouraged to enhance

their specialization by means of university merger and restructuring.¹ Additionally, there are substantial differences between public and private universities regarding the financial mechanisms, administration, management, etc.. With a new governance reform on public and private higher education institutions, the ministry wishes explicitly to achieve two things: promote the autonomy of public universities and increase the transparency of private universities through the participation of external experts in the management. (MEST, 2009a; Lee, 2009). This example illustrates that there are substantial distinctions in the national policies for public and private as well as regional and metropolitan universities. Therefore it is suggested that the internationalization processes at these types of higher education institutions might also differ to some extent due to the differences in governmental policies, control and their overall function resulting in different dependencies and attitudes towards internationalization.

1.3 Problem Statement & Research Questions

This research aims to explore the reasons for internationalization as well as the use of internationalization strategies at different types of Korean universities. First of all, for analyzing internationalization, it is crucial to provide an appropriate definition of this concept. The purpose of trying to develop a comprehensive definition for internationalization is to reach a common understanding of the term, which is especially important when analyzing its implementation in the higher education sector. Given the different rationales, providers, and stakeholders as well as activities of internationalization in higher education, it is first important to choose for the level of analysis. Internationalization will be examined at the institutional level, which means the implementation of internationalization efforts at universities. It was chosen for this level because usually at this level the real implementation begins. When implemented at the institutional level, it includes that the internationalization dimension becomes a central part of programs, strategies, and activities. However, mostly internationalization is a dynamic process triggered by the intertwined set of activities that are put forward to internationalize higher education. At the institutional level, the implementation is not only about realizing previously determined policies, but above all, individuals are affected by these policies. Therefore, the institutional level automatically includes the individual level, where individuals have to agree on the implementation to admit the development of internationalization at the specific institution.

¹ Here, private universities in the Seoul metropolitan area are ordered to cut their enrollment by 10 percent by 2007 while 10 national universities in Seoul were merged into five by 2006. The national universities are instructed to focus on special areas, for example one merged university for nanotechnology while another merged university specializes in boom construction. Thereby, the number of new students is said to fall by 11.3 percent, which will make four school president seats and one school dean seat disappear, and five colleges and 26 departments unnecessary.

Taken these considerations into account, a working definition of Knight is chosen defining internationalization at the institutional level as

The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education (Knight, 2003, p. 2).

By means of this definition, internationalization is regarded as a dynamic set of related activities with the key emphasis on integration to ensure the centrality in programs and policies. Both an international and intercultural dimension is included because internationalization at the institutional level can include the different cultural/ethnic groups within a country and even within an institution. The primary and universal functions of an institution, namely teaching, research and service to society, should regard internationalization as a worthwhile and important dimension that should be acknowledged and integrated. With this definition, the analysis will look at the integration of international, intercultural and global dimensions into the functions of the Korean higher education.

After deriving on an appropriate definition about what internationalization actually means, the general research question is:

What reasons do Korean universities have for internationalization and what kind of instruments do they use?

The overall purpose of this research is to examine why Korean universities choose for internationalization and what internationalization strategies are used at four Korean universities in light of the distinctive characteristics of Korean higher education institutions and their respective resource dependency as well as normative match with the values of internationalization. Due to their different dependencies and attitudes towards internationalization, it is expected that there are differences in the reasons for internationalization and the use of internationalization strategies among private/public and regional/metropolitan universities.

More precisely, this research question can be laid out in the following specific research questions:

A. What are important characteristics of South Korean higher education institutions with regard to their motives, rationales and objectives related to internationalization?

First of all, it is important to be aware that the general culture in South Korea as well as its higher education system has considerable differences towards the Western world. Especially its organizational culture and the cross-cultural differences in communication, hierarchy and status

should be taken into account when trying to develop an idea about how higher education functions in South Korea. Due to the reason that theories developed in a Western context will be used, it is crucial to have these thoughts in mind at every stage of the process. Therefore, part 2 will provide an overview about the main characteristics of the Korean higher education system, the historical development of internationalization of Korean higher education and its main national policies to meet the challenges of internationalization of higher education.

B. What kind of theories can be used to analyze internationalization in higher education?

As the theoretical framework, a combination of the theories of neo-institutionalism and resource dependency will be used to explain why universities decide for a specific set of internationalization instruments, i.e. what internal and external pressures can influence this decision. Part 3.1 will describe these theories in more detail and how their function can be understood in the Korean higher education context.

C. Is there a difference in the reasons for internationalization between public/private and metropolitan/regional universities that can be explained by the theories of resource dependency and normative match?

According to these theories, public/private and metropolitan/regional universities should show differences in their reasons for internationalization and their use of instruments because of their particular different attitudes towards internationalization and their dependencies. Part 4.2 and 4.3 will analyze and compare the results of the indicators for the respective resource dependency and the normative match at the four universities.

D. What kind of internationalization instruments were used at the different types of Korean universities?

In order to examine the instruments for internationalization, the conceptual framework of Knight (2004) will be used. This framework separates internationalization instruments into program and organization strategies. Part 3.2 will explain these strategies and their respective indicators in more details.

E. Is there a difference in the kind of internationalization instruments that were used at the different types of Korean universities?

Part 4.4 will analyze and compare the use of internationalization strategies at the four universities. Therefore, the framework of program and organization strategies will help to provide an overview about the respective use and range of instruments as well as possible specializations that the universities might have.

F. What are recommendations to realize successful internationalization at Korean universities?

During data collection, stakeholders were asked about their satisfaction with the internationalization efforts at the universities and possible recommendations they might have. Stakeholders were staff members of the International Offices, professors, employers of governmental and non-governmental organizations and international students. Part 4.5 will summarize these recommendations.

Part 5 will give a concluding summary of the respective answers to the specific and general research questions. After that, it will be discussed shortly what these results actually mean for the degree of internationalization in South Korea and what challenges this country and its higher education institutions have to face in the future. Finally, this research will end with reflections and suggestions for future research while taking the limitations of this study into account.

1.4 Definitions

Internationalization

Internationalization is defined as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003, p.2).

Globalization

Globalization is defined as “the flow of technology, economy, knowledge, people, values and ideas across borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture and priorities” (Knight & de Wit, 1997, p.6). Here, globalization is seen as a part of the environment, where the international dimension of higher education is increasing in importance and significantly ever changing.

Internationalization strategies

Internationalization strategies refer to both program and organizational initiatives at the institutional level. The *strategies* term implies a more planned, integrated and strategic approach (Knight & de Wit, 1997, 1999). Table 1 and 2 provide information and examples of program and organization strategies at the institutional level. These tables have been updated and adapted to the South Korean context. Its applicability was tested and confirmed during the process of data collection.

Higher education institutions

A higher education institution is defined as “a university or higher education college” (Hefce, 2010). This research focus on higher education institutions that are categorized as universities accredited in their functions and purpose by the Korean government.

International students

International students are defined as those students in a country who are not permanent residents of the country of study or those who received their prior education in another country either in short term or long term programs (OECD, 2009). For this study, the data collection in the form of interviews and statistics includes students at all levels were integrated, i.e., Bachelor, Master and PhD level.

Student mobility

International student mobility is one of the most known and popular forms of international education. According to the OECD it can be defined as “international students who travelled to a country different from their own, for the purpose of tertiary study” (OECD, 2009, p. 308).

1.5 Methodology

Research Design. According to Babbie (2007), this study serves the three purposes of exploration, description and explanation. It describes existing literature on the internationalization of higher education and explains the underlying mechanisms and factors influencing why and how an implementation is successful. Thereby, it explores the differences between several universities in South Korea to look for an underlying interconnection between the variables of interest. All in all, case study design is most suitable for this research because it entails the procedural characteristics of many variables of interest, multiple sources of evidence and a theoretical proposition to guide the collection and analysis of data. According to Yin (2003), there are three conditions distinguishing research strategies appropriate in different situations, namely the type of research question posed, the extent of control a researcher has over actual behavioral events and the degree of focus on contemporary in contrast to historical events. In the case at hand, the research questions focus mainly on ‘how’ and ‘what’ questions resembling exploratory questions favoring the use of case studies, or histories. Further, the purpose of study is to examine contemporary events while observing directly the events being studied and interviewing persons involved in the events. Together with its unique ability to deal with a full variety of evidence without manipulating the observed behavior, the use of a case study is recommended (Yin, 1993). The case study design will be used to get an in-depth examination and understanding of the Korean universities at hand. It is especially suitable for complex and unknown situations, such as a research in an Asian country and culture where third

variables might influence the results that are not taken into account beforehand. A combination of literature review, case studies, interviews and survey questions will be analyzed to be able to answer the research questions at hand. This complexity of data should ensure a sufficient basis of evidence to guarantee high reliability and validity.

Case selection. This research will use an information-oriented selection to maximize the utility of information from the small samples. These cases are selected on prior information and expectations about their information content. The sample will consist of four universities' representing each set of categories (public/metropolitan, private/metropolitan, public/regional, and private/regional) as units of analysis. As will be explained later in more detail, this differentiation is based on the fact that the status and the geographical location are important determinants of the types of instruments used at an institution. Further it is assumed that these factors are related to the degree of normative match and resource dependency of an institution. Through the high interrelations and complexity of the variables, a single case design will be used, where only one institution is chosen for each category of interest. The selection of representative universities was supported by previous literature reviews as well as the expert opinions of members of the Higher Education Policy Research Institute at Korea University. Their opinions were of special importance in face of the unknown national context. Further, they advise in the selection of representative universities so that other variables of influence were balanced, such as the size of the institution, number of students and staff, and the reputation. Additionally, the relatively short time frame including a three-month residency in South Korea speaks for the design of choosing only one university per category of interest. Finally, the case-study design ought to get an in-depth understanding of these universities at hand. All these reasons underline the decision to examine 4 universities at units of analysis.

Data. Data will include quantitative as well as qualitative data and different types of data sources to get a broader picture of the internationalization of the higher education system in South Korea reaching a "convergence of evidence" (Yin, 1994). Data will include brochures, online information, interviews with staff and members of universities responsible for internationalization efforts as well as interviews with international students. Although qualitative data is said to be inexplicit and hardly comparable, it leaves some room for new assumptions not considered in the first place (Yin, 1993). This can be very beneficial in particular when studying in an environment with a different cultural background. After the identification of important concepts based on previous literature, the concepts need to be defined and calibrated in measurable terms, thus ascribing indicators to the concepts. Here it is

important that appropriate indicators are selected beforehand that measure in fact what is meant to be measured.

Data collection. To measure the variables of interest, different types of data collection are used. First, evidence will be collected by means of official documents and statistical data. On the one hand, especially for the complex concept of organizational culture, an analysis of national data can provide a deeper insight into the internal and external mechanisms of the HE institutions embedded in the national, cultural, and historical context. Further, these documents can assist to identify universities that can represent the four institutional categories of interest. On the other hand, documents and statistics on the institutional level can be useful to assess their specific choice of instruments. Second, semi-structured interviews with representatives of the stakeholder groups at each of the chosen institution are held to get an overall picture about their perception of the internationalization strategies, policies, instruments and their outcomes. For example, while the input and output of an internationalization strategy can be measured more easily by means of statistics, the outcomes are rather longitudinal effects, also on individuals. Therefore, these interviews can be instrumental to estimate the success of an internationalization strategy. Besides, the concepts of normative match and dependency are rather philosophically embedded in the cultural environment. Thus, the interviews provide a deeper in-sight into the culture and mechanisms of an institution. Additionally, by usage of interviews, some drawbacks or concerns can be identified that are not mentioned or considered beforehand, but having also an influence on the variables of interest. A more specific description of the persons who were interviewed, brochures used for analysis, and the time period of residency at each university at hand is presented in the Appendix.

In conclusion, multiple sources of evidence will be used to create a case study database which helps to link the research questions to the data. The analysis of data will rely on the theoretical propositions and their previous defined criteria. This theoretical framework will then organize the overall patterns and relations to test the hypotheses.

Part II. South Korean Higher Education

During the past decades, the higher education sector in South Korea has experienced large challenges and changes with a tremendous expansion from elite to mass education. This expansion was greatly influenced by the political and economic contexts. Therefore, it is crucial to provide an overview about the development of the higher education system, the influential forces and factors as well as its current status. Additionally, most studies and theories in the field of higher education are originally developed in a more Western context. However, the most important differences between Korea and Western countries are embedded in their different cultures that are also reflected in their higher education systems. Therefore, the cultural context is regarded as an important factor to be mentioned and explained beforehand. First, an overview will be provided about the main characteristics of the Korean higher education system that are different from the known Western background. Then, the history of internationalization will be reviewed. After that, the main governmental policies with regard to the internationalization of higher education will be described.

2.1 Main Characteristics of the Korean Higher Education System

2.1.1 Performance Pressure

First of all, it should be noted that South Korea, just like other East Asian countries, is culturally influenced by Confucianism thoughts which provide these countries with high levels of social capitals in forms of strong family boundaries, norms of frugality, hard work, and a strong zeal for education. Although some authors argue that the influence of this cultural imprint on the high levels of economic and educational success in East Asian countries is exaggerated, it should be noted that most Korean parents have a high aspiration for providing opportunities of higher education and high expectations for their children's academic achievement (Yang & Shin, 2008).² At least the strong family and status structure can be attributed to the zeal for education Koreans are so known for in both negative and positive senses. The Koreans see the "education fever" as a traditional characteristic, which is reflected in several traditional folktales where success is earned through hard work. However, it has proceeded with modernization regarding education as a crucial means for individual upward social mobility and national development. In Korea, educational success is highly correlated to socio-economic status, just like in other Asian

² Actually Confucianism is said to emphasize the educational values of history and belles letters as sources of moral instruction while despising practical learning in mathematics and sciences. Thus it focuses more on achieving a certain status than on practical activities necessary for modernization (Sorensen, 1994).

countries. As education is seen as a marker of social status, parents put great pressure on their children to study hard in order to achieve a high level of education. This can be attributed to the hierarchical structure of family members. The fascinating “gift” to transform traditional values into modern terms can be found here again. Whereas status was traditionally transferred by heritage, people nowadays can achieve an upgrading through their amount of education. Therefore, formal education is an essential qualification to “be a complete human being”. Through a corporate family structure, Korean parents expect to be cared for by their children in old age with an emphasis on the Korean core ethics of filial piety (*hyo*).³ That means that Korean family roles are strictly pre-determined and controlled by the overall head of the family. Thus, by the death of the family head, this role is succeeded most often to the eldest son, so that the single corporate group of family members can continue from one generation to the next generation. Since parents expect to be economically and social dependent on their children in their old age, their educational success not only determines their own future, but the status of the whole family line. Here, a reciprocal dependence exists between the generations of one family line, where parents are willing to make heavy economic and other sacrifices in order to help their children attaining educational achievements, while children are confronted with a heavy responsibility to work hard on education because the success has direct implications on the status of the whole family. In summary, the structural characteristics of the Korean family make parental pressure even more intense and effective than in other cultures. This pressure is even apparent during middle school, where surveys revealed that three-quarters of students in secondary education consider running away from home or committing suicide because of the parental pressure over lack of educational success.⁴ During the 1960s and 1970s, the examination pressure at every educational stage let parents and students to spend an enormous amount of financial resources and time on extracurricular private tutoring pressurizing the family budgets. Due to the social critics that an increasing number of students suffer from nervous illness, character blocks or nervous breakdowns, the Korean government decided to abandon private tutoring and to change the university entrance system in 1980. However, due to the fact that the relationships between tutors and the children taught are often private in nature, these political efforts were mostly without an effect.⁵ The reasons for this great willingness of spending so much on out-of-school studying were enormously: limitations in opportunities for

³ That means that Korean children have to respect and obey their parents while they are young, care for them in old age, give them a respectful funeral and worship after death.

⁴ Since 1968, there exists entrance exams for middle schools that were then abolished in order to ameliorate the famous “entrance examination hell”. However, the result was only that the exam hell moved over to high school.

⁵ The most common tutors are students at the major universities, which is a lucrative student job labeled by the German term for “work”: *Arbeit*. Often these students were tutoring children from related families earning enough to finance their own student life.

high school education, contradictions in the university entrance system, lack of job opportunities, and the great differences in salary based on education (Sorensen, 1994).

2.1.2 Rankings

The importance of hierarchy can also be found in the ranking of universities. Students have strong incentives to attend one of the highly ranked universities, the so-called “golden triangle” of Seoul National University, Korea University and Yonsei University (acronymed as SKY) due to the fact that attending an elite university pays off later in the labor market. Although Korean high ranking universities often spend more per student and charge higher tuitions, they also tend to provide students with larger amounts of scholarships (Winston, 1999). Further, the governing agencies use university ranking as an efficient control mechanisms to control top universities by means of giving financial incentives. Meanwhile, these universities pay higher salaries and build more and better facilities in order to attract high quality professors, teachers and students, which in turn enhance the quality of teaching and research. As mentioned above, the Korean government on the one hand tries to lessen the stress that students experience during the competitive entrance examinations, although without really impacting or easing the situation. On the other hand, they are trying to establish KAIST (Korea Advanced Institute for Science and Technology) and SNU (Seoul National University) as world class universities (Kim & Lee, 2006).

Despite of enormous efforts of the Korean government, the traditional hierarchical values are still apparent in families, universities and even at the secondary school level. That far, the dissatisfaction of Korean students with the higher education system at home has grown. By means of the government’s egalitarian principles, students have limited educational choices and the growing public demand for the best education possible cannot be satisfied domestically. The Korean public becomes aware that global education is a necessity to survive on the worldwide labor market. The most common reasons among Korean students for dissatisfaction are the low quality of college education (59.8%), the excessive private tutoring (57.6%), and excessive competition for college entrance (47.0%). Other reasons include uncertain job prospects after graduation, atmosphere in school, standardized and uncreative education methods or unfair educational opportunities based on economic status (Park, 2008).⁶

Therefore, Korean students are one of the largest groups of students studying abroad ranging from Bachelor level to postgraduate studies, including short-term and long-term educational arrangements. Korean students form the third largest group of foreign students in the USA⁷ and

⁶ South Korea has one of the highest rates of unemployment among people with a university degree (OECD, 2009).

⁷ The number of Korean students in U.S. higher education comprises 10.7% of the total number of foreign students in 2009. Only China (16.6%) and India (14.4%) have more foreign students in the USA. But when

the second largest in Japan. As long as the government does not approach the reasons students are dissatisfied with domestic higher education institution, the number of Korean students studying abroad will continue to rise.⁸ This pattern of educational migration can also be linked to the enormous high proportion of American PhDs among Koreans that are traditionally highly recognized among Korean universities. However, the overall composition of universities' staff is homogeneously Korean due to the fact that academic bonding is one of the most important elements for successful academic employment (Kim, 2008).⁹ In sum, the Korean academic culture can be characterized by a highly exclusive networking and the prestige of an early Korean academic background in one of the top elite universities, which can be further enhanced by some foreign experiences made (Kim, 2005).

2.2 History of Internationalization in South Korean Higher Education

In the late nineteenth century, Korea began its first contacts with the Western civilization by establishing higher-learning institutions by American missionaries. In 1910, Japan took Korea over as a colony and the Japanese colonial administration was dominated by an autocratic system, where mostly ethnic Japanese were appointed to positions in the civil service, educational system, business, and industry. At the elementary levels, the Japanese government provided primary education to Koreans, but with the overall goal of assimilating Koreans and to keep them at their place (Kim & Lee, 2006). In 1924, the Japanese government established the Kyungseong Imperial University following the model of Japanese Imperial University to train governmental officials and professionals. On grounds of fearing a Korean independence movement, this area of higher education was highly limited to ethnic Japanese with Japanese teachers and Japanese as the language of instruction. After the independence in 1945, a huge gap was left with regard to trained manpower. Most Koreans were illiterate and the scarce educational resources in form of a shortage of teachers with modest levels of education confused the issue of establishing a higher education system (Sorensen, 1994). Nevertheless, the government wanted to provide universal primary school education as soon as possible, although this plan was interrupted by the unexpected outbreak of the Korean War. In 1948, a Ministry of Education was established to construct a national system with the goal of mobilizing the population for the newly constructed political community, producing patriotic citizenry while

considering the overall number of population (1/27 of Chinese population and 1/23 of Indian population), the numbers of Korean students are in actual proportion much greater. Especially American PhDs are regarded as highly prestigious for the academic career.

⁸ See the article "Analysis of Korean students' international mobility by 2-D model: driving force factor and directional factor" by Park (2009) for reasons and factors students are dissatisfied with their higher education system at home.

⁹ Academic power networks are mostly determinants of the high proportion of alumni faculty members at Korean universities. See the article "Internationalization of Higher Education in South Korea: Reality, Rhetoric and Disparity in Academic Culture and Identities" by Terri Kim (2005) for further information.

fostering national reunification. Due to the strong commitment for the expansion of primary education by Rhee's government (1948-1960), the primary school enrollment increased from 1.37 million in 1945 to 2.27 million in 1947 and to 4.94 million in 1965 (Jeong & Armer, 1994). Under the United States' supervision, the Basic Education Law passed in 1949 provided the foundation for the recent education system of 6 years of compulsory free education beginning at age 7, 3 years of dutiable noncompulsory middle school, 3 years of dutiable noncompulsory high school and 4 years of dutiable college. The first national university which was the former Kyungseong Imperial University was the Seoul National University (SNU) built upon the American public university model. Additionally, several private higher-learning institutions were reorganized into American model universities. All in all, the presence and influence of the American military government was highly visible. The government focused its financial resources on the provision of primary education while the increased need of higher education was appeased by the private sector (Kim & Lee, 2006).

The Korean War (1950-1954) stopped many of the attempts of the government to establish a well-developed education system. During this time, most universities sought refuge in the Southern provinces. To look on the brighter side, this led the foundation for the feasibility of higher education in the rural areas, whereby at least one national university was established in every province of the country.

In 1961, General Park took over power by means of a military coup d'état. His primary political goal of a rapid economic growth through export promotion led to rising income and the increased demand for secondary education. The Korean government recognized the importance of educational reform in order to industrialize the country and build a national identity. The control of education was mostly concentrated in a centralized Ministry of Education (MOE). The MOE had strong control over the establishment and expansion of both private and public universities. It was responsible for the administration, allocation of resources, setting of enrollment quotas, certification of schools and teachers, curriculum development, etc. Together with the increasing demand for higher education, the enrollment policy got increasingly restrictive and selective (Jeong & Armer, 1994).

Under the new government of General Chun in the 1990s, South Korea met a new challenge with the quantitative expansion of higher education resulting in an imbalance of quantity and quality while facing the demands of a newly coming information-technology society. In February 1994, the Presidential Commission on Education Reform (PCER) was organized to create the "New Korea" with two important tasks, namely the strengthening of international competitiveness and

the improvement of the college entrance examination system (Sorensen, 1994).¹⁰ Here, for the first time, the government mentioned to incorporate an internationalization component into the tasks of higher education institutions. Influenced by several socio-economic changes, the internationalization policies also affected the sector of higher education. One of the milestones here to mention was the establishment of WTO in 1995, where higher education services were included in the lists of trade negotiations. This set the stage for the further development of internationalization in Korean higher education generally and international student mobility in specific. In 1996, the Korean government announced the “Initial Plan for Opening the Higher Education Market to Foreign Countries” based on the assumption that the import of higher education services from other collaborative partners would be an efficient means to incorporate internationalization into the higher education sector. This plan can be regarded as the first official policy to direct the internationalization of higher education with opening the markets.

In the late 1990s, the Asian crisis forced the government of Kim Dae Jung to a shift in its internationalization policies. To approach the financial losses from the education trade deficit, the government tried to discourage students from studying abroad as well as attracting international students to choose for Korea as study destination. However, the main focus was on persuading prestigious foreign higher education institutions to set up branch campuses in Korea instead of enhancing the teaching, research, and living requirements at domestic institutions on an international standard. Thus, because of the lack of high quality teachers and educational facilities, a lot of students and researchers still study abroad. Additionally, Korea is faced with a growing challenge, just like most of the industrialized countries, namely the country’s falling birth rate. This results in decreasing numbers of freshman-age students, which can threaten the survival of some of the HE institutions in Korea (Byun & Kim, 2010). Another threat stems from the low amount of public funding in tertiary education. As mentioned above, traditionally the government focused its financial resources on primary and secondary education. Therefore, more than 75% of the tertiary education is privately funded and more than 80% of tertiary students are enrolled in private universities. Over 70% of the private institutions’ budgets stems from tuition fees (Kim, 2005). That can be a substantial weakness in times of constrained numbers of students due to a low attractiveness of Korean higher education for domestic students and decreasing birth rates. Further, the percentage of Korea’s public expenditures on higher education in comparison to GDP is 0.4%, which is less than half of the OECD average of 1% (OECD, 2009). Another problem is that most of the qualified students are attracted to the

¹⁰ The increasing demand, strict enrollment rates and the allowance to choose students through a competitive entrance examination resulted in great financial and psychological burden for the recipients and their families. Often families invested heavily in private tutoring and the child is pressured to go through this “examination hell” in order to win one of the places at an elite institution. Through the hierarchical system embedded in the Korean culture, getting one of these prestigious places is regarded as a guarantee for success in later (working) life (Cho & Yoon, 2005).

Seoul metropolitan area where prestigious universities are located. Therefore, regional education is left behind having great impacts on the survival of a lot of universities localized in the non-metropolitan provinces (Kim, 2008).

Up until 1995, the Korean government used strict guidelines regarding how to establish and operate a higher education institution, the number of students in each department and the methods of student selection. However, the Ministry of Education realized that market-based approaches would help to compensate for the public underinvestment in higher education so that they loosened their regulations. It is argued that these market-based policies would enhance the quality and variety of services while strengthening student choice and generating social benefits for the whole society (Dill, 1997; Jongbloed, 2004). Further, the uniqueness and prestige of its universities would attract international students from all over the world. The Korean government proposed a 'shift from a materials-oriented manufacturing economy to a knowledge-based economy' as one of its six major policy goals in 1998. The closed system of social education that privileged the suppliers of education should be transformed into an open system of lifelong education centering on the consumers. Overall, the government aimed to enhance the functional diversification and specialization, operational autonomy in student quotas, academic affairs, and accountability as well (MEST, 2009a). Thus, the government tried to introduce market competition among universities and colleges by making them more autonomous and globally competitive in order to enhance their international status and, in turn, attract foreign students and scholars. Along with these reforms, the Korean government is trying to meet the challenges of internationalization of higher education with regularly actualized development plans. In the next sector, a few of the most important policies will be explained, that were written to introduce an international dimension into the service functions of the Korean universities.

2.3 Policies to Meet the Challenges of Internationalization of Higher Education

The Korean government aims to achieve the status of an 'advanced country' with the cultivation of human resources. The emphasis on enhancing the competitiveness of higher education is crucial. Therefore, in August 2004, the Korean Education Ministry announced the University Restructuring Plan in order to raise the competitive edge of higher education (Park, 2005). Through enormous media coverage, the public was involved to reach a consensus on the importance of university innovation and change. This plan can be divided into five core directions.

1. To facilitate specialization in specific fields through university restructuring
 - Reorganization of the governance system of national universities and university restructuring by means of university merger & acquisition and strategic alliance
2. Raising university research capacity to world-class level
 - the research capacity of elected and prestigious universities will be raised up to a world-class level by means of different projects, such as the well-known Brain Korea 21 Project¹¹ or by providing scholarships for Science & Engineering students
3. Focused development of professional graduate schools
 - To foster academic competition
4. Local universities at the center of industry-academia cooperation and regional development
 - University-community collaboration and strong boundaries to regional industry
5. Globalization of Higher Education
 - Study Korea Project comprising of a comprehensive measure to attract foreign students to study in Korea (will be explained in more detail in the next section)
 - Korean universities abroad (online curriculum, campuses abroad, Korean Education Centers etc.)
 - Faculty exchange
 - Sisterhood agreements & student exchange

Study Korea Project

As one part of the general University Restructuring Plan, the “Study Korea Project” aims to recruit 50,000 foreign students to come to South Korea by the year 2010. It consists of six core tasks to expand the recruitment of foreign students (MEST, 2007):

1. Expansion and reorganization of the Korean government scholarship program with a focus on recruiting qualified students from Asia Pacific countries
2. To activate an overseas network for foreign student recruitment to promote Korean education by means of Korean Education Centers abroad
3. To improve the online information service ‘Study in Korea’ providing easy access to information on scholarships and study requirements as well as organizing study abroad fairs together with events about the Korean culture

¹¹ The Brain Korea 21 project is a major higher education reform projects initiated by the South Korean government to prepare Korean human resources for the 21st century. It aims at fostering world-class graduate schools and high quality scholars by providing funds to higher education institutions (Moon & Kim, 2001).

4. To improve the educational and living conditions of foreign students by means of Korean language programs, courses taught in English, enhance the number and quality of residence facilities, and ensure easier administration and management services
5. To ease the administrative burden of prospective students (together with the Ministry of Justice, the immigration law will be revised and documents will be standardized for simplified registration and study visa issuance. The national Institute for International Education Development, which is responsible for foreign student recruitment administration, will be enlarged with regard to personnel and organization. Further, the Ministry aims to help foreign students in finding employment opportunities in Korean firms to enhance their international competitiveness and foreign human resources)

International Cooperation & Exchange between Asia and Europe

Traditionally, cooperation and exchange was mostly active with North American institutions by reason of the great interest of Korean students to study at a higher education institution in the United States. In 2007, there were 59,022 Korean students studying in the U.S., while 1,388 American students study in Korea. However, the number of sisterhood agreements with European universities is continuously growing as well as the number of European students coming to Korea. Currently, there are 39,683 Korean students studying in Europe, while 1,283 students are coming from a European country. In 2008, there were 1,454 sisterhood relationships between 218 Korean and 712 American universities, while 658 sisterhood ties exist between 315 Korean and 524 EU universities. The Ministry recognizes the need to build on stronger cooperation and exchange between Asian and European higher education institutions and introduced plans to develop a strategic design for inter-governmental cooperation inducing the voluntary participation of universities. A few structural cooperation action plans already exist between domestic and foreign universities. First, joint curricular operations are allowed on the basis of bilateral arrangements. Examples are joint M.A. programs between the Sogang University of Korea with the Germany's Technische Universität München and Friedrich-Alexander Universität Erlangen Nürnberg. Other arrangements exist with universities from France and the U.K. Additionally, the Ministry fosters higher education cooperation based on bilateral arrangements expressed in a memorandum of understanding (MOU).¹² In 2007, Korea has conducted MOUs with 12 countries, including Hungary, Denmark, China, and Ukraine and planned to sign up MOUs with the Netherlands and Austria in the following year. There were different kinds of scholarship programs in order to improve the cooperation and exchange between Asia and Europe. First, to facilitate academic exchanges between faculty, teachers and students, the ASEM-DUO Fellowship Program was established by Korea, France and Singapore in

¹² A MOU expresses a convergence of will between the parties on a common line of action.

2000 enhancing the exchange between Asian and European educational institutions. Five countries have participated in the program so far, namely, Korea, France, Denmark, Singapore and Thailand. Until the time of the first evaluation in 2007, a total of 1,592 persons has participated in exchange programs through the ASEM-DUO Scholarship Program. From Asia, there were 365 Korean, 140 Singaporean, 94 Thai, 67 Vietnamese, 42 Chinese and 31 Japanese beneficiaries. From Europe, there were 320 French, 109 German, 68 Swedish, 61 British, 60 Danish, 45 Finnish and 34 Dutch beneficiaries.

Second, another scholarship program was designed by the Korean government in order to facilitate educational exchange with countries that hold cultural and educational arrangements with Korea. Here, the selected beneficiaries are provided with tuition to study in a Korean university, round-trip airfare, Korean language study fees, living expenses, research expenses etc. Third, the exchange of excellent scientists with the EU was formed on the basis of bilateral MOU arrangements for the purpose of mutually exchanging scientists and academics in the fields of social sciences and humanities. Here, long-term as well as short-term exchanges were arranged between Korean Research Foundations and French Research Foundations. Other selected scientists came from a German Research Foundation, Finland, the Netherlands, Sweden and others. Fourth, Korea has introduced a student exchange program with the EU. While providing 300,000 Euros, three EU universities and a number of Korean universities form partnerships with selected students ensuring credit transfers, tuition exemption and the provision of living expenses.

However, there are still some obstacles in the cooperation and mobility between European and Asian institutions. First, the lack of a cross-border credit transfer system discourages many students from a study in an Asian country. To tackle this problem, expert organizations are collecting and comparing information on degrees and qualifications earned at home and abroad. Therefore, the Korean government aims to develop a shared system among those institutions to establish an international university data network for the recognition of degrees and credits. Second, there is a strong imbalance of exchange where a lot of Korean students are going abroad, but Korean universities do not attract foreign students from the EU. Here, it is important to ensure an equal number of participating EU and Asian institutions. Further, European students need to be better informed about study opportunities and universities in Asia. Finally, the introduction of English as language of instruction plays a crucial role to attract EU students and bridging the imbalance (MEST, 2009).

All in all, South Korea seems to work hard and invest a lot in internationalization. The various strategies proposed by the Korean government suggest that the importance of including an international, intercultural and global component into the functions of universities has been

recognized. However, this process will take its time and it is difficult to get quickly strong results in terms of the numbers of incoming students and international faculty. Through its relatively small size and its location between its 'big neighbors' of China and Japan, Korea had to do a lot in order to attract attention to the country. In the last years, these efforts seem to become more fruitful and in view of the overall economic growth, it can be suggested that the numbers of international students and international faculty will increase as well.

Part III: Theoretical framework

The next part deals with the theoretical framework of implementing internationalization strategies at the institutional level. Therefore, two theories were chosen that can provide an explanation why institutions act as they do and what factors influence the choice for a specific set of internationalization strategies. Here it is important to take several organizational characteristics into account. Higher education institutions can be separated according to a distinct set of factors, but this research will focus its attention to the differences between public and private as well as regional and metropolitan higher education institutions. These distinctions will be used because of several reasons. First, there are large differences, especially among Korean universities depending on whether they are private or public and metropolitan or regional. The Korean government proposes different types of policies adjusted to the respective type of university with regard to all the functions a university has, such as resource allocation policy, administration, management, recruitment strategies and investment for international faculty and students. Second, these distinctions between public/private and regional/metropolitan universities are very helpful in the light of the theories of resource dependency and normative match. Public and private universities show differences in how strongly they depend on public funding or respectively on tuition fees from students. Further, regional and metropolitan universities are to a different extent attractive for domestic as well as international students and therefore depend differently on maintaining a sufficient student body. Also it is expected that their attitude towards internationalization can differ as well as the priority it takes. Finally, these concepts are easily measurable and easy to describe. As a next step, a framework developed by Knight (2004) will help to determine what types of instruments are used and to what range they are implemented. The assumptions about the different reasons and use of internationalization strategies will be summarized in a combined model of hypotheses-testing.

3.1 Theories about Neo-Institutionalism and Resource Dependency

3.1.1 Neo-institutional theory and normative match

The neo-institutional perspective emphasizes that organizations, such as universities, operate in an environment consisting of other organizations that influence each others' operations. The main goal of an organization is to survive through establishing legitimacy within the world of institutions. Institutions in this regard are defined as norms, myths and beliefs about the appropriate behavior in an organization (March & Olsen, 1996). This 'logic of appropriateness' guides the behavior of social agents according to what one is "supposed" to do. That means that members of a university are acting according to certain behavioral rules that are embedded in the broader organizational culture and context. It implies that most of the behavior is executed in a routine manner according to standardized patterns of action (Csizmadia, Enders & Westernheijden, 2007). These standardized patterns of action exist of a certain repertoire of procedures, and simple rules that are used to select among them while choosing for the most appropriate behavior.¹³ Thus, social actors in an organization, such as managers, academics, support staff and students, function more according to certain rules and requirements while identifying the normatively appropriate behavior (instead of what the biggest economic gain would be). It seems to be some sort of a "contract" to act on the basis of rules of appropriateness because it is expected that they are treated appropriately as well. For organizational change, it is important that these changes are compatible with an organization's institutional identity so that the organization can adapt to the change in a routine manner. Thus, organizational change is only possible when there is a *normative match*, i.e., congruence between the values and beliefs underlying a certain policy or program and the traditions and identity of the organization (Gornitzka, 1999).

Scott (1987) advised that "the beginning of wisdom in approaching institutional theory is to recognize that there is not one but several variants". However, there are three salient characteristics as important determinants as what is considered to be described as neo-institutional theory:

- The impact of the institutional context needs to be detected. Organizations must accommodate to institutional expectations in order to survive either coming from inside or outside. These expectations can take the form of pressures from regulatory agencies, general social expectations and the actions of leading organizations. In order to respond to these pressures, certain conformity to the institutional environment evolves (Gornitzka, 1999).

¹³ Rules are defined as routines, procedures, roles, organizational forms around which activity is constructed embedded in certain cultural beliefs, cultures and knowledge (March & Olsen, 1996).

- The institutional context provides “templates for organizing” (Powell & DiMaggio, 1991). Thus, the overall pattern of an organization’s structure is provided by underpinning ideas and values, reflected in certain templates and artifacts how an organization should behave in order to maintain conformity.
- The taken-for-granted assumptions about how to behave can result in a resistance to change, as long as it is expected from the environment that the organization stays stable. Only when the changes are compatible with an organization’s institutional identity or norm, i.e., a *normative match* exists, the organization can respond in a routine and non-upsetting manner.

Neo-institutionalism and normative match in the South Korean context

In the last decades, universities became under increasing pressures to adapt to the changing social, technological, and political forces including a “significant transformation in the organization of research, training and administration in higher education” (Cohen, 1997, p.549). Today, it has become a generalized necessity to have certain international competence, global understanding and intercultural knowledge. As mentioned before, South Korea is also struggling with the international challenges of the 21st century in order to increase global competitiveness and reduce their financial gap. Thus, it is clear that the pressure from the broader institutional environment, such as the global education market, is apparent. Additionally, the Korean government has noticed the importance of opening its educational market to the global world due to academic, economic and social rationales (MOE, 2009; Chae & Hong, 2009; Byun & Kim, 2010). However, the question appears whether or not universities agree on this statement or if they see the importance to respond to this public and political demand. Traditionally, Korean universities are often regarded a “world of their own” having strict rules for members and non-members. Additionally, the great differences between the Korean culture and those of Western societies can sometimes lead to problems of integration. For a long time, Korean universities were regarded as important building blocks for the development of a national identity and citizenship (Sorensen, 1994). What does that mean for international students visiting and studying in Korea? According to neo-institutionalism, internationalization needs some sort of organizational adaptation, thus a process “involving modifications and alterations in the organization or its components in order to adjust to changes in the external environment” (Cameron, 1984, p.123). That means acceptance for internationalization and international students and staff is required as a first step. However, an organization, such as a university, will only change when they see the importance to change or cannot stand the pressure forcing it to adapt. With regard to neo-institutionalism, a change can take place when there is a congruent *normative match* between the organizational culture and the values underlying the policy of internationalization. The organizational culture, as the deeply embedded templates of

organizational behavior with shared values, assumptions, and beliefs members have about their organization, should conform to the recent global environment of intertwined diverse cultures, political systems, economic relationships, and technological options (Tierney, 1988). That means, that first of all Korean universities have to see the importance of internationalizing their educational efforts in order to guarantee a successful implementation of internationalization reforms. Universities should be able to recognize and accept the positive effects of internationalization for their own university, such as enhanced financial support (either private, such as tuition fees, or public, such as additional governmental funds for the internationalization efforts). There needs to be a *normative match* between the underlying values of a university and those of internationalization that can be described, as mentioned above, as integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education (Knight, 2003). In summary, the question arises whether or not a university can combine its traditional educational goals of Korean nation building and the goals of internationalization. Thus, the university as an organization should agree on the importance of internationalization and that it is the appropriate manner to behave when they integrate internationalization aspects into their functions as a higher education institution (Bartell, 2003).

3.1.2 Resource dependency theory and priority given to internationalization

The resource dependency perspective claims that to understand organizations, one must understand their interrelations with other organizations in their environment. The most important concept in this regard is interdependence. Interdependence characterizes the relationship between the organizations creating an outcome. As a consequence of the open-systems nature of organizations, they must communicate with elements in their environment in order to obtain the resources necessary for survival. Because organizations are not self-contained, they must rely on the environment to provide support. In return, the external groups or organizations may demand certain actions from them. That is in fact the external control of organizational behavior because of its reliance on the environment (Pfeffer & Salancik, 1978). Thus, on the one hand, organizations need to respond to demands from their environment. On the other hand, it is not possible for an organization to respond to every demand. Here it is interesting to look under which conditions an organization is willing to comply with the other social agent. The perspective implies that an organization's responses to external demands can to some extent be predicted from the situation or resource dependencies confronting it (Gornitzka, 1999). But its interdependence with more than just one social agent gives the organization the opportunity to manipulate their dependencies. Thus, organizations can alter their dependency relationships by minimizing their own dependence or by increasing the dependence of other organizations on them. Further, how the context of an organization is defined depends on how it is perceived, how aspects are given attention, and how the context is

interpreted. Therefore, organizations cannot be treated as solely objective realities, but rather embedded in their social interactions. To understand the process of environmental effects, it is crucial to examine the external control and dependencies as well as internal power and control relations. All in all, the resource dependency theory rests on three assumptions:

- Organizations consist of internal and external coalitions emerging from social exchanges that are formed to influence and control behavior.
- The environment contains scarce and valued resources, which are essential for the organization to survive. Thus, the organization is faced with uncertainty in resource acquisition.
- Organizations have two related objectives. On the one hand, acquiring control over resources that minimize their dependence on others and, on the other hand, control over resources that maximize the dependence of others on them. Achieving one of the objectives is thought to affect the exchange between organizations and therefore affecting the power of an organization.

In this regard, this perspective is consistent with other institutional theories where organizations are thought to be persistent structures of order, interacting in negotiations with the environment comprising multiple interests (Pfeffer & Salancik, 1978). Thus, to determine its dependency, three factors are crucial: First, the importance of the resource for an organization to be able to survive, second, the existence of alternatives for these resources (i.e., the scarcity of a resource) and third, the discretion over resource allocation and use of the other social actors. All these factors can be helpful in determining the level of dependence that an organization has.

Resource dependency in the South Korean context

Resource dependency can provide an explanation for the interactions between organizations and their environment in order to survive and get the required resources. In South Korea, the government is the main resource allocator with regard to funding, incentives and regulations, while influencing even private higher education institutions by means of governmental quotas and administrative standards that need to be fulfilled. Especially in South Korea the relationship between university and government is characterized in a lot of senses different from Western standards. In South Korea, the role of government is typically characterized as a direct regulator with huge impacts on all types of higher education institutions (Kim, 2008). When the government sees the importance of internationalization, higher education institutions need to respond to this demand. However, this response depends on the level of dependency a higher education institution experiences, which is normally explained by funding patterns, i.e., whether or not the university is private or publicly funded. Additionally, the government can use several methods to enhance the dependency of the institution and therefore force it to implement the

reforms indirectly or directly. On the one hand, specific reforms are bounded to incentives, which would enhance the attractiveness of an instrument. But on the other hand, some reforms are obligatory so that institutions can be punished in case of a failure to comply. Another crucial point to mention is here the dependence to respond to the public pressure for international higher education. Higher education institutions are today faced with increasing competitiveness and the concept of a global market economy placing education in the hands of the market and the expanded scope of choices for recipients. Recipients have recognized the importance of a high quality education for their later career. The high recognition for prestige and status in the South Korean society gives special attention to the ranking position of Korean universities. As mentioned before, Korean students and their families put a lot of efforts in their preparation to attend one of the most prestigious universities in South Korea (Kim, 2008). Thus, in order to be attractive for students, universities try hard to upgrade their ranking position. In general, institutions are increasingly perceived as service providers, who need to attract the student as customer with convincing arguments and offers (Byun & Kim, 2010). Therefore, institutions not only need to gain resources in terms of money, but as well in terms of people (who are in turn financing the institutions by means of tuition fees, etc.).

3.2 Internationalization Strategies

3.2.1 What are internationalization strategies?

Due to the fact that this research takes place at the institutional level, it is now important to determine what types of internationalization strategies exist. This can provide the framework to examine what types of instruments are used at the institutions of interest. There are a lot of different strategies to enhance the degree of internationalization at this level. Knight (1995, 1997, and 2004) distinguishes between program and organization strategies. It is important to differentiate between these two elements because by only focusing on one activity, one can overlook other issues that are important to ensure their reinforcement. Program strategies can be separated into academic programs, research and scholarly collaborations, and extracurricular programs. The organization strategies can be on the levels of governance, operations, services, human resources and finances. Each set of instruments can lead to different degrees of change an institution is going to experience. Through the focus on attracting international students, this research will limit to strategies having possible effects on the international student mobility. There are several ways to enhance the internationalization, or in this specific case, the attractiveness for international students. The chosen instruments are based on previous literature about internationalization strategies and factors influencing the students' choice for a specific country or institution.

3.2.2 Instruments for internationalization

The indicators for the program and organization strategies are presented in table 1 and 2. These tables provide an overview or a checklist about what types of internationalization strategies are used at the respective university, in which range and whether or not there exists a special focus of interest. At every institution chosen previously according to the categories of interest, it will be assessed which instruments from the table are used to internationalize the education and how they are used. This can not only provide an insight into the type of internationalization strategy used, but also how comprehensive they are utilized. Here it is interesting to look whether or not an institution specifies on certain types of instruments or has a more wide-ranging implementation. For example, research institutions are assumed to focus their input on internationalization strategies with research elements, such as joint research programs or support for students attending research exchange programs. Further, the more comprehensive and broader internationalization strategies are used, the more likely they have an impact on the levels of internationalization and the success of implementation. Especially when a good mixture between organizational and program strategies are used, the internationalization dimension is more integrated into the institutional functions (Knight, 2004). However, every set of internationalization strategies can be seen in the social context of the university. Therefore, this research will consider the possibility that the table could change according to better fitting indicators for the Korean universities at hand.

Table 1. Overview about the instruments of program strategies and their measurement

| Program Strategies | Instruments | Outputs |
|-----------------------------------|--|---|
| <i>Academic programs</i> | Exchange programs | Number of programs and students participating |
| | Korean Language courses | Number of programs and students participating |
| | Programs in English | Number of programs and students participating |
| | International Studies | Number of programs and students participating |
| | International students | Number of international students |
| | Joint/Double-degree programs | Number of programs and students participating |
| | Working abroad options | Number of programs and students participating |
| | International Summer School | Number of programs and students participating |
| | International faculty | Number of international faculties |
| | Visiting lecturers and scholars with an international background | Number of international lectures |
| <i>Research and collaboration</i> | Research agreements | Number of agreements |
| | Joint research projects | Number of programs and participants |
| | International Research Centers | Number of programs and participants |
| | International conferences and seminars | Number of programs and participants |
| | International published articles and papers | Number of international articles |
| | Faculty engaged in international research or projects abroad | Number of programs and participants |
| <i>Extracurricular activities</i> | International linkages, partnerships and networks | Number of partnerships |
| | (Cultural) orientation program | Number of programs and participants |
| | International and intercultural campus events | Number of events and participants |
| | Peer support groups and programs | Number of programs and participants |

Table 2. Overview about the instruments of organization strategies and their measurement

| Organization Strategies | Instruments | Outputs |
|--------------------------------|---|--|
| <i>Governance</i> | Expressed commitment of senior leaders | Description |
| | Articulated rationales and goals for internationalization | Number of rationales and goals with regard to internationalization |
| | Recognition of international dimension in institutional mission statements, planning and policy documents | Description |
| | Financial support for internationalization efforts | Description |
| <i>Operations</i> | Systems (formal and informal) for communication, liaison and coordination | Description |
| | Department-level system for support | Description |
| <i>Services</i> | Student support services | Number of student support services and description of use |
| | Housing opportunities | Number of housing opportunities |
| | Availability of housing opportunities | Description |
| | Financial support for international students | Number and description of scholarships |

3.3 Operationalization

3.3.1 Types of institutions

To examine the degree of normative match and dependency, organizational characteristics are most crucial. Universities are complex loosely-coupled institutions with a wide diversity of functions and compositions internal and external with the environment. The complexity, high degree of differentiation, multiplicity of units and standards, autonomy of professors, control and management philosophies and mechanisms are complicating factors to incorporate the development of internationalization. There is a wide variety of factors on which universities can be differentiated and some of them can affect their ability and capacity to change (Bartell, 2003). First, there are certain structural features affecting the capacity for collective action within universities. Additionally, the cultural identities and features of organizations should be taken into account, especially in the context of neo-institutional theory and resource dependency (Gornitzka, 1999). The distinction between two dichotomous factors results in a categorization of four types of universities as units of analysis. These categories were chosen because literature has proven that these categories are amongst the most influential and important in determining the choice for internationalization in general and the use of internationalization strategies (Kim & Lee, 2006; Chae & Hong, 2009, Kim, 2005; Kim, 2008). The following categories are public/metropolitan, private/metropolitan, public/regional and private/regional. In the following sector, the two dichotomous factors will be explained in more detail.

Private/Public

As the range of educational programs and opportunities increased with the wider number of providers, governments are forging new partnerships to mobilize the necessary resources for education and share costs and benefits (Chae & Hong, 2009). Especially in tertiary education, private sources increase their investments. With the inclusion of market principles and a higher competitiveness between higher education institutions, the differentiation between public and private funded institutions can have crucial impacts on their development and their willingness to change or adapt to governmental reforms. That is exactly what has happened in South Korea. With the increasing enrollment rates in the field of higher education in the last decades, the private sector has grown enormously so that 80% of the higher education institutions are private nowadays while 78% of all students are enrolled in them (Kim, 2008). The funding mechanisms are not only influential by financial means, but also on the structure of an institution, its administration, management, stated missions, and functions, etc. Here it is important to define what distinguishes private from public universities. Private universities are not operated by governments, although they can receive some public subsidies in forms of tax breaks and subsidies. They can be subject to government regulation, depending on the national policies. Public universities on the contrary are predominantly funded by the government, either national or subnational (Kim, 2008). By reason of the varying degree of regulation by the government on both public and private universities, it is important to analyze its influence on these institutions beforehand with regard to tuition fees, spending budgets, determine salaries, numbers of students and staff, etc. Especially with the implementation of the new market principles and higher competitiveness in the sector of higher education, the Korean government tends to change their policies with regard to decentralization, autonomy and financing (Byun, 2008). Therefore, it is important to make this distinction and look at the different instruments used at these types of universities.

All in all, it is suggested that private universities are less dependent than public universities with regard to the implementation of internationalization strategies. However, it is expected that they tend to agree more on a normative match with internationalization. That means that private universities have a higher commitment for internationalization because they recognize the benefits of including an international dimension into the function of its university, either financially or to survive on the competitive educational market without any governmental pressure. Public universities are suggested to be forced by governmental policies to implement certain types of strategies that are prescribed. That could result in a more window-dressing manner and enforced instruments are expected to be less successful than self-chosen activities.

Regional/Metropolitan

Regional and metropolitan institutions can also differ in a wide variety of factors. It should be noted here that in South Korea almost half of Korea's population lives in the metropolitan area around Seoul. As the country's foremost economic, political and cultural center, it is one of the largest cities in the world. Therefore, a large number of universities have settled down in Seoul including the majority of the prestigious universities (Lee, 2000). A lot of students try to apply for one of these universities resulting in a centralization of qualified students and professors in the Seoul metropolitan area. This leads to a disadvantage for education in regional higher education institutions. Additionally, foreign students and professors are more likely to be attracted to metropolitan areas due to the above mentioned economic, political and cultural reasons, especially when this location is combined with high prestigious institutions. The Korean government has tried to tackle the problem with different sets of reforms for these different types of institutions. For example, regional institutions should strengthen their cooperation with local industries, while metropolitan universities are encouraged to enhance their specialization by means of university merger and restructuring (Kim, 2008). A metropolitan area is characterized by a populous urban core with a high density of employment plus surrounding territory that is socio-economically linked to the urban core by commuting. Therefore, any university situated in Seoul or in the near-by surrounding will be categorized as metropolitan. Universities settled in more rural regions with a smaller population of citizens can be defined as regional.

Thus, it is expected that metropolitan universities are more globally oriented with having a higher degree of normative match than the regional universities because the metropolitan area symbolize often the international center of a country with a higher probability of English speaking people living there, more westernized living circumstances and more international people. Therefore it is expected that metropolitan universities use a more comprehensive set of internationalization strategies. However, in order to maintain a sufficient student body, which means out of a resource dependency situation, regional universities might choose for internationalization as one of their strategies to attract more students.

Other factors

There are a wide number of other distinguishing factors of institutions. Examples are the institutional ranked position or status, the size of an institution, the disciplinary mix of programs and administrative units or the distribution of authority (Lee & Brinton, 1996; Marginson, 2007; Byun & Kim, 2010; Lee, 2004, Shimauchi, 2011). Further, in case of South Korea, the history, age, and heritage are still very influential for the present situation. Some of these factors can also have an impact on the likelihood to implement internationalization strategies and the successfulness of them. However, a social science study should always be limited to the most

appropriate factors, who are in fact measuring what is meant to be measured while simplifying to the smallest set of indicators that are valid (Hudzik & Stohl, 2009). That means for this research that the main attention will be focused on the 2 factors of public/private and regional/metropolitan, how they influence the degree of normative match and resource dependency, and thus determine the extent to which internationalization strategies are implemented. A better of course implementation can in a next step lead to a more or less successful operation of the internationalization strategies.

3.3.2 Theoretical Model and Hypotheses

Operationalization of normative match

First of all it should be clear that the concept of normative match is hardly observable. The organizational culture lies often beneath the conscious level of individuals, and can only be approximated on a rather abstract level through analyzing the stories, language use, speeches, and norms that emerge from individual and organizational behavior (Bartell, 2003). Therefore, to examine the assumptions and attitudes towards internationalization, the importance of internationalization for each university of interest will be detected. That means staff members will be interviewed to detect the universities' priority setting at present and for the future and what role internationalization efforts are playing in them. Additionally, the overall articulated rationales and goals for internationalization are assessed in mission and goals statements a university proposes. Here it is analyzed whether or not internationalization aspects are integrated or detectable, and what priority is given to them. Further, the reasons for internationalization efforts are detected in order to see whether or not the university is more forced to integrate an international dimension for financial means or whether or not it is interested in a more academic way to educate its members globally. Third, universities having the goal to achieve higher levels of internationalization should think about how to achieve that goal. This can be articulated by means of policy documents or development plans to enhance the probability that the implementation will be successful regarding goal achievement. The existence and preparation of certain working papers would emphasize the willingness of an institution to make a change. Additionally, the opinion of the leaders or governance board is important in order to look whether or not they are willing to implement internationalization strategies in form of their expressed commitment to do something about it and assure appropriate resources. Nevertheless, the university and its leaders could show their willingness and conviction, but it is another question whether or not the internationalization efforts will be supported institutionally. To examine the institutional support, the number of support units will be examined as well as the financial resources the university allocates for internationalization

efforts. All in all, it should be detected whether the university and its members see the importance of internationalization and think it is the appropriate behavior to respond to this demand stated by the government and the public.

Thus, the normative match between the university and the values of internationalization (according to the chosen definition) is higher and therefore the likelihood of successful internationalization is higher if

- There is a high priority for internationalization among policymakers, academics, support staff and students
- The reasons to internationalize are multiple and of a more voluntary nature (academic and social rationales) than forced on them (political and economic rationales)
- The focus of internationalization efforts at present and in the future are strategic and comprehensively laid down in several written and verbalized statements
- The commitment of leaders to engage in international efforts can be verified from multiple sources of evidence (e.g., official documents, internet recherche, own statements etc.)
- The institutional support for internationalization is high by means of the number and complexity of support units for internationalization

Table 3. Indicators for the normative match between university's rules and norms and internationalization

| |
|--|
| Indicators of normative match |
| Importance of internationalization |
| Reasons to internationalize |
| Focus of internationalization efforts |
| Future focus of internationalization efforts |
| Commitment of leaders to engage in international efforts |
| Institutional support for internationalization |

Operationalization of resource dependency

The level of resource dependency of each of the higher education institution of interest and the government can be measured in terms of whether or not the public pressure to internationalize the education is perceived by the university of interest. Related to the public dependency, the role of ranking can be another additional approximation. In order to achieve higher positions in the global rankings, universities need to enhance their international dimension due to the fact that internationalization is one factor determining their ranking position (OECD, 2009). To examine the resource dependency on the government, it is important to examine how much money the institution gets from the government annually in terms of public funding. Further, it

is crucial to look whether alternative funding mechanisms exist in terms of private funding or donations. Here it is important to look to what extent the institution depends on students' investments, such as tuition fees. An important subsection is here how much money the university gains with international students, approximated by the amount of tuition fees stemming from international students. Alternative funding can also be apparent in the case that the universities implement the strategies. That means are there any financial incentives related to the use of internationalization instruments? What would be the gain for the university if they would implement the strategies? Further, through the high number of universities in Korea and the declining birth rates, some universities simply need to maintain their number of students enrolled for the sheer need of survival. This is also an important dimension for determining the universities' resource dependency. In summary, most Korean universities are dependent to some extent either on the government or on external funding. Although it means that the probability of being resource dependent is quite high, the different dependencies can influence the way the Korean universities are trying to internationalize their higher education. On the one hand, it is suggested that the resource dependency on the government results in more window-dressing methods of implementing internationalization strategies because the use is prescribed by the policies, as in the case of public universities. The resource dependency on external funding on the other hand can result in more comprehensive ways of using internationalization instruments because there are multiple sources of interests that all needs to be covered to satisfy their demand (e.g., governmental policies, demands from companies, suggestions from international students etc.).

Thus, it is expected that a university is more resource dependent and therefore more likely to implement internationalization strategies if the university

- Is faced with a public pressure to internationalize its education
- Has a high ranking position that it wishes to maintain/ improve it by strengthening it by internationalization
- Depends strongly on government funding
- Depends strongly on additional external funding
- Needs to maintain a sufficient number of students enrolled

Table 4. Indicators for the resource dependency of a university

| Indicators of resource dependency |
|--|
| Public pressure |
| Ranking position |
| Attracting government funding |
| Attracting additional external funding (students, industry, government bodies) |
| Maintain a sufficient number of students enrolled |

Both theories explored in this thesis claim that organizational action is limited by various external pressures and demands and, in order to survive, it has to be responsive to some extent. But as written by Oliver (1997, p.700) “According to institutional theory, firms make normatively rational choices that are shaped by the social context of the firm, whereas the resource-based view suggests that firms make economically rational choices that are shaped by the economic context of the firm”. Thus, two important concepts need to be taken into account to assess the degree of normative match and dependency an institution consists of: First, the concept of social context, or here mentioned as the concept of *normative match*, and second, the concept of *resource dependencies*. Therefore, it is crucial to look at the organization itself, examine how they perceive themselves, and identify their internal characteristics, and their external relationships. Organizations are influenced by powerful external factors, such as demographic, economic, and political factors, but also shaped by strong forces within internal dynamics (Bartell, 2003). However, a strong distinction can be made between private and public universities with regard to the differences in funding, regulations, administrations, and management. In accordance with the resource dependency, a strong distinction can be made between these two types of institutions because of the different amount of influence the government has. Therefore, private and public higher education institutions have different opportunities to get the resources they need. For example, it is assumed that on the one hand, private institutions can revert to alternative financial resources in terms of private donors, have more freedom in terms of research incomes, other tuition fee structures, etc. On the other hand, public institutions are more bounded to respond to the demands of the government in terms of implementing certain reforms to prevent financial punishments. With regard to the normative match, it is assumed that public universities are more likely to implement internationalization strategies because they think it is the appropriate way to behave (due to their dependence on the government). However, when they are more forced to behave in an appropriate way, the implementation of strategies could result in window dressing. That means strategies are implemented superficially to satisfy the requirements of the government. This lack of conviction or commitment can lead to less effective methods of enhancing the internationalization dimension of an institution. Private universities in contrast are assumed to

implement internationalization strategies since they are positive about internationalization and because of the assumed benefits in terms of getting governmental support for their internationalization efforts, more tuition fees, and academic reputation. Another important distinction is here between regional and metropolitan because often metropolitan areas are more attractive for foreign students. The metropolitan area represents mainly the most important characteristics of a country in terms of its economic, political, and cultural center and thus, international students can gain a comprehensive picture of a country in a metropolitan area combined with Western living standards. With regard to neo-institutional theory, it is assumed that metropolitan universities are more globally oriented because of the environment, in which where they are operating, and thus, are more in favor of internationalization. Regional universities are assumed to have less interest in internationalization because of their more traditional ways of functioning. However, with taken the resource dependency perspective into account, it is assumed that metropolitan universities have crucial benefits in terms of their competitiveness in contrast to regional universities, where the infrastructure and living standards are lower than in metropolitan areas. Therefore, regional universities are more forced to look for additional numbers of students. It is assumed that they have in general a less selective admission quota than metropolitan universities and thus, are pushed to implement internationalization strategies with the objective to enhance their attractiveness and get more (international) students.

In summary, the following hypotheses are stated:

1) Private metropolitan universities

- Because of their location, they are suggested to have a stronger normative match between the values of internationalization and their perceptions of universities' functions
- Because they are not resource dependent on the government, they implement internationalization strategies voluntary and because they are convinced that it is a serious and seminal strategy (i.e., no window-dressing)
- Their resource dependency on external funding increases the probability that they will look for additional sources where internationalization can make part of it by means of attracting governmental support and tuition fees (using comprehensive set of internationalization instruments)

2) Public metropolitan universities

- Because of their location, they are suggested to have a stronger normative match between the values of internationalization and their perceptions of universities' functions

- Because they are resource dependent on the government, they implement internationalization strategies as prescribed by the policies, resulting in a more window-dressing manner and a lack of flexibility

3) Private regional universities

- Because of their location, they are suggested to have a moderate normative match between the values of internationalization and their perceptions of universities' functions
- Because they are not resource dependent on the government, they implement internationalization strategies voluntary and because they are convinced that it is a serious and seminal strategy (i.e., no window-dressing)
- Their resource dependency on external funding increases the probability that they will look for additional sources where internationalization can make part of it by means of attracting governmental support and tuition fees (using comprehensive set of internationalization instruments)

4) Public regional universities

- Because of their location, they are suggested to have a moderate normative match between the values of internationalization and their perceptions of universities' functions
- Because they resource dependent on the government, they implement internationalization strategies as prescribed by the policies, resulting in a more window-dressing manner and a lack of flexibility

At first, it is crucial to examine what are the respective reasons for internationalization and whether or not they are willing to implement internationalization strategies. Therefore, the theories of neo-institutionalism and resource dependency will give an explanation to what degree they agree on the necessity to integrate the international dimension into their educational function, or to what degree they are forced to integrate them as a result of the resource dependency they are faced with. The indicators listed in table 3 and 4 will be used as the tools to examine the degree of resource dependency and normative match the respective universities have. The scores on the indicators will show whether or not the theories apply to the 4 identified institutions. The second step includes the assessment of internationalization strategies, that means what for instruments are used, to what range are they implemented and is there a certain pattern or focus observable (e.g., research-intensive or focused on extracurricular activities etc.). Finally, stakeholders were asked about their satisfaction with the respective internationalization strategy to approximate the usefulness of the instruments.

Part IV. Comparison & Analysis of the four Types of Korean Universities

In the next part, the differences between the four universities will be examined in more detail with regard to their respective normative match, resource dependency and the implementation of internationalization strategies. The section will start with a short overview about the background information of the four chosen Korean universities. After that, a comparison will be made among the four universities and the variables of interest. After each analysis, a table and a conclusion will summarize the most important findings on the chosen indicators. Since the indicators are very comprehensive, efforts will be concentrated on the most important and demonstrative indicators, especially with regard to the types of internationalization strategies. The most important indicators will be selected according to the frequency of reputation and emphasis that is put on them during the analysis of the collected data. For more information, a detailed description of all variables of interest for each university is provided in the Appendix. Finally, this part will end with testing the previously stated hypotheses about the different types of universities influencing the degree of normative match, resource dependency and the use of internationalization instruments.

4.1 Background Information for the four Types of Korean Universities

4.1.1 Private/Metropolitan: Korea University (KU)

Founded in 1905, KU is one of the oldest private universities located in the Seoul metropolitan area with 22 colleges, 1 graduate school, 8 professional schools and 14 specialized graduate schools. In 2010, it ranked 26th among Asian countries by QS World University Ranking and 191st in the world. At the present day, it ranks on the second position behind Seoul National University nationally. Currently, its student body consists of 27,243 undergraduate and 7,111 graduate students supervised by 1,587 full-time faculty members. KU is especially proud of its seminal role in contributing to the country's development with outstanding educational and research achievements. A lot of emphasis is put on the importance of heritage, because it was the first university that was established by a Korean citizen guided by the underlying belief of "national salvation through education". KU's undergraduate programs are among the most selective in the country and its alumni are widely considered as a powerful interest group in Korea. Famous for its prestigious law school, it became one of the three elite universities in the

permanent struggle with Seoul National University and Yonsei University for the leading position in the country's university ranking.

4.1.2 Public/Metropolitan: Seoul National University (SNU)

Founded in 1946, SNU is Korea's first national university with 16 colleges, 1 graduate school, and 9 professional schools. At the present day, SNU employs 2,851 full-time faculty members responsible for 16,325 undergraduate and 10,616 graduate students. Since years, the SNU is ranked on the first position among Korean universities and it is regarded as the most prestigious of all post-secondary educational institutions in the country by the general public, while consistently recruiting only high quality students. According to the QS World University Rankings, it holds the 50th position in the world in 2010. To ensure collaborations of its students with leading international institutions, SNU maintains amongst others exchange programs with Harvard, Stanford and Yale University. Throughout its history, it has a long tradition of preparing its students for key positions as public servants in the Korean government. Additionally, it is one of the global leaders in research ranking 24th in the Science Citation Index in 2008. By means of its research-intensive activities, it plans to strengthen its status of a world-class research university.

4.1.3 Private/Regional: Keimyung University (KMU)

KMU was founded in 1954 by an American Missionary and Local Church Leaders with the founding principle of providing Koreans with higher education anchored in Christianity in order to reconstruct the Korean society after the war. Currently, it hosts 24,172 students in 19 undergraduate colleges and two faculties as well as 9 postgraduate colleges. Located in Daegu City, a city in the province with about 2.5 million citizens, it has a long history of internationalizing their education and learning environment in order to attract both foreign and domestic students. Further, the university is known for its beautiful campus reflecting a mixture of Korean traditions and foreign influences with a reproduction of a traditional Korean academy as well as an Anglican Church, which is towering above the whole campus. Further, it is striving to become a world-leading university by promoting cooperation programs between industry, the government and KMU while working with the local government and companies.

4.1.4 Public/Regional: Kyungpook National University (KNU)

KNU is a leading national university located in Daegu established in September 1946. It is one of the three best recognized and oldest national universities with Seoul National University and Pusan National University. Currently, 28,692 students are enrolled supervised by 1,129 academic staff and 707 administrative staff. It entails 18 colleges and 14 graduate schools. KNU is proud of its extensive and active alumni, where many of them are in leadership positions throughout Korean companies with a special focus on the sector of domestic electronics, such as LG and Samsung. Further, it is concentrating its efforts to become a leading academic institution

by linking community, regional, national and international level together. Finally, they intend to improve their prestigious status through a focus on research-intensive activities. For example, KNU has the second highest number of SCI level publications after SNU.

4.2 Comparison of Normative Match

The normative match or attitude towards internationalization at the four universities have some similarities but also some differences. According to the theory, it was suggested that the private universities are more successful in the implementation of their internationalization strategies because their efforts are more voluntary and triggered by the attitude that internationalization should be helpful for the university, either in terms of gaining additional external funding or improving the university's quality and reputation. Further, metropolitan universities are expected to have a stronger normative match with the values of internationalization because of the global environment they are located in than in regional provinces where Korean traditions might be regarded as more important. Thus, private metropolitan universities are thought to have the strongest normative match with values of internationalization, followed by public metropolitan, private regional and finally public regional universities.

Importance of internationalization

First it should be noted that both private universities see the importance of internationalization as a higher priority than the national universities. However, it is suggested that the priority at public universities will increase in the next years due to a decreasing Korean student population and the introduction of governmental funding in the form of competitive grants. That means internationalization will be used as a tool for enhancing the quality of education and prepare students for the global work place. Further, the focus of internationalization policies can differ regarding the starting position of the universities. Since private universities are to some extent longer active in internationalization, their priority is mostly on expanding to other sectors of internationalization, such as faculty exchange or to countries not included so far in exchange agreements. The public universities are mostly concerned with enhancing the quality of their services for international students coming to their university by means of providing the necessary infrastructure and the number of English-taught courses.

Institutional support

With regard to the commitment of leaders to engage in international efforts, there is no overall pattern. It strongly depends on the individual president currently in charge. However, the two metropolitan universities are very much concerned with maintaining or improving their status as world-class universities. Therefore, the leaders know about the necessity of having internationalized education as well as high numbers of international students and faculty. This

fact, however, is more related to their prestige and ranking position rather than their metropolitan character. The presidents of the regional universities seem to know about the limitation of the provinces, and trying to enhance their attractiveness with creative ideas, such as the focus on internship opportunities at the local industry. With regard to the institutional support, there is a wide variety of differences. SNU has a very large division responsible for international affairs, although it should be taken into account that it is also a very large university in general. Noticeable, the KU has a very small department responsible for the largest number of international students among the four universities and they were concerned with the limited amount of resources provided to them. KNU was also claiming about a lack of financial support, especially for providing new and better infrastructure for international students. KMU was overall satisfied with their financial support, so it seems that the financial planning team regards efforts to internationalize as a high priority.

Conclusion

With regard to the hypotheses, private universities seem to have a higher priority for internationalization than public universities, as predicted. The reasons for internationalization are multifold, although the regional universities see internationalization as a survival strategy in order to differentiate themselves from other regional universities and meet the public demand of global education. The metropolitan universities are more concerned about their status through improving the quality of their functions, which might be more related to their ranking position than their location. With regard to the future focus of internationalization efforts, the current status of internationalization plays an important role, so that it is suggested that KU and KMU as the private universities are more advanced than the public SNU and KNU, who just started their efforts to improve the overall infrastructure for incoming international students. One important factor is also the history of internationalization for the respective university: Especially KMU began its internationalization efforts very early so that internationalization makes part of the overall identity of this university. When looking at the institutional support, a differentiated pattern emerge, where the KMU and SNU seem to have the most support for internationalization efforts with regard to the financial support and the number of staff working in the International Offices. Especially KU suffers from a lack of support currently, whereas KNU is additionally restricted in its resource allocation by its public character. Overall it is suggested that

- KMU as a *private regional university* has the highest normative match because of the importance of internationalization and the institutional support.
- KU as a *private metropolitan university* has the second highest normative match because of the importance of internationalization and the focus of internationalization efforts.

- SNU as a *public metropolitan university* has a moderate normative match because of the moderate (increasing) importance of internationalization and the institutional support.
- KNU as a *public regional university* has a moderate normative match because of the moderate to high importance of internationalization and the focus of internationalization efforts.

Table 5. Comparison of the four universities in terms of the indicators for normative match

| | Metropolitan | | Regional | |
|--|---|---|---|---|
| | Private | Public | Private | Public |
| Normative match/Attitude towards internationalization | KU | SNU | KMU | KNU |
| Importance of internationalization | High priority relating to teaching, research and services Important to educate and prepare global leaders for the competitive environment | Moderate (increasing) priority relating to enhancing the quality of its education | High priority in order to differentiate itself from other private universities in the province | Moderate to high priority to internationalize the curriculum |
| Reasons to internationalize | To increase international reputation, attracting high-quality students and faculty domestically and internationally and prepare them for the international competitive labor market | To increase the quality of education and to produce more manpower that is prepared internationally Before: not profit-oriented, no problem to attract students or receive funding Now: corporatization forces them to look for additional financial sources | Differentiation Demographic situation with a decreasing student population (attracting both domestic and international students) Attracting structural government funding | To meet the public demand of global education and to enhance the employability of their students and to maintain/improve their ranking position |
| Focus of internationalization efforts | Student exchanges and MOUs with partner universities Sending Korean students abroad by means of programs where they don't need to look for a balance | Student exchanges and MOUs with partner universities Try to maintain the quality and fit to the needs of international students (infrastructure) Attract high-quality faculty from all over the world | Providing international students with well-developed infrastructure Broad range of intercultural events and awareness programs Global curriculum and environment for both international and domestic students | Enhance the quality of education by enhancing the number of English courses and attract foreign faculty (on a short-term basis as visitor scholars) Specialization by means of internship opportunities for exchange students ("workplace experience") European partners as the target market |

Table 6. Comparison of the four universities in terms of the indicators for normative match

| | Metropolitan | | Regional | |
|--|---|---|---|--|
| | Private | Public | Private | Public |
| Normative match/Attitude towards internationalization | KU | SNU | KMU | KNU |
| Future focus of internationalization efforts | Expansion to additional joint-degree programs and faculty exchanges Focus on exchange of research and faculty | Enhance the number of MOUs with partner universities and of regular full-paying international students, especially from Asian countries | Expansion to additional MOUs with partner universities especially in East and Central Asia Attracting regular students from the US military Increase of international internships Look for external funding from other bodies, like industry or EU | Enhance the number of MOUs with partner universities, especially in European countries Attracting international faculty and enhance the number of English courses |
| Commitment of leaders to engage in internationalization efforts | More emphasis on enhancing the status of KU to a “world-class research university” but in the past, a lot of activities were done | Traditional focus on collaboration with American universities has shift towards more collaboration with Asian universities, especially in China | President supports efforts although he knows about the limitation of the province; seeing it as a way of leapfrog these problems and has a general interest in internationalization of the region rather than the university | Not that much efforts from the current president as the one before who gave a lot of incentives to partner universities etc |
| Institutional support for internationalization | Only 4 staff members in the Office of International Affairs Cuts in the financial support | 20 staff members in the Office of International Affairs Much financial supports for conferences, seminars and other advertising methods | 8-9 regular staff members in the Office of International Affairs “Satisfied” financial support from the financial planning team and the Office of Admissions | 6-7 regular staff members in the Office of International Affairs Lack of financial support |

4.3 Comparison of Resource Dependency

According to the theory, it was suggested that public universities on the one hand are more dependent on the government, so that they are forced to implement internationalization strategies as prescribed. This could result in a rather window-dressing manner of implementation as well as restricted and inflexible opportunities to improve the degree of internationalization. Private universities, on the other hand, are thought to depend more on additional external funding, such as governmental incentives for internationalization and international students' tuition fees. Forced by the public demand for global education, they are more willing to implement internationalization strategies by using more flexible methods and ideas. Further, metropolitan universities do not seem to depend that strongly on maintaining a sufficient number of students as regional universities because the metropolitan area is more attractive to both domestic and international students as well as faculty. Therefore, it is suggested that public regional universities are most resource dependent, followed by private regional, public metropolitan and finally private metropolitan universities.

Recent status of dependencies

In general, the most important reasons to enhance the internationalization efforts seem to be on the one hand, the public demand stemming from parents and students for a global curriculum and being prepared for an international labor market, and on the other hand from maintaining/improving their international ranking position. All universities have realized that nowadays they have the obligation to provide students with the appropriate preparedness for the international employability and providing high quality of international education. Because of the general importance of ranking and status for Korean universities and society, they have to act according to the ranking indicators, where the numbers of international students and faculty can have some impact. Differences can be seen with regard to the dependencies the universities perceive in attracting government funding or additional external funding. In the past, public universities were mostly financed by the government while having traditionally lower tuition fees compared to private universities. Therefore, the public universities were less concerned about attracting government funding because it was a given certainty. Further, the two metropolitan universities were not that much concerned about attracting high amounts of funding as a result of their high ranking position, which guarantees them either high amounts of government funding in case of the SNU¹⁴, or additional external funding from students in case of the KU. KU knows that it is not going to attract large amounts of direct government funding, although it receives some indirect funds on the basis of its research capabilities and the

¹⁴ Due to the strong emphasis on building world-class universities, the Korean government strongly supports efforts of the high ranking universities to improve their overall quality.

involvement in several government-supported projects, for example Brain Korea 21. KU demands the highest amount of tuition fees from his students, although there is a large amount of scholarship recipients, either KU scholarships or government scholarships. Thus, through its prestigious status in Korean society, it can allow itself to charge these large amounts of tuition fees from the students because they did not need to fear a reduction in overall student numbers. Therefore, KU seems to be less dependent on government as well as maintaining its student body than the SNU. The regional universities were traditionally also supported by the government by being engaged in several projects, like NURI project or other industry-related programs. Due to the overall cuts in the governmental budget, the application for these projects is increasingly competitive. Therefore, they are trying hard to fulfill the government requirements for being selected and supported by additional government grants. Thus, it can be concluded that they were strongly dependent on the government and additional funding opportunities.

Future trends in funding policy

Recently, the government has changed its policy with regard to financing universities. New policies were introduced to enhance the (inter)national competitiveness among universities with giving irregular grants on a competitive basis. Therefore, universities are even more required to fulfill specific criteria, also with regard to its internationalization. An especially great shift is expected at the SNU, where the corporatization will lead to a changed funding policy having also implications for their internationalization efforts. Thus, overall it is suggested that the dependency on attracting government funding will be enhanced at all four types of universities because of the more competitive distribution of government resources. Additionally, as a result of the higher uncertainty in receiving regular funds from the government, the universities began to look outside for additional external funding, either from students, industry or external government bodies. However, in general it can be observed that the regional universities depend more on receiving either governmental funding or external funding because they have more problems to attract a sufficient number of students enrolled. KNU has fewer problems than KNU due to the fact that KNU is one of the best three public universities in the country and, as a result of its public nature, charge a lower amount of tuition fees than the private universities in this region. Therefore, KNU's extensive efforts to provide a very unique set of international opportunities could be related to their high dependency on attracting funding and maintaining a sufficient number of students in order to survive. It is suggested that the changed funding situation together with the decreasing number of the Korean student population will also lead to an enhanced dependency situation, even for the two metropolitan universities, although not that strong as for the regional universities. That means for internationalization that all universities are thought to improve their internationalization in

order to comply with the public demand, governmental presuppositions to attract additional funding and/or maintain a sufficient number of students.

Conclusion

According to the hypotheses, the following statements can be made:

- KMU as a *private regional university* has the highest resource dependency because it depends on attracting additional external funding and maintaining a sufficient number of students enrolled
- KNU as a *public regional university* has the second highest resource dependency because it depends on attracting government funding and maintaining its ranking position
- SNU as a *public metropolitan university* has a moderate resource dependency because of its ranking position, it does not depend on maintaining a sufficient number of students enrolled and attracting additional external funding, although this is going to be changed in the future
- KU as a *private metropolitan university* has a moderate resource dependency because of its ranking position, it does not depend on maintaining a sufficient number of students enrolled and it charges the highest amount of tuition fees

Table 7. Comparison of the four universities in terms of the indicators for resource dependency

| | Metropolitan | | | | Regional | | | |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Private | | Public | | Private | | Public | |
| | KU | | SNU | | KMU | | KNU | |
| Resource Dependency | Recent trends | Future trends | Recent trends | Future trends | Recent trends | Future trends | Recent trends | Future trends |
| Public demand | ++ | ++ | + | ++ | ++ | ++ | ++ | ++ |
| Ranking position | ++ | ++ | ++ | ++ | + | + | ++ | ++ |
| Attracting government funding | 0 | + | 0 | + | ++ | ++ | + | ++ |
| Attracting additional external funding (students, industry, government bodies) | + | ++ | - | + | ++ | ++ | + | ++ |
| Maintain a sufficient number of students enrolled | 0 | 0 | - | 0 | ++ | ++ | ++ | ++ |

-= unimportant pressure; 0= without any influence; += important pressure; ++= very important pressure

4.4 Comparison of Internationalization Strategies

The comparison of internationalization strategies at the four universities are separated according to the concept of program and organization strategies. Because of the complexity of instruments and ways of implementation at the universities, only the most demonstrative facts will be mentioned. At the end of each section, a table will summarize the findings for the indicators of each strategy to be able to compare the efforts made at the four universities.

4.3.1 Program Strategies

Comparison of academic programs

Exchange programs

All four universities have started their internationalization efforts with enhancing the number of MOUs with partner universities with a special focus on student exchange agreements. It should be noted that both private universities, KU and KMU, have started earlier with initiatives to sign exchange agreements with partner universities than the public universities. Thus, they seem to have recognized the need for internationalization earlier without any governmental pressures. These agreements can take a wide variety of form, from the traditional short-term exchange student, which requires a certain balance with regard to the number of receiving and sending students, visiting student programs, where the student normally is required to pay tuition fees to the host university, or other agreements integrating part-time internships or research. Noticeable is that especially the regional universities have a very unique range of exchange activities with special projects to diversify themselves and gain some market advantage. As a result of their location in Daegu, they have developed strong industry-academic-relationships. Here, a lot of local companies are situated that operate on a global basis. By developing some kind of an educational hub, these universities collaborate with these big international companies, like LG and Samsung, as well as small- and middle-size companies where international exchange students can participate in part-time internships.¹⁵ Especially KNU is very successful in preparing their international exchange students with the “Korean workplace experience”: Their students are required to evaluate and reflect regularly on their professional, personal and intercultural development which is then developed into an evidence portfolio and an “international employability transcript” for their resume.

¹⁵ Both regional universities have been selected to participate in the EU-ICI project attracting European students with the help of these internship opportunities. EU-ICI program is a cooperation project between the Ministry of Education, Science, and Technology and the Delegation of the European Union as part of the Industrialized Countries Instrument (ICI) that promotes cooperation between the European Union and seventeen industrialized and other high-income countries in the field of higher education and vocational education and training (European Commission, 2011).

Programs in English

The creativity of the strategies at the regional universities is strongly triggered by the big disadvantage of lacking international faculty or the full range of courses taught in English. Most courses are related to Korean cultural programs, like Korean language or Korean economy, because in the past these subjects were thought to attract international students. During the interviews with international exchange students in Daegu, they were often complaining about the lack of academic pressure and challenging courses. At the KMU, there is until now no opportunity to study whole degrees in English. However, because of the relative high percentage of full-time international faculty of 10%, the KMU is relatively able to offer a wide range of English courses. At the undergraduate level, 426 courses out of 4411 courses are taught in English resulting in a percentage of 9,6%. Every department is required to have at least one foreign PhD helping with attracting government funds and the number of English classes. Nevertheless, it should be noted here that these PhDs are not necessarily from native-speaking countries, but mostly from an Asian background. Therefore, it is questionable whether they are able to provide high-quality English-taught courses. Further, if courses at the regional universities are offered, often they are not filled ultimately because in addition to the lower number of international students, Korean students fear to take a wide range of courses taught in English because this would result in more academic pressure and the greater possibility to fail in these courses. However, KMU is looking for a clever strategy to enhance its opportunities for international students by introducing streams of degrees where the students are able to participate in English-taught courses across different degree programs.

The KNU's strategy is mostly focused on attracting visiting scholars with an international background on a short-term basis. By means of their Visiting Scholar Program, they are trying to attract international lecturers for a period of 3-4 weeks, where the university provides a roundtrip airfare, the accommodation, stipends, and various cultural excursions. This is seen as an opportunity to let the scholars advertize the university among their students and colleagues later at home. Additionally, approximately 150 courses are provided every year, especially designed for international exchange students or degree-seeking students in the Foreign Language Departments. Nevertheless, in order to start an undergraduate degree program,

international students are required to produce their Korean language proficiency¹⁶, although not all students enrolled in Master's and PhD programs need to learn Korean beforehand.¹⁷

SNU and KU have real problems with attracting international faculty that is able to offer courses in English due to their high ranking position and the attractive location in the metropolitan area. Further, they are able to attract greater amount of funding (either governmental or from high tuition fees) so that they can offer higher salaries to international faculty. In comparison to the international exchange students in Daegu, exchange students in Seoul were complaining about the great academic pressure and the working efforts expected from them. At the KU, out of the 1,587 faculty, there are 130 full-time international faculty and 90 part-time international faculty employed. This means, the percentage of full-time international faculty amounts to 8.2%. Additionally, KU has a very well-developed Graduate School for International Studies where all programs are offered in English. In general, 40% of all courses are taught in English and all KU students are required to take at least five English-mediated courses. SNU has always attracted high-quality faculty from all over the world. Currently, 220 international faculty are full-time employed at the SNU out of 2,851, resulting in a percentage of 7.7% of international faculty. Therefore, the percentage of courses provided in English is quite high for a university that just has started its actual international activities: 700 English-taught courses out of 6,592 courses resulting in a percentage of 10.62%. The Graduate School of International Studies conducts all courses in English (except those in the Korean Studies program) and especially the College of Engineering and the College of Business Administration provide around 20% of their courses in English.

International Students

In all, it can be said that KU has made the greatest progress with regard to numbers of academic programs and international students enrolled in them, although the differences are not that big. With regard to the statistics, KU has the highest percentage of international degree-seeking students with 6.1% international students among undergraduate and graduate programs, followed by the SNU with 5.53%. KNU has about 3.57% international students and KNU around 3.47% international students enrolled in their degree programs. The same pattern is also detectable among the numbers of exchange students. In 2009, there were 689 inbound and 1241

¹⁶ Here, it should also be mentioned that around 95.4% of all the international students enrolled in the undergraduate studies are coming from Asian countries, while 3.5% come from Europe, 0.7% from Africa, 0.3% from USA and 0.1% from Oceania. Due to the fact that the Korean language is quite similar to the Chinese and Japanese language, it could be suggested that learning the Korean language is maybe even easier for those target groups. Nevertheless, in order to internationalize their higher education to prepare their students for the global work market it should be necessary to introduce more English-taught courses.

¹⁷ Nevertheless, in either case the OIAs at the regional universities recommend the Korean language proficiency strongly in order to have more opportunities to choose among courses and also engage in day-to-day life in Daegu due to the lower numbers of people able to speak sufficient English in general.

outbound exchange students at KU. Of course, these numbers differ with regard to the specific departments: Especially the KU Graduate School for Business Studies has a high percentage of international students by means of its global curriculum. Additionally, during the International Summer School, there are 1,175 students from overseas and 320 from Korea attending the short-term degree program provided by 50-60 international visiting faculty. As mentioned above, the SNU has only recently started its more intense efforts to internationalize its higher education, which can be seen from the number of international exchange students. In total, there are 397 incoming and 572 outgoing students in the year 2009. KNU receives around 80 international exchange students and 196 language program students, while sending out around 250 exchange students, 200 overseas internship students and 300 overseas volunteer students. The KMU has on average about 87 international exchange students and 100 outbound exchange students per year.

Table 8. Comparison of the four universities in terms of the indicators for academic programs

| | Metropolitan | | Regional | |
|--|--------------|--------|----------|--------|
| | private | public | private | public |
| Academic Programs | KU | SNU | KMU | KNU |
| Exchange programs | ++ | + | + | + |
| Korean Language courses | + | + | + | + |
| Programs in English | ++ | + | + | - |
| International Studies | ++ | + | + | 0 |
| International students | ++ | ++ | 0 | 0 |
| Joint/Double-degree programs | + | + | + | + |
| Working abroad options | 0 | + | ++ | ++ |
| International Summer School | + | + | + | + |
| International faculty | ++ | ++ | ++ | 0 |
| Visiting lecturers and scholars with an international background | ++ | ++ | ? | ++ |

-= unsatisfied available; 0= on average; += satisfied available; ++= very comprehensive set available

Comparison of research and collaboration

In general it should be mentioned that the data collection for research and collaboration projects was quite difficult due to the fact that most international efforts at the research level were organized by the respective department. There were no overall control and steering mechanisms for international research. Therefore, the following observations were mostly done by research on the Internet and will only provide an approximation of the real situation.

Publication of research statistics

Overall, the national or public universities seem to be much more open and generous with regard to the publication of their research numbers and statistics on the Internet. Especially SNU with its striving efforts to become a “world-class research university” published broad sections

online about their international status, the number of international research agreements, the numbers of articles published in SCI journals etc. Also the homepage of KNU provides a lot of information about their status as a national research university, the amount of government funding for R&D development, and so forth. This observation suggests that national universities are generally held more publicly accountable. The stronger governmental control and review urges the universities to have those data and to publish them accordingly. Private universities in contrast are not asked to publish the numbers and therefore tend to hold some information back, especially with regard to their financial situation and funding policy. However, the public universities seem to receive a substantial funding for investments in research and development.

Research status

At the SNU, the research grant made up the highest amount of the budget, although it is not directly reproducible which part of it is invested in international efforts. In general, it can be concluded that the SNU puts a lot of emphasis on its research-intensive activities in order to become a global leader in education and research. It is ranked on the 24th position in the SCI in 2008 as the highest ranked institution in Korea. Further, it has currently research agreements with 241 research institutions in 30 countries. On the second position, with 1928 articles published in SCI journals in 2008, is KNU. With regard to their research funds, one third of its budget is coming from R&D, which is partly financed by the government and private companies. According to the statistics published on their homepage, KNU is also very active in the research sector, and tries to maintain its position as one of the best three public research universities in Korea. Their external research fund has been increased from US\$ 87.2 million in 2004 to US\$ 115.7 million in 2008 with extensive relationships, especially with the private sector and local industry. In the future, they plan to establish 2 world-class International Research Centers and create 10 Global Research Projects in order to be ranked among the top 10 specialized Research universities in Asia. However, the two private universities are nevertheless focusing on the expansion of their internationalization efforts towards a more intensive exchange of faculty and research. The KU has set this priority for the next five years under the organization of the Office of International Affairs. Further, there are regular symposiums with international scholars either on a department-level or university-wide. On the homepage, KU boasts that it is an “internationally recognized leader” with over 100 research centers. Unfortunately, no information can be found for the KMU about their research efforts or strategies to internationalize it. Therefore it is not possible to derive on a conclusion for KMU. All in all, the data suggests that the SNU is strongest in its internationalization efforts in research and collaboration followed by the KU and KNU. In case of the KMU no conclusion can derived on.

Table 9. Comparison of the four universities in terms of the indicators for research and collaboration

| | Metropolitan | | Regional | |
|--|--------------|------------|------------|------------|
| | private | public | private | public |
| Research and collaboration | KU | SNU | KMU | KNU |
| Research agreements | ? | ++ | ? | ? |
| Joint research projects | + | + | ? | + |
| International Research Centers | ++ | ++ | ? | + |
| International conferences and seminars | + | + | ? | ? |
| International published articles and papers | ? | ++ | ? | ++ |
| Faculty engaged in international research or projects abroad | + | ? | ? | + |

?= unknown; -= unsatisfied available; 0= on average; += satisfied available; ++= very comprehensive set available

Comparison of extracurricular strategies

Overall, the peer support programs and intercultural events seem to be very similar among all four universities. They all have introduced a Buddy program, where foreign exchange students are matched with Korean students to help them with educational, administrative and living matters during their residence. Further, all universities have introduction weeks at the beginning of each semester where the exchange students are provided with information about life in Korea and at the university. Additionally, all universities are more or less engaged in regular international intercultural events, such as an International Student Day or peer groups where international students can introduce their respective home culture to the others.

Extracurricular activities at the regional universities

Important to mention should be here the extensive efforts of the two regional universities. KNU hosts two short-term customized cultural exchange programs, where students attend basic Korean language classes, special seminars, and field trips along with a variety of cultural experiences. Another great innovation is the Global Lounge with the integrated English Writing Center. The Global Lounge acts as an international meeting place for international and Korean students. There are movie nights organized or related events on a regular basis. Further, two native English-speaking interns are working at the English Writing Center to help domestic students to improve their English skills in order to be prepared for their study abroad.¹⁸ An even more enhanced version of such an International Lounge can be found at the KMU. This Lounge is very well-developed providing students with English materials in form of English books, magazines or games. Every day, there is an English movie presented and about 300 students are visiting the lounge on a daily basis. It is very popular, also among Korean students to get there

¹⁸ KNU is very concerned about the quality of their own students that they are sending out. They want their students to be well prepared before going abroad. Therefore, the students are required to fulfill certain English speaking and writing criteria before being allowed to start their period abroad. In the English Writing Center, they can train and test these skills under the supervision of native speakers.

into contact with international students and get help from them with their English homework. Additionally, the KMU has two well-developed cultural programs. First, the Korean Cultural Experience Program provide students with opportunities to experience traditional Korean culture with introducing them to a variety of courses on art, music, handcrafts, and calligraphy for one week in every semester. This program is especially authentic because it takes place in Keimyung Hanhakchon, a reproduction of a traditional Korean academy and an upper-class home located on the main campus. Second, KMU is certified for organizing Cross Cultural Awareness Programs, an initiative by the Korean National Commission for UNESCO for inviting foreign students residing in Korea to visit local schools and introduce their native cultures to Korean students. Finally, KMU has a Host Family Program, where Korean families in the local community invite international students to spend weekends and Korean holidays with them.

In conclusion, international students at the metropolitan universities seem not need to be entertained for several reasons. First, international students in the metropolitan area have more opportunities to be engaged in their free-time in this area, second, there are more international students and English-speaking Korean students they can communicate with, and finally, there is a greater academic burden that is put on them during their stay. The regional universities have to compensate for an area with less entertaining opportunities, especially for a limited number of only English-speaking international students that are often not that challenged because of a lack of degree courses provided in English. Thus, it is suggested that students at all universities are supported very well which can be supported by the interviews conducted with international students. However, it is noticeable that the regional universities offer more non-academic activities in order to support its international student with the integration into Korean (student) life than the metropolitan universities, who have mostly the “standard” programs, such as the buddy system or an orientation week.

Table 10. Comparison of the four universities in terms of the indicators for extracurricular activities

| | Metropolitan | | Regional | |
|---|--------------|--------|----------|--------|
| | private | public | private | public |
| Extracurricular activities | KU | SNU | KMU | KNU |
| International linkages, partnerships and networks | ++ | + | ++ | + |
| (Cultural) orientation program | 0 | 0 | ++ | + |
| International and intercultural campus events | + | + | ++ | ++ |
| Peer support groups and programs | + | + | ++ | + |

-= unsatisfied available; 0= on average; += satisfied available; ++= very comprehensive set available

4.3.2 Organization Strategies

Comparison of governance

Commitment of leaders and articulated rationales for internationalization

A common topic among the leaders of the four Korean universities is the “importance of preparing global leaders to be competitive in the current world”. Thus, an internationalized curriculum and environment is nowadays seen as a necessity for the educative preparation and employability. Therefore, the demand for international higher education comes on the one hand from the market pressures to compete with other universities all over the world, and on the other hand from the domestic public demand of parents and children to enjoy the best education possible for engaging later in the global labor market. Further, the universities are never getting tired of purposing their extensive goals for the future. There is a wide range of five-year plans about the expansion of English-taught courses, the numbers of international faculty, and international research agreements. However, after considering the interviews with the Offices of International Affairs, it became clear that these plans are more or less policy-driven to act according to government standards. They are not actually reflecting any reality. Overall, it can be concluded that internationalization plays to some extent in every development plan of the universities a certain role. However, the focus of attention can be very different.

Efforts at the KU (private/metropolitan)

KU focuses mainly on two aspects. The most important reasoning is, as mentioned above, preparing their own domestic students for the global world by means of sending them abroad because “with a quality international education, our graduates will be eagerly sought after by top global corporations and able to develop into global citizens with satisfying and rewarding careers”. The second rationale of the KU is to “hire world-class researchers (...) and having papers published in international scholarly journals” in order to improve its status as research-intensive world-class university. In the past, KU was very active in establishing a well-developed infrastructure for the international students coming to the campus and it regards itself as “the leader in higher education in the area of internationalization”. However, the Office of International Affairs was recently reduced from 6 to 4 full-time staff members, responsible for the coordination of about 1,000 students going abroad and around 800 incoming students annually. This could be interpreted as a lack of financial support for this part of the internationalization process.

Efforts at the SNU (public/metropolitan)

As mentioned before, SNU has only recently strengthened its internationalization efforts with regard to attract international students. However, the most important focus is on the quality of incoming students and maintaining the status. Thus, just like at the KU, the president is well interested in internationalizing its higher education because it is a necessity to improve the

ranking position in terms of the numbers of international students and faculty. Because of the rapid increase of numbers, the SNU is now active in providing the international students with the necessary infrastructure in terms of housing opportunities, number of courses provided in English, and consulting services. With regard to goals and rationales towards internationalization, SNU has published an extensive list of objectives, although it is seen as an over-ambitious attempt to satisfy the governmental demands. As mentioned by the Office of International Affairs, Korea is a member of the Group of Twenty so that it is suggested that the primary university in Korea should be also within the top 20 in the world.¹⁹ Apparently, this is not the case and therefore internationalization is integrated in the planning documents with the ultimately goal of “becoming a globally recognized research-oriented university” within the top 10 universities in the world by 2025. According to the interview partners, the most striking problem can be related to the strong governmental regulations resulting in an inflexible system difficult to change. Although most of the budget is coming from the government, the financial allocation is predetermined by the government, restricting for example the recruitment of more international professors and scholars. As mentioned above, the plans to corporatize SNU will certainly have a huge impact on the degree of internationalization leading to a more flexible system and more diverse options to internationalize its education. Finally, it should be mentioned that SNU provides a lot of financial support to the Office of International Affairs so that there are enormous activities with regard to visiting conferences, international student fairs, and organizing presidents’ meetings of various universities. Currently, there are about 20 full-time staff members employed at the OIA.

Efforts at the KMU (private/regional)

KMU regards itself as “an international center of higher learning (that) has actively pursued academic and cultural exchanges with universities abroad, sending and receiving students for study and advanced professional training” with a long history of internationalization efforts. There are serious attempts to employ full-time professors and expand the global network to various countries, international organizations and government bodies. Thus, the president is seriously concerned with internationalization efforts, especially as a method to differentiate itself from other private regional universities and maintain a sufficient student body. As a private university, it depends strongly on the students’ tuition fees so that they aim to attract both domestic and international students with their global curriculum. The Office of International Affairs has currently around 8-9 full-time staff members and is satisfied with the provided financial support for their attempts.

¹⁹ Group of Twenty Finance Ministers and Central Bank Governors.

Efforts at the KNU (public/ regional)

KNU has a comparable goal in order to become “a knowledge-driven, global-oriented university”. The foremost problem is attracting foreign faculty in order to improve the number of courses taught in English. Unfortunately, these efforts are restricted by its public nature due to the fact that there is a huge set of governmental regulations on the process of hiring new faculty and how the governmental funding should be spent. However, there are also a variety of goals and rationales for internationalization, although it is very questionable whether or not they are reachable. The Office of International Affairs recognizes that the process of internationalization and advertize this university globally can be very challenging, especially for a university in Daegu that is not well-known. Currently, there are 6-7 full-time employed staff members that are working at the OIA. However, members of the OIA complain about a lack of financial support restricting more comprehensive methods for internationalization.

All in all, KMU is thought to receive the strongest support in the governance sector with regard to the commitment of leaders, the articulated rationales for internationalization, a specific recognition of the international dimension into the institutional mission statement, and a sufficient financial support for internationalization efforts. On the second position is the SNU with an overall good positive support in all cases, followed by the KU and KNU.

Table 11. Comparison of the four universities in terms of the indicators for governance

| | Metropolitan | | Regional | |
|---|--------------|------------|------------|------------|
| | private | public | private | public |
| Governance | KU | SNU | KMU | KNU |
| Expressed commitment of senior leaders | + | + | + | 0 |
| Articulated rationales and goals for internationalization | + | + | + | + |
| Recognition of international dimension in institutional mission statements, planning and policy documents | + | + | + | + |
| Financial support for internationalization efforts | - | + | + | - |

-= unsatisfied available; 0= on average; += satisfied available; +=+ very comprehensive set available

Comparison of operations

Responsible units for internationalization

In general, most responsibility for the coordination and consultation of international students is given to the Offices of International Affairs at all four universities. Mostly, the OIAs are concerned with the promotion of their respective universities abroad by means of visiting fairs and international conferences, consulting international students, organizing meetings between the presidents of (possible future) partner universities, and signing MOUs with them. Overall it can be said that the OIA is more involved directly in student affairs with regard to exchange

students. Regular degree-seeking students can generally consulting the Offices of Admissions. Some universities also provide special department-level services because of the huge size of their universities. Especially departments with traditionally higher numbers of international students have some special support units for international students.

Committees for internationalization

All of the universities seem to have in a certain point in time established some committees for internationalization. However, it should be noted that these committees change with every new presidential period so that they are often not really operating appropriately. All interview partners agreed that these committees are more seen as a symbolic way so that the respective president can express his concerns. These committees can take various forms. Mostly they act as a kind of communication path where each department is represented by one chair member that can be contacted directly by international visitors. All in all, the operations of the four universities are more or less executed in the same manner. The data collection possesses no remarkable differences.

Table 12. Comparison of the four universities in terms of the indicators for operations

| | Metropolitan | | Regional | |
|---|--------------|--------|----------|--------|
| | private | public | private | public |
| Operations | KU | SNU | KMU | KNU |
| Systems (formal and informal) for communication, liaison and coordination | + | + | + | + |
| Department-level system for support | 0 | + | + | 0 |

-= unsatisfied available; 0= on average; += satisfied available; +=+ very comprehensive set available

Comparison of services

As mentioned before, most of the support services are organized by the Offices of International Affairs, and international students can consult them easily in case of questions. Every university conducts an introduction week where newly arrived international students are provided with information about Korea and their academic program. Further, the buddy systems seem to work very efficiently, although this service only exists for short-term exchange students instead for all international students. However, some points in services vary very widely among the four types of universities.

Student accommodations

KU has a very well-developed infrastructure on-campus with regard to housing opportunities, information technology and English-speaking ability of staff and faculty. As the only university of the universities examined in this case, it has two separate international houses accommodating about 230 international students and 94 respectively. Additionally, there is an International

Faculty house with rooms for 63 professors. These buildings are relatively new and provide a very good service. However, because of the very high numbers of international students that are enrolled at the KU, there are some serious concerns about the availability. The university is obliged to provide short-term exchange students with an accommodation. Because of the limited space in the international houses, there are some off-campus opportunities where international students are living. Thus, it can be to some kind difficult for regular degree-seeking students to find accommodations off-campus on their own. SNU has just recently opened its new accommodations for international students, so that theoretically they can accommodate all of them now on-campus. However, they only have one small only-international student house that is foremost for international students or faculty with family. Their overall policy is that they want to mix international students with Korean students to enhance their respective intercultural experience and get into contact with each other. KNU and KMU have a similar policy with regard to match Korean and international students in their accommodations. KNU has eight dormitories, where especially exchange and first-year students are provided with the opportunity to live in. KMU has a special Keimyung English Language Institute (KELI) house where most of the international exchange students are accommodated with Korean students as roommates. This provides the international students with getting to know more about the Korean culture, while the Korean students can enhance their English language proficiencies. Similar constellations are available in a Japanese and a Chinese version. In all, it should be noted that international short-term exchange students at all four types of universities were to some extent concerned about the overall accommodation policies that can be very different and restrictive especially for Western students. Mostly, the floors were separated according to gender and it was forbidden for the other gender to visit these floors. Further, most accommodations had a restricted point in time where students need to be in their rooms at night. Although this problem is more related to the cultural background, it should be a point worth to mention that especially in the mixed housing opportunities for both domestic and international students, the international students were experiencing an unexpected amount of control.²⁰

Financial support

With regard to the financial support, there is a wide variety of scholarships available for international students, although most scholarship programs are not directly financed by the universities per se. In general, it can be concluded that the scholarship policy is regarded as another strategy to attract international students from both sides the universities and the

²⁰ In South Korea, it is quite normal that universities have a more parenting role, especially in their accommodation policies. Most Koreans are living with their parents until getting married at the end of 20. So, when students are living on-campus, the university regards itself as a sort of substitute for the parents taking care of their appropriate behavior.

government. Recently, even private companies have been active in supporting international students by means of scholarship programs. There is a wide variety of scholarship opportunities for international students that are mostly based on academic achievements to release them from paying the full amount of tuition fees, housing accommodations or additional financial costs.

Table 13. Comparison of the four universities in terms of the indicators for services

| | Metropolitan | | Regional | |
|--|---------------------|---------------|-----------------|---------------|
| | Private | Public | Private | Public |
| Services | KU | SNU | KMU | KNU |
| Student support services | + | + | ++ | ++ |
| Housing opportunities | + | 0 | 0 | 0 |
| Availability of housing opportunities | 0 | ++ | ++ | ++ |
| Financial support for international students | + | + | + | + |

-= unsatisfied available; 0= on average; += satisfied available; ++= very comprehensive set available

4.5 Discussion: The Success of Internationalization?

This research aimed to examine the reasons for internationalization as well as the use of internationalization instruments at Korean universities. Overall, the types of internationalization strategies are multifold and very comprehensive. Each university has a different set of strategies with strengths and weaknesses. Due to the complexity of quantitative and qualitative data used, it is not simple to derive on a simple conclusion whether or not the use of certain internationalization instruments was successful or not.

If asking about the success, a key question here is how the institution wants to enhance the levels of internationalization in its broader functions or –formulated in another way- what are the goals of internationalization for an institution? However, goals are only given practical meaning when they are measured in the right way. Therefore, choices must be made with regard to a diverse set of dimensions these goals can propose. The way goals are stated implies a way of defining success because the achievements of the goals are consistent with the achievements of success. The key point is to define what success means to the institution with regard to attract international students (de Wit, 2009). Here, it is not only important to get an agreement on the goals of internationalization (which are often stated by the institutional government), but also on what success means.

In order to provide an answer to the question whether or not the implementation of internationalization strategies was successful, a definition should be derived what a successful implementation of internationalization means. On the one hand, success can be measured in numerical terms while examining the numbers of international students, international faculty or English-taught courses. A special focus might be given here to the program strategies measuring the numbers of programs and participants in academic programs, research & collaboration and extracurricular activities. However, the growth in numerical data is often triggered by financial incentives bound to them so that resource-dependent universities try to enhance their international numbers in order to gain some additional resources. That does not mean that internationalization actually takes place. Internationalization needs its counterpart of organization strategies providing the overall institutional support, operations and services to the international incoming people. This data is more complicated to describe and compare due to the complexity of qualitative expressions and the existing diversity in strategies embedded in the overall universities' identities.

All in all, deriving on a conclusion which universities were more successful than the other ones is only interpretative. All universities at hand show some strengths and weaknesses in their

internationalization efforts. However, this research might be interesting as a future project in order to measure the successfulness of its used instruments. Another method to approximate the success of internationalization is by asking the target group or important stakeholders involved in the process of internationalization about their opinion.

Recommendations for successful internationalization

The interviews with stakeholders might give an idea how to interpret the outcomes of the data collection in terms of success. Although asking the target group about their opinion, is more or less subjective, it can help to gain a rough estimate about the real situation. As mentioned before, the international students that were interviewed during the process of data collection had some complaints and suggestions for the universities. The most often mentioned recommendations should be summarized here to help universities with their internationalization efforts. Some of them were:

- More flexibility of student accommodation policies in case of closing hours
- More challenging English-taught courses in case of regional universities
- Less academic pressure in case of metropolitan (prestigious) universities
- Improve the English-speaking ability of staff and faculty in general
- English-taught courses should only be given by faculty with sufficient English language proficiencies

The most profound problem here influencing the academic as well as the daily life was the low quality of English-speaking staff on campus. Especially international students at regional universities were complaining about the low quality of English-taught courses neglecting the academic challenge for them. However, this problem is related to the low attractiveness of the regional location as well as the insufficient amount of salary that is intended to recruit international high quality faculty that is able to give distinguished lessons. That was also one of the recommendations proposed by the other important stakeholder group including the staff members of the Offices of International Affairs. Here, recommendations were:

- More sophisticated examination of how to attract international students and how to improve their residence
- More flexibility in resource allocation and selection of internationalization strategies in case of public universities
- More financial support to attract international faculty
- Enhance the overall quality of education adjusted to the needs of international students (i.e., not only traditional Korean culture-courses, but also International Relations or Economics)
- Enhance the number of English-taught courses in degree programs
- Improve English-speaking ability of own Korean students

Again, the quality of English-taught courses makes up an important part in the suggestions. Further, universities should have more freedom in resource allocation and the selection of instruments to adjust the respectively best fitting set of instruments to the university while taking their individual characteristics, strengths and weaknesses into account. However, the Korean government seems to become aware that the restrictive equalization of universities prevents the universities to survive on the educational market. Therefore, new corporatization policies and the privatization of specific universities' services are important steps to facilitate the process of internationalization at Korean higher education institutions.

After giving thought about the respective success of internationalization instruments, the previously stated hypotheses will be tested. In the following part the different types of universities will be described according to the hypotheses providing summarized information testing their predicted normative match and resource dependency according to their funding status and geographical location.

4.6 Testing the Hypotheses

In this section, the research wants to know how these outcomes can be interpreted in terms of the previously stated hypotheses. Therefore, each set of hypotheses for the respective type of university will be analyzed according to the found data.

4.5.1 Private metropolitan universities

It was assumed that

- *Because of their location, they are suggested to have a stronger normative match between the values of internationalization and their perceptions of universities' functions*

Partly because of its location, but more because of its ranking position the KU has a stronger normative match between the values of internationalization and their perceptions of universities' functions.

- *Because they are not resource dependent on the government, they implement internationalization strategies voluntary and because they are convinced that it is a serious and seminal strategy (i.e., no window-dressing)*

Yes, because KU is not dependent on the government, they can decide on their own what type of internationalization strategies they want to use. However, their ranking position forces them to implement certain strategies in order to enhance its internationalization numbers with regard to the international student body and international faculty.

- *Their resource dependency on external funding increases the probability that they will look for additional sources where internationalization can make part of it by means of attracting governmental support and tuition fees (using comprehensive set of internationalization instruments)*

Yes, they are more dependent on external funding, either in the form of students' tuition fees or additional government support due to their membership in several projects, such as Brain Korea 21. This involvement in several projects guarantees them to use a wide variety of internationalization instruments in order to satisfy the respective requests. In addition, their prestigious position in the Korean higher education landscape secures them a sufficient student body from which they can charge the highest amounts of tuition fees in the country.

Conclusion

Overall, the (inter)national ranking position influence the degree of normative match as well as their resource dependency on both government funding and additional external funding. Their private nature allows them some flexibility in resource allocation, so that they have a better chance to give certain incentives to international faculty and students. With regard to its use of internationalization instruments, KU has made some great progress. Especially when examining the statistics, KU has the highest amount of international students, either degree-seeking or on a short-term exchange. They have an extensive set of academic programs as well as sufficient

extracurricular activities. The quality of education provided to international students is quite high with a large amount of English courses, international faculty with sufficient English-speaking abilities, well-developed programs in International Studies, and double-degree programs. Overall, the program strategies of the KU can be suggested to be very comprehensive. However, the organization strategies have suffered to some extent in the last years as a result of cuts in the financial budget and a relatively low number of staff in the OIA. Overall, it is suggested that in the past the KU has made very huge efforts in internationalization, but the future calls for more financial and institutional support for improving and advancing its internationalization.

4.5.2 Public metropolitan universities

It was assumed that

- *Because of their location, they are suggested to have a stronger normative match between the values of internationalization and their perceptions of universities' functions*

Partly because of its location, but more because of its ranking position the SNU has a moderate to high normative match between the values of internationalization and their perceptions of universities' functions.

- *Because they are resource dependent on the government, they implement internationalization strategies as prescribed by the policies, resulting in a more window-dressing manner and a lack of flexibility*

Yes, in the past the SNU focused its internationalization efforts mostly on increasing its numbers of MOUs, international students and staff as it was prescribed by governmental demands. That results in a neglect of a more comprehensive set of interrelated instruments for foreign students and staff, such as a lack of well-developed infrastructure and student services.

Conclusion

Actually, the SNU did not take part in internationalization on purpose because its ranking position secured them great interest from the international audience to come to their university. However, recently the SNU focuses more on providing the necessary infrastructure for international students as well as enhancing the overall quality of education, so that internationalization will play a more important part in its functions. With regard to its program strategies, SNU has made some progress, although its emphasis on enhancing internationalization only in terms of numbers should be supported by a more sophisticated set of interlocking strategies. It becomes clear that these efforts are not sufficient to provide international students and staff a highly valuable and quality residency at the highest ranked higher education institution in the whole country. Through its well-developed organization strategies and high amount of financial as well as institutional support, it should be possible to improve the overall quality of education for international students.

4.5.3 Private regional universities

It was assumed that

- *Because of their location, they are suggested to have a moderate normative match between the values of internationalization and their perceptions of universities' functions*

The location of the KMU seems to have exact the opposite effect on the normative match. Due to its less attractive location combined with its private nature, the KMU regards internationalization as a survival strategy in order to differentiate itself from other universities in the province.

- *Because they are not resource dependent on the government, they implement internationalization strategies voluntary and because they are convinced that it is a serious and seminal strategy (i.e., no window-dressing)*

Yes, because the KMU is private, it has much more flexibility in resource allocation and in choosing creative ways to attract domestic as well as international students with internationalization efforts.

- *Their resource dependency on external funding increases the probability that they will look for additional sources where internationalization can make part of it by means of attracting governmental support and tuition fees (using comprehensive set of internationalization instruments)*

Yes, its dependency on external funding was one of the reasons why KMU chooses internationalization as a way of differentiation so that they can attract governmental support as well as maintaining a sufficient number of students ensuring financial support in the form of tuition fees.

Conclusion

Here, the combination of private and regional location played an important role in choosing a distinctive set of internationalization strategies in the form of extracurricular activities, internship opportunities and well-developed student services for international students. Because of its high dependency on external funding and its less attractive location, KMU has chosen internationalization as its own survival strategy. Therefore, it had made great progress in attracting international faculty, providing a sufficient amount of English-taught courses, and intercultural activities. Further, its organization strategies supplement its program efforts. Thus, although it has not reached the higher numbers of international students as at the metropolitan universities, KMU has used a more comprehensive set of strategies than was expected with providing a well-developed infrastructure for students and faculty.

4.5.4 Public regional universities

It was assumed that

- *Because of their location, they are suggested to have a moderate normative match between the values of internationalization and their perceptions of universities' functions*

The location of the KNU seems to have exact the opposite effect on the normative match. Internationalization is regarded as a necessity nowadays that needs to be integrated into a university's function, especially for regional universities in order to make the university competitive and more attractive for both domestic and international students.

- *Because they are resource dependent on the government, they implement internationalization strategies as prescribed by the policies, resulting in a more window-dressing manner and a lack of flexibility*

Yes, there is a lack of flexibility because the government prescribes how the given resources should be allocated. However, KNU proves that it is nevertheless creative in its ideas to advertize its university to the global environment. Thus, the prescription of the policies do not result in window-dressing strategies because the normative match of recognizing the importance of internationalization has a greater influence than the resource dependency on the government.

Conclusion

Unless its restricted location and the prescribed resource allocation, as a result of its public nature, the KNU is highly active in internationalization efforts. It also provides a very creative set of strategies. However, the lack of adequate resources and institutional support limits to some extent the efforts of the OIA to provide an overarching support and service for international students and staff. It should be emphasized that the normative match with the values of internationalization influences greatly the efforts of the KNU to actually internationalize its education while proofing its creativity in the selection of instruments despite the aggravating circumstances of being a public regional university. The future will show whether or not the KNU is able to improve its quality of education for both incoming and outgoing students in order to maintain its ranking position as one of the three best national universities in the country

Part V. Conclusion

The goal of this research was to answer the following main question:

What reasons do Korean universities have for internationalization and what kind of instruments do they use?

To provide an answer to this main question, six sub questions were proposed.

The first sub question asked about the important characteristics of South Korean higher education institutions with regard to their motives, rationales and objectives related to internationalization. A common topic among all higher education institutions at hand was the public demand for global education in order to prepare their students for the international labor market. Internationalization is seen as an important domain of the educational rationale to provide people with an opportunity to meet international market demand and work environment. A related important issue was international competitiveness of the institutions themselves: Internationalization strategies are used as a way to improve the ranking position nationally and globally. Some differences were detectable with regard to the motives of metropolitan universities versus regional universities: Metropolitan universities were mostly concerned about enhancing their overall quality of education, which might also be attributed to their prestigious position, whereas the regional universities regard it as an opportunity to enhance its overall attractiveness to maintain a sufficient number of both domestic and international students.

The second sub question asked what kind of theories can explain the internationalization in higher education. This research chooses for the neo-institutional theory of the normative match and resource dependency. A combination of these two theories should explain why universities have different reasons to internationalize their higher education and what dependencies led to the respective selection and use of internationalization instruments.

The third sub question aims to examine a difference in the reasons for internationalization between public/private and metropolitan/regional universities that can be explained by the theories of resource dependency and normative match. With regard to normative match, it was demonstrated that private universities have a higher normative match with the values of internationalization in terms of their priority for internationalization and the institutional support provided. Further, the regional universities match with the values of internationalization if they regard it as a way of differentiating themselves from the other universities. Here it is suggested that the distinction between private and public universities has

a stronger impact on the normative match than the location of the respective university. With regard to resource dependency, a differentiation can be made between the dependency on the government or on external funding sources (i.e., tuition fees or government support for internationalization efforts). Overall, the dependency on external funding sources will increase as a result of the changed regular government support for public universities. With the inclusion of a competitive system of resource allocation for all types of universities, the public universities will have to look for additional funding opportunities in the future. Further, the metropolitan universities seem to have fewer problems to find resources than the regional universities. Due to their high ranking position, they are very attractive for both domestic and international students, attract government support to enhance their world-class status and, in case of the private university, can charge higher amounts of tuition fees. Here, it is suggested that the location has a greater influence than the private versus public differentiation. Other influencing factors might be the ranking position of the universities and the duration or history of internationalization efforts.

Fourth, the study wanted to examine the internationalization instruments that were used at the four different types of universities. The list of indicators for the respective program and organization strategies provided a feasible instrument to compare the strategies used at the universities.

The fifth sub question asked about a difference in the kind of internationalization instruments that were used at the different types of Korean universities. It was shown that the degree of normative match and resource dependency can influence the use of internationalization strategies. In case that the university regards internationalization as a necessary element in their overall functions, i.e., having a higher normative match, they take care that internationalization was not only realized in terms of statistics, but also by providing the infrastructure or organization strategies that facilitate the operation of the program strategies. Further, their dependency on the government sometimes restricts the flexibility of resources that are used for internationalization. However, this does not necessarily result in window-dressing strategies, as long as they had a high normative match. In case of the resource dependency on additional external funding, this dependency will be strengthened even more in the future due to a changed funding policy of the government. It is expected that this influence will trigger the use of certain internationalization strategies that are rewarded by means of competitive financial incentives from the government or other governmental bodies. However, each university had a distinct set of internationalization strategies implemented with different strengths and weaknesses that are displayed in the analytical part in more detail.

Finally, it was asked about recommendations of stakeholders at the institutional level with regard to realizing successful internationalization strategies. Different types of stakeholders were asked during the data collection. The two most important stakeholder groups that were interviewed were international students and staff members of the Offices of International Affairs. They gave a very valuable insight into the internationalization efforts at the Korean universities. International students were mostly concerned with the low quality of English-taught courses and the English-speaking ability of faculty, especially at regional universities where in addition students complain about a lack of academically challenging courses as well as the restrictive student accommodation policies. Staff members of the OIAs recommend that most financial support should be allocated to attract international faculty with a higher salary in order to also tackle the problem of low English-speaking ability of faculty. Overall, the quality of education needs to be adjusted to the needs of international students and the contemporary global labor market. In general, the universities should be allowed to include more flexibility in resource allocation and the selection of internationalization instruments to adapt them to the individual characteristics of a university.

Combining the answers from the sub questions, the main research question can be answered:

What reasons do Korean universities have for internationalization and what kind of instruments do they use?

The reasons for internationalization at South Korean universities can differ to a wide variety depending on the degree of normative match and resource dependency, which is in turn influenced by the university's location as well as their public or private nature. The university with the highest commitment for internationalization was the private metropolitan one. Its private nature along with its attractive location in the Seoul metropolitan area and to a high extent its ranking position result in a high normative match with the values of internationalization. Further, it was relatively independent from the government resulting in a flexibility of resource allocation and selection of strategies used. Therefore, this university provides a comprehensive set of internationalization instruments. An unexpected high rate of commitment, i.e., normative match with the values of internationalization, was found at the private regional university. Here, its private nature on the one hand resembles relative independence from the government, but on the other hand a high resource dependency on additional external funding, which was even enhanced by its less attractive location. They regard internationalization as a clever survival strategy in order to differentiate themselves from other regional universities with a creative set of internationalization instruments. Another influential factor was here the historical perspective with a long tradition of internationalization and international networking. In case of the public metropolitan university, the resource dependency on the government indeed led to some window-dressing strategies in order to just

improve the international statistical rates. Further, internationalization was not seen as a real strategy because its ranking position led automatically to more interest from the international audience. Therefore, its ranking position had more impact on the resource dependency and its normative match than the location and even the public nature. Finally, the public regional university was indeed restricted in their use of internationalization instruments due to its resource dependency on the government, resulting in the prescribed use of resources and strategies. However, its normative match was nevertheless higher than expected because of two factors: first, its ranking position as one of the three best national universities in the country and second, as in the case of the other regional university, it has recognized internationalization as a contemporary public demand and a distinct way to survive in the region.

5.1 Concluding Remarks: Internationalization in the Future

Over the past decades, the higher education landscape of Korea has been undergoing rapid change under the direct influence of internationalization. Though the Korean higher education system showed a huge expansion of educational opportunities, it is qualitatively unable to respond to the social changes in the era of universalized education and to meet the needs of the global labor market. As also this research clearly illustrates, internationalization is increasingly perceived as a key tool to improve the quality and competitiveness of higher education and research. However, to implement the national internationalization policies more effectively, Korea and its higher education institutions must address a number of new challenges.

First, the government needs to provide a more comprehensive support for realizing internationalization at Korean universities. Until now, the government's overall emphasis on a quantitative improvement in terms of international student numbers, the number of English-taught courses and the recruitment of international scholars result in a superficial performance of the universities only to fulfill governmental quota. A deteriorating factor is here that a lot of evaluation criteria to access the universities' funding programs, such as BK21, are related to the percentage of foreign and exchange students and the proportion of professors from abroad. This linkage with financial incentives in order to improve the internationalization of universities has a lot of negative side effects where universities mostly concentrate their efforts on an enlargement in quantitative terms instead of an interconnected set of instruments and strategies. This in turn has negative consequences for the overall enhancement of quality of education which is more than counterproductive for the ultimate goal of enhancing the competitiveness of the Korean higher education institutions.

Another often mentioned topic relates to the relations between the government and the university that is very unique in the Korean context. The government regulations in the higher education sector have ever been strong, regardless of funding patterns. Private universities are

under the control of the Private School Law, which emphasize rules and regulations instead of autonomy. Under this strict government control there has been a strong egalitarian motif. Further, there is a strong academic hierarchy among universities, while the functions of most universities are hardly differentiated. Most of them aim to become a research-oriented world class university resulting in a uniform system with a lack of specialization and high quality. This has result in limited educational choices and thus the strong public demand for the best education possible has not been satisfied domestically, which is also one of the reasons for the high numbers of Korean students study abroad.

Another problem is the imbalanced supply and demand of highly educated people in the labor market. 70.5% of all Koreans in the age group between 18 and 25 years are enrolled in a higher education institution. This oversupply has resulted in an increase in the unemployment rate of university graduates in Korea with a proportion of unemployed young people in Korea estimated at 7.9% in comparison to the average unemployment rate of 3.5%. Therefore, more and more college graduates are taking unsatisfying jobs for which they are overqualified or working in the fields unrelated to their majors. However, at the same time companies experience a shortage of quality manpower in production and engineering fields. In general, the rapid expansion of higher education has led to concerns about the quality of university graduates. Especially business leaders complain that the academic content and training acquired by students are often not relevant to their job descriptions. Thus, Korean higher education seems not to fulfill the highest potential because the purpose, functions, curriculums, and governance of universities are not consistent with social changes.

All these problems can be found to a more or less extent in this research as well as ways how universities try to deal with them. Especially the public universities show that they have overemphasized a quantitative improvement in terms of internationalization while neglecting the qualitative counterpart due to their resource dependency on government funding. Both metropolitan universities have shown a relatively similar proposal to focus their activities on becoming a world-class research university where they try to attract high quality faculty and students either domestically or internationally. Regional universities have tried to differentiate themselves in order to make them more attractive and survive on the education market. Here, the industry-academic relations indicate the importance of providing higher education and training that fits the needs of the big companies in Korea in order to improve the human capital as well as the national economic growth. Both government and universities have demonstrated their willingness to deal with these problems in the future. It will depend strongly on national policies and what activities they will support so that universities make more progress in terms of being prepared for the challenges of a knowledge-oriented society in a global competitive environment.

5.2 Reflections on the Research

This part will reflect upon the research. It will provide considerations and thoughts that have not been made explicit before.

First, this research is based on quantitative as well as qualitative data. Data collection exists of statistics that are mostly derived from the university directly. Therefore, it could be questionable whether or not these statistics are reliable. It should be taken into account that manipulation is possible, either in case that universities tend to publish only the data that represents a positive picture of their internationalization while ignoring the more negative ones, or that they even have interpreted data in a different way than it was suggested resulting in higher numbers than there actually are. However, the probability of measurement errors was tried to be limited by means of using multiple sources of evidence. Most information about the program and organization strategies that are implemented at the respective universities derive from brochures, online information or the interview partners in the Offices of International Affairs. This data might also be biased because of their subjectivity, but it is suggested that the multiple sources yield to a likelihood of nearness.

With the help of HEPRI, contact to interview partners in the Offices of International Affairs was established. All interview partners had quite a high amount of experience in the daily interactions and consultations with international students. Further, they knew about the practices of the OIAs as well as the general status of internationalization of their respective university. During precedent e-mail contact, the interview questions were sent to the contact persons and all of them have been more or less prepared for the interviews. It should be positively emphasized that all interview partners answered the questions in an open and straightforward way. Guaranteed with anonymity, they were also honest to criticize certain parts, while complimenting other parts they were certainly proud of. Further, these interview partners were in three out of the four cases from an international background, so that it can be suggested they are relatively enlightened with the internationalization processes in other countries.²¹ In addition, all of the members of the OIAs visit international conferences and symposiums about internationalization on a regular basis. Overall, it is suggested that the interview partners represented valid and fruitful sources of information. However, it should be taken into account that their employment position might imply that they are more positive about internationalization in general in contrast to staff members employed in other departments at the universities.

²¹ The contact person at the SNU has studied in Edinburgh, the contact person at the KNU was originally from Ireland and the interview partner at the KNU was from Scotland living and working for almost 20 years in South Korea.

During the residence at the universities, international students were selected by chance on campus. During the selection, it was attempted to establish a representative sampling of degree-seeking and short-term exchange students in equal parts. Further, the country of origin can have some implications on the experience the international students have, as was shown by various research.²² However, here it might be possible that an underrepresentation of Asian international students could result in an incomplete reproduction of the experiences of international students. It should be noted that 80% of all international students at Korean universities stem from Asian countries, but most of the interviewed students were from European countries, United States, South America, India and from Afghanistan. It is suggested that this relatively uneven distribution might be a reason for the overall very positive and satisfied experience of the international students. Previous research has shown that especially Asian international students coming from so-called 'less developed countries', such as Mongolia, Vietnam or Laos, have substantial problems with discrimination and integration. Embedded in the concept of neo-racism, scholars assume that students from lower-income countries are discriminated on the basis of the national economical status or cultural attributes (Lee & Rice, 2007). This theory was tested recently in a South Korean context and the preliminary findings indicate indeed signs of discrimination experienced by students coming from these countries (Dembereldorj, Kwon & Nam, 2011). Thus, it should be taken into account that these students and their opinions might not be sufficiently represented.

Finally, data from official sources were quite rare due to the lack of English written material. There were some well-developed statistics published by the Ministry of Education, Science and Technology (MEST) or the Korean Educational Development Institute (KEDI). However, more detailed information and numbers in specific about internationalization efforts at the respective universities were not available or the information was provided only in Korean language. Therefore, most of the data was derived, as mentioned above, from the universities directly.

Another point to mention is the representativeness of the selected universities for each of the category of interest. The selection was based on literature and the expert opinion of the director of HEPRI, a higher education policy research institute with profound knowledge about the Korean higher education system in general and contacts to each of the universities. However, as it also was demonstrated, there are other variables that can influence the relations between the variables of interest. For example, the history and duration of internationalization activities as

²² Some countries' cultures seem to be more difficult to adapt to than others. Studies have generally support the suggestion that the more culturally distant or different a host culture is from a person's own, the more difficult it is for him or her to adjust (Black, Mendenhall & Oddou, 1991). Additionally, the type and quality of language used at the institution and by the student can have an important influence on the social and academic experience of students. One of the most common trends among Korean universities is the introduction of English-medium instruction to attract international students which can have either negative or positive results (Byun & Kim, 2010).

well as the ranking position can impact the degree of normative match and the resource dependency enormously with having indirect effects on the use of internationalization strategies.

5.2 Suggestions for Further Research

During the research a number of issues and suggestions came up that might be helpful in further research.

First, the quantitative and qualitative data collection should be complemented by statistics from official sources, such as MEST or KEDI. Further, some universities report their development plans to MEST on a regular basis in order to apply for the participation in special funded programs or receiving additional governmental incentives for certain actions. However, these documents are on the one hand not easily receivable, because neither the Korean ministry nor the universities publish these reports, and, on the other hand, these reports are written in Korean language so that they are not easy to translate. For further research, an international research team consisting of members with Korean language proficiency might compensate for these problems so that a more comprehensive data collection is possible.

Second, it was demonstrated that the ranking position as well as the history of internationalization of a respective university can have an influential effect on the variables of interest, i.e., the degree of normative match and resource dependency as well as the use of internationalization strategies. Future research should focus on these aspects and other variables that might be of influence.

Third, this research chose for a case study design so that each category of interest was represented by only one university. However, case studies are one of several ways of doing social science research. Although the case study had several advantages in order to provide an in-depth insight into the functions of these Korean higher education institutions and their internationalization efforts, the inclusion of a wider number of Korean universities might help in gaining an impression of the Korean internationalization status in general. This study might help to provide the appropriate instruments that should be measured and compared among other universities while keeping the influence of third variables constant.

Fourth, there are other groups of stakeholders that might be asked about their opinion. For example, professors are an important target group that are greatly influenced by the internationalization policies and instruments that are purposed by the government as well as the universities. Studies show that the overall character of university academic culture is homogeneously Korean, although the number of international faculty and university courses offered in English are to be enhanced in the next years (MEST, 2009a). Nevertheless, there is a

wide gap between policy aspiration and the realities of institutional implementation, which also depends on the willingness of Korean faculty to teach courses in English or to accept and integrate international faculty in their academic environment. Research indicates that foreign academic often do not feel fully accepted as a result of a strong cultural closure, which do not allow foreigners to be part of Korean society (Kim, 2005). This, of course, has serious implications for the institutional support for internationalization, i.e., the normative match, so that internationalization is seen as a necessity and the right way to do. Future research might explicitly focus on this academic aspect while interviewing Korean and international faculty about their experiences with integration and discrimination as well as their attitudes towards internationalization.

Finally, this research focused on the examination of the reasons for internationalization as well as the use of internationalization instruments at the different types of Korean universities. As discussed in part 4.5, an interesting follow-up study might concentrate on the successfulness of the respective used instruments. Although measuring success is a complex challenge where a lot of influencing factors need to be taken into account, such an analysis might be very fruitful on a national and institutional level to decide which instruments have the highest rates of return with the lowest costs. This can improve the efficiency of internationalization at Korean higher education institutions profoundly. An interesting work that might be used to assess the successfulness of internationalization in the future is provided by Stohl & Hudzik (2009). According to their research, there are three indicators that need to be measured to approximate the respective success of internationalization strategies, namely inputs, outputs and outcomes. First, inputs are the resources by means of money, people, and policies that are available to support internationalization efforts. This indicator provides an overview about the used instruments to internationalize higher education at the respective university. Second, outputs are defined as the number and types of activities undertaken to support internationalization efforts. Here it is measured whether or not the implemented instruments are used efficiently. The last indicators, outcomes can be perceived as the impacts or end results, like the employability of graduates in the global labor market. These are usually most closely associated with measuring achievement and the missions of institutions, which means measuring the successfulness of the implemented strategies. Future research might show to what extent this framework can be adjusted to the South Korean context.

Appendix

1. The Internationalization Efforts at South Korean Universities

This part presents the empirical data collected for this research. The data should represent the four categories of interest, namely private/metropolitan, public/metropolitan, private/regional and public/regional. Based on literature and with the help of a Korean higher education research institute four Korean universities were selected as case studies one for each category of interest. The selection was made for Korea University (private/metropolitan), Seoul National University (public/metropolitan), Keimyung University (private/regional) and Kyungpook National University (public/regional). These universities are chosen because they represent the respective categories sufficiently while other variables that might be an influence are balanced, such as the universities' size in terms of staff and students and the attractiveness of the universities for Korean students. For each university, the data collection entails documents and brochures as well as information provided online and interviews with universities' staff.

The universities are presented in the following section in more detail, structured and categorized as follows:

- Background information about the university (i.e., size of the university, number of students and faculties, history, prestige and status).
- Case study methodology including the analyzed data sources.
- The degree of normative match according to the previously chosen indicators in table 1.
- The degree of resource dependency according to the previously chosen indicators in table 2.
- The internationalization strategies used/implemented at the university according to the previously chosen indicators of program and organization strategies presented in table 3 a and b.
- A conclusion is provided for each section.

The universities are presented in the following order: Korea University, Seoul National University, Keimyung University and Kyungpook National University.

1.1 Korea University (KU)

1.1.1 Background

Korea University is a private university with 22 colleges, 1 graduate school, 8 professional graduate schools and 14 specialized graduate schools. The acceptance rate for Korea university class entering in the spring of 2010 is 6.05% while having 4,586 accepted students out of 75,009 total applications. The selectivity ranges from medicine (1.84%) to health science (12.34%). Currently, its student body consists of 27,243 undergraduate and 7,111 graduate students. Overall, the Korea University is well-known for its nationalistic character and also for its excellent law education. In 2010, the KU ranked 26th among Asian countries by QS World University Rankings. At the present day, it ranks second behind Seoul National University nationally. It became clear out of the literature that over the past 100 years, KU has played a seminal role in contributing to the country's development with outstanding educational achievements which fills the KU students and faculty with pride. Further, when looking on its alumni, there are a lot of famous people, such as the current president of South Korea. Korea University has a very unique history demonstrating and stressing the importance of heritage for Korean universities in general. In 1905, Lee Yong-ik established the Bosung College, the predecessor of Korea University (thereafter named as KU) with the underlying belief of "national salvation through education". It was therefore one of the first universities founded by a Korean citizen which influences the importance of traditional Korean values to the present day. In 1946, it was named into Korea University comprising three colleges, the College of Law and Political Science, the College of Business and Economics and the College of Liberal Arts. Devoted to the motto of liberty, justice and truth about 3,000 KU students started the April 19 Revolution in 1960 while protesting against the injustices of the country's dictatorship. Famous for its prestigious law school, it became one of the three elite universities in a permanent more or less serious struggle with Seoul National University and Yonsei University for the leading position in the country's ranking. Especially the rivalry between the country's top two private schools, Korea University and Yonsei University is nationally renowned. At the peak of rivalry, the two universities compete in football, rugby, baseball, basketball and ice hockey every year at the annual fall sports festival known as the Korea-Yonsei University Friendship Games.

Towards the new millennium, the KU has recognized the importance of being prepared for new challenges including internationalization and globalization integrated in the uprising call for a more knowledge-oriented economy instead of services as provided before.

1.1.2 Case study methodology

In order to explore the degree of normative match and resource dependency as well as providing an overview about the internationalization strategies used at the university, the data collection consists of 1 interview with the Office of International Affairs, 2 interviews with 3

international degree-seeking students, interviews with short-term exchange students, internet research and the analysis of KU brochures, such as *Korea University, Studying at the Korea University, Korea University College of Education, International Summer Campus* and the international university newspaper *Granite Tower*. Further, the residency in the international faculty dormitory over a period of 3 months provided a detailed insight into the life as an international guest at this university.

1.1.3 Normative match

When looking at the welcoming words of Ki-Su Lee, the previous president of KU, it became clear that the KU has an outstanding and unique role for Korea “of inspiring the nation through the power of education and beliefs in the ideals of liberty, justice and truth” as a “source of pride for the Korean people”. The emphasis on national values and holding traditions is important in examining the internationalization efforts of the KU. It has the unique challenge to balance between the demands of the rankings that emphasize more and more the international dimension and its traditional Korean role. The President expressed the solution in a clever comprehensive way: “our mission is to help the Korean people to advance abroad. Once there, they will impress the world with their long and distinguished history and often-hidden power, exerting a strong and beneficent influence while contributing to the development of mankind and winning distinction on the global stage”. Further, “KU is committed to building global leadership by working for the citizens of the world”. Summarizing his words, one can more conclude that KU has recognized the importance to react to the dimensions of globalization but they nevertheless focus their efforts on national Korean values and traditions. This is mostly influencing their internationalization policies. They want to prepare the Korean students for a life in a globalized world. Throughout the review of brochures, speaks and prospects, it became clear that their focus is strongly on preparing their own students for the global competitive environment by sending them abroad. According to the statements in brochures, they have concrete plans to expand the internationalization dimensions into their mission with regard to the number of English taught courses, expanding the division of International Studies and the numbers of sisterhood agreements with other universities worldwide. Nevertheless, the documents of the KU never forget to put emphasis on their leading position in Korea and being among the best 100 universities worldwide. This of course reflects the general importance of status and hierarchy in Korean society as mentioned before. This mixture results generally in international efforts to attract especially high quality scholars, visiting tutors or students to maintain their own prestigious character.

Thus, the goal of the Korea University is about educating their students in order to be able to survive in a global competitive environment by sending their own students abroad and attract high quality students and scholars from other prestigious higher education institutions to

maintain their high level of prestige. In terms of the *normative match* it is concluded that the idea of becoming a strong international player means that the people are willing to change to become more international, although it is seen foremost as a benefit to its own Korean students instead of changing to attract international students.

Table 1. Evaluation of the indicators of normative match for Korea University.

| Normative match/Attitude towards internationalization | Korea University |
|---|---|
| Importance of internationalization | High priority relating to teaching, research and services Important to educate and prepare global leaders for the competitive environment |
| Reasons to internationalize | To increase international reputation, attracting high-quality students and faculty domestically and internationally and prepare them for the international competitive labor market |
| Focus of internationalization efforts | Student exchanges and MOUs with partner universities Sending Korean students abroad by means of programs where they don't need to look for a balance |
| Future focus of internationalization efforts | Expansion to additional joint-degree programs and faculty exchanges Focus on exchange of research and faculty |
| Commitment of leaders to engage in international efforts | More emphasis on enhancing the status of KU to a "world-class research university" but in the past, a lot of activities were done |
| Institutional support for internationalization | Only 4 staff members in the Office of International Affairs Cuts in the financial support In the past, there were a lot of active efforts to internationalize the campus; recently less money |

1.1.4 Resource dependency

KU is primarily a private university and therefore the amount of government funding is generally very low. As estimated by the Office of International Affairs, the percentage is 0.9% per year. Thus, the KU is not directly receiving money from the government on a regular basis. However, some projects can be related to the internationalization efforts at the KU, such as "Strengthening Educational Capabilities in the Universities" for which they have applied. For the

last two years, they received US\$ 700,000 per year from the government. Additionally, KU takes part of the Brain Korea 21 Project receiving a substantial amount of government resources.

However, the major part of funding comes from the tuition fees of students. Around 38.2% of the overall budget stems from the tuition fees. Additionally students need to pay student fee as well as entrance fee. In 2011, graduate students in MBA programs have to pay between US\$ 4,400 (in Liberal Arts & Social Sciences) to US\$ 7,780 (Medicine) additionally to the entrance fee of US\$ 1,030 and student fees of US\$ 25. The amount of funding coming from international students can only be estimated and depends largely on the type of program the international student is attending. For the student exchange program, all students pay tuition and other mandatory fees to their home institutions while the KU is not allowed to charge fees. However, exchange students are responsible for their own cost of living, such as accommodation, purchasing textbooks and other personal expenses in case the student does not receive a scholarship. ISEP students are generally provided with accommodation at the International Student Residence with monthly meal stipends of 270,000 KRW during one semester period. Students participating in the Visiting Student Program (VSP) have to pay US\$ 4,000 per semester as an undergraduate and US\$ 5,000 per semester as a postgraduate. All in all, the KU seems not to depend that strongly on the government but to some extent on students. Due to their high ranking position, they never had any problems attracting students either international or domestic. That means for the internationalization strategies that it is expected that they have to some extent already internationalization in terms of numbers of international students, English courses and international faculty because of their high ranking position. They depend on maintaining a sufficient number of students enrolled in order to attract external funding from students. Based on the growing public demand of global education, it is expected that they will maintain their internationalization efforts to provide Korean and international students a sufficient preparation for the global labor market.

Table 2. Evaluation of the indicators of resource dependency for Korea University

| Resource Dependency | KU | |
|--|---------------|---------------|
| | Recent trends | Future trends |
| Public demand | ++ | ++ |
| Ranking position | ++ | ++ |
| Attracting government funding | 0 | + |
| Attracting additional external funding (students, industry, government bodies) | + | ++ |
| Maintain a sufficient number of students enrolled | 0 | 0 |

1.1.5 Internationalization Strategies

There is a wide variety of internationalization strategies that can be used at universities. This research has chosen for the indicators proposed by Knight (2004) who distinguishes between program and organization strategies. Program strategies can be separated into academic programs, research and scholarly collaborations, and extracurricular programs. The organization strategies can be on the levels of governance, operations, services, human resources and finances. Each set of instruments can lead to different degrees of change an institution is going to experience. The chosen indicators are based on previous literature about internationalization strategies and factors influencing the students' choice for a specific country or institution.

Program Strategies

Academic programs.

There are mainly two study abroad options that most of the international students are enrolled in:

- Student exchange program (SEP) with 1,066 inbound programs and 535 outbound programs (581 outbound students participating in the year 2007)
- VSP (Visiting Student Program) with 485 outbound students participating

Two other opportunities are ISEP (International Student Exchange Program) with 245 universities in 35 countries and KIEP (Korea University International Education Program). Since 2009, a new agreement was accomplished between the Republic of Korea and European Union to precede the EU-Korea ICI Educational Cooperation program under the name of 'A Korean-European Nexus on International Economy & Governance'. This program specializes in the field of International Economy, Politics, Law and Area Studies while operating student-exchange

programs with an integrated curriculum. Thereby, the KU has achieved agreements with 3 partner universities (Bocconi University in Italy, Universitat Popeu Fabra in Spain and Copenhagen Business School in Denmark). In 2009, there were 5 European students at the KU and 6 Korean students in Europe. The Korean Language and Culture Center provides complementary intensive language classes during the vacation periods for incoming exchange students. The ratio of courses taught in English is quite high with 40% of all courses in general. Additionally, all KU students are required to take at least five English-mediated courses. For students interested in International Studies, The Graduate School of International Studies (GSIS) established in 1991 offers two Master Degree Programs in the fields of International Studies and Korean Studies with five major tracks (international commerce, international organization, international finance, international security, and international electronic commerce). Since 2002, also undergraduate students can participate in International Studies at the Division of International Studies (DIS). In total, there are 2,096 international students out of 34,354 students resulting in a ratio of 6.1%. In 2009, there were 293 international undergraduate students (out of 27,243 students) (1%) and 576 international graduate students (out of 7,111 students) (8.1%). Additionally, 3,418 international students participated in certificate programs. In 2010, there were 698 inbound exchange students and 1241 outbound exchange students. The KU participates in several joint/double-degree programs, such as:

- GSIS: 2 joint-degree programs (Robert F. Wagner Graduate School of Public Service at the New York University and the School of International Service, American University in Washington D.C.)
- Business School: participating in the S3 Asia MBA program together with the Fudan University (China) and Singapore National University as a threefold joint degree program

There are some working abroad options for international students, especially for degree-seeking students in the GSIS that are organized by the Global Leadership Center. An important part of the KU's internationalization strategy is made by its International Summer School. The International Summer Campus is a pre-college summer program designed to assist high school graduates who will enter universities to prepare for university life with attending lectures taught by "the most renown scholars from prestigious universities including Harvard University, Oxford University, Columbia University, and The University of Pennsylvania" with all classes delivered in English. In 2007, there were 1,175 students from overseas and 320 coming from Korea attending the summer school bringing together students from 12 different nations and 192 schools. KU has a relatively high ratio of international faculty which can be explained by its prestigious position and its great efforts to attract them. There are 220 international faculty out of 1,587 faculty (130 full-time faculty and 90 part-time faculty) resulting in a ratio of full-time international faculty of

8.2%. During the International Summer School, there are additionally around 50-60 international visiting lecturers every year. The 90 part-time visiting lectures and scholars are mostly visiting the International Foreign Language Center.

Table 3. Evaluation of the indicators of academic programs for Korea University.

| Academic Programs | KU |
|--|-----------|
| Exchange programs | ++ |
| Korean Language courses | + |
| Programs in English | ++ |
| International Studies | ++ |
| International students | ++ |
| Joint/Double-degree programs | 0 |
| Working abroad options | 0 |
| International Summer School | + |
| International faculty | + |
| Visiting lecturers and scholars with an international background | + |

Research and collaboration

Based on its high emphasis on research-intensive activities and its support from the Brain Korea 21 project, the KU has several research agreements and joint research projects. It calls itself as a “Internationally recognized leader with over 100 research centers, including the East Asian Research Centre and the Korean Culture Research Center”. For example, the Center for International Korean Studies established several international research collaborations in Korean Studies. Overall, it has very strong humanities and Asian studies department along with its Graduate School of International Studies. Further, KU is renowned for its professional schools of law, medicine and business administration Regularly, KU held symposiums with international scholars either on a department-level or university-wide (e.g., seminars with Nobel-prize winners in April). Faculty is reinforced to publish research papers internationally through Yale University Press and Cambridge University Press. After an interview with a staff member of the Office of International Affairs, it seems that the Korea University has set its priority for the next five years to expand their focus of internationalization efforts to the exchange of faculty and research in addition to the recent emphasis upon student exchanges. These efforts are being planned currently at the Office of International Affairs. Most research efforts are not that easily traceable because the department level is mostly responsible for conducting research with

international scholars and international research projects. That far, no statistics or numbers exist about the amount of international research at the KU and there is no office responsible for the overall coordination or information gathering. Overall it seems that a lot of internationalization efforts are promised. However, the future will show how much activity has actually been carried out.

Table 4. Evaluation of the indicators of research and collaboration for Korea University.

| Research and collaboration | KU |
|--|-----------|
| Research agreements | ? |
| Joint research projects | + |
| International Research Centers | ++ |
| International conferences and seminars | + |
| International published articles and papers | ? |
| Faculty engaged in international research or projects abroad | + |

Extracurricular activities

KU said to have several international linkages pointing to 480 exchange universities from 62 nations. A special point KU is proud of is that the Korea University Business school (KUBS) is the first and only business school in the country to have acquired both European Quality Improvement System (EQUIS) accreditation, and the accreditation granted by the Association to Advance Collegiate Schools of Business (AACSB). Annually, meetings and symposiums are held within its membership networks of ISEP (International Student Exchange Programmes), Universitas 21 (an organization of 22 research-oriented universities where the KU is the only Korean member), APIU (Asian-Pacific International University consisting of 42 prestigious universities where KU and SNU are the only Korean members) and AsiaLearn (an agency attracting students from the USA). Further, KU has made several efforts to welcome its international students annually and give them an understanding of Korean culture. At the beginning of the semester, all international students are invited in an orientation program for three days including registration, field trips and similar activities to learn more about Korean culture and Korea University. Further there is an annual International Student Festival where students represent their countries by traditional costumes and cooking. A very successful program is the Korea University "Buddy Assistants", called KUBA. This is a program that matches foreign exchange students at KU with KU undergraduates to introduce the foreign students into educational matters, school and extracurricular activities (i.e., settling in, attending classes, traveling inside Korea, attending international student festivals, etc.).

Table 5. Evaluation of the indicators of extracurricular activities for Korea University.

| Extracurricular activities | KU |
|---|----|
| International linkages, partnerships and networks | + |
| (Cultural) orientation program | 0 |
| International and intercultural campus events | + |
| Peer support groups and programs | + |

Organization Strategies

Governance

The expressed commitment by senior leaders is foremost taken out of brochures, the KU webpage or related documents to internationalization efforts. The citations of the president of the KU give the impression that the university is very proud of its own culture and Korean traditions that it wishes to show people from other countries. Although it puts a strong emphasis upon national values, the president does not forget to mention the importance of a cultural dialogue. The speeches recognize the current importance of a global education, especially in maintaining a prestigious position in order to prepare its students for its role of being “responsible global citizens with satisfying and rewarding careers”. The final and well-comprehensive statement of the president is expressed as: “... our mission is to help the Korean people advance abroad. Once there, they will impress the world with their long and distinguished history and often-hidden power, exerting a strong and beneficent influence while contributing to the development of mankind and winning distinction on the global state. This is the role demanded of KU by the country and the world in the 21st century. “. However, when looking at the development plans and articulated goals for internationalization, it is mostly limited to basic quality-based goals, such as a stronger focus on status and prestige of future partner universities and plans to increase the amount of courses delivered in the English language to 50% by 2015. Further, the international dimension is not explicitly mentioned in the visions of KU. Only parts of them include some consensus with internationalization, such as “enter the world’s top 100 universities in four years”, “develop students’ ability to speak 3 foreign languages” or “grow into a global university by hiring world-class researcher, (...), and having papers published in international scholarly journals”. Additionally, there exists over USD 130,000 for scholarships for (incoming and outgoing) international students each year. Further, KU plans to increase its development funds from KRW 1,148 billion in 2000 (737.762 Euro) to KRW 1,60s billion in 2006 (745.189 Euro) including internationalization funds (funds for scholarships for Global KU sisters institutions and overseas Korean students, for international research in Korean studies, and to compensate world-class scholars and business leaders).

However, the main problem of the KU is the low number of staff responsible for the exchange of students. The Office of International Affairs is responsible for the coordination of 1,000 students going abroad and around 800 incoming students with only 4 staff members. The number of staff was decreased in the year before from 6 to 4 members so that they now suffer from this understaffed situation. This suggests that there are limited resources made available for internationalization efforts so that the OIA has serious problems to operate efficiently.

Thus, it seems that the senior leaders pretend to emphasize the importance of internationalizing its education while the lack of real and structural investment could lead to some problems in the future.

Table 6. Evaluation of the indicators of governance for Korea University.

| Governance | KU |
|---|----|
| Expressed commitment of senior leaders | + |
| Articulated rationales and goals for internationalization | + |
| Recognition of international dimension in institutional mission statements, planning and policy documents | + |
| Financial support for internationalization efforts | - |

Operations

The operations for internationalization are mainly organized by the Office of International Affairs but still departments and colleges can exchange their students on an individual basis in terms of management by objectives (MBO). Here, the leading department in exchanges is the Korea University Business School with its Asian MBA programs and global MBA programs. However, the OIA is responsible for the coordination of internationalization efforts with establishing MOUs with partner universities, publishing flyers and prospects for international students and organize regular events for them. Currently, there is the plan to establish an International Correspondence Committee within the KU where the departments and colleges are represented by one chair member so that visitors can contact them directly in more department-level matters. However, the current problem of these sorts of committees is that the composition of them changes per presidency. So future will show whether or not this Committee is successful.

Table 7. Evaluation of the indicators of operations for Korea University.

| Operations | KU |
|---|----|
| Systems (formal and informal) for communication, liaison and coordination | + |
| Department-level system for support | 0 |

Services

The students are foremost supported by the OIA by means of direct consultations on a regular basis. Further, the Center for International Students and Scholars includes a One-Stop-Service Center responsible for incoming students (i.e., management of KUBA program, giving advice to new arrived students with regard to registration or personal problems). The Center for Teaching and Learning is responsible for developing courses and curricula for international students. Finally, the introduction week organized by the OIA helps international students to get to know Korea and Korea University while introducing them to their KU buddy assistants (KUBA). All in all, the services are generally good but not unique. At most Korean universities such sorts of services are available for international students. Short-term exchange students are guaranteed with a housing opportunity, but on-campus there are only student residences for around 320 international students (CJ International House for 230 international students and Anam Hall 2 for 90 students). Therefore, KU takes care of the accommodation of its exchange students and scholarship recipients in off-campus international houses. However, the regular degree-seeking international students can have serious problems with finding an appropriate accommodation near the university on their own. KU also provides rooms for 63 professors in its faculty residence which is also not sufficient to accommodate everyone. Finally, international students can receive financial support by means of scholarships: either from the home country, host country or the Global KU scholarship depending on the arrangements written down in the MOUs. The Global KU Study Abroad Scholarships for International Students includes admission scholarship (KRW 300,000 per month for the first semester), KU travel scholarship (maximum of USD 1,000) and merit scholarship (based on academic merit paying KRW 300,000 per month for a second semester).

Table 8. Evaluation of the indicators of services for Korea University.

| Services | KU |
|--|----|
| Student support services | + |
| Housing opportunities | + |
| Availability of housing opportunities | - |
| Financial support for international students | + |

1.1.6 Conclusion

KU seems to regard internationalization as a matter of the present-day in order to provide students with a global preparedness for the labor market. Due to the high value of prestige in Korean society, the Korean's later job position is highly predetermined by the status of the university he or she has attended. That means that students at the Korea University have to be prepared for a high valued job in a globally operating company. Thus, KU is required to provide its students with English proficiency and knowledge of International Relations. An important factor is as well the communication with the international audience. KU students expect to get into contact with international students to develop better English and communication skills. Here, the intercultural dialogue is of a certain importance as well as getting to know more about the respective life and traditions. As a private metropolitan university with a high prestige, KU is to a high extent independent from the government. As a result of its investments into internationalization in education and research, they receive additional funding from the government. Anyway, the financial reward was never the main reason to be involved in internationalization efforts. Here, the prestigious status is of greater influence: for the most part, the KU internationalize its education to maintain or improve its status as a world-class university. That simultaneously means that the KU had also never had any problems to attract enough students. KU is highly selective with an admission rate of only 6.05% (Korea University, 2010), although it is one of the most expensive universities in the whole country. One could say that KU depends strongly on external funding, such as tuition fees, but it has to be kept in mind that the admission rate indicates that there are enough students willing to pay. Thus, a lot of universities around the world are interested in establishing a closer contact by means of international networks, signing MOUs and expanding the number of international students that are sent and received. In total, the program strategies used at the KU seem to be well-developed and comprehensive with a sufficient number of English courses, international faculty, international research activities and a lot of extracurricular programs to enhance the intercultural exchange. However, it is questionable whether the organization strategies are sufficient in supporting their counterparts. In the last year, the financial support for

internationalization and the Office of International Affairs was steadily decreased. Thus it is disputable whether four staff members are sufficient for the coordination of so many international students.

1.2 Seoul National University (SNU)

1.2.1 Background

Seoul National University is Korea's first national university founded in 1946 with 16 Colleges, 1 Graduate School and 9 Professional Schools. At the present day, SNU employs 2,851 full-time faculty members responsible for 16,325 undergraduate and 10,616 graduate students. After gaining independence from Japan in 1945, the Seoul National University opened in October 1946 while using the buildings of the Seoul Imperial College, the first university in South Korea that was established by the Japanese colonial masters. Throughout its history, SNU has a long tradition of standing up for democracy and peace while preparing its students for key positions as public servants in the Korean government. As stated on its homepage SNU represents "a tradition of excellence, honoring public service, pioneering knowledge". Since years, the SNU is ranked on the first position among Korean universities and it regards itself as an outstanding prestigious university. The mission for the twenty-first century puts a strong emphasis on the research-intensive activities while being the leader in higher education in Korea. According to the QS World University Rankings, it holds the 50th position in the world in 2010. Additionally, it is one of the global leaders in research ranking 24th in the Science Citation Index in 2008. As in many Korean cases, SNU also does not forget to mention that its alumni consist of many leaders in world business.

1.2.2 Case study methodology

The data collection for SNU comprises of several brochures for international students, such as *Seoul National University*, *Seoul Survivor for International Students*, *Gwanaksa Dormitory*, and several small prospects about more specific services like IT services or Student Forums. By means of these brochures together with the information provided online the degree of resource dependency and normative match was calculated. To get a deeper insight into the everyday functions and activities, an interview with the Office of International Affairs was conducted. During two visits to the main campus, interviews with international degree-seeking students and short-term exchange students were collected to ask about their satisfaction with their respective programs and the university in general.

1.2.3 Normative match

Seoul National University has realized that the recent challenges of universities are to prepare students to work and live in an increasingly competitive environment. Therefore, they are aiming at “diversifying its student body and faculty, fostering global exchange, and promoting path-breaking research in all fields of knowledge”. However, the traditional values are nevertheless very important due to the fact that “SNU has also made great contributions to this nation’s development and progress, playing a pivotal role in its modernization and democratization”. Thus, as presented in a message of the President “SNU is now ready to take on the role of leading the world in academic value creation by transforming Korean values into universal values”. Interesting to see is the use of words like “creative minds”, “spirit of intellectual rigor and creative open-mindedness” because higher education in Korea is often criticized to lack these sorts of intelligence by a stronger focus on memorizing huge amounts of knowledge and copying behavior. Another point to mention is the broad information provided on the homepage about internationalization efforts and the status of SNU in the globalized world. They are very proud in being internationally competitive and have an outstanding position with regard to status and prestige, especially in the research sector. However, attempts to make the SNU attractive for international students are not seen as that important since SNU never had any problems to attract students in general. It regards itself as the outstanding best university in Korea without having to fear competitors domestically. Recently the SNU tries to enhance its global competitiveness and quality in order to improve its ranking position in the global higher education market. As mentioned by the Office of International Affairs, the international economic position of Korea is in the G-Twenty together with the best developed economies in the world. Therefore, the most prestigious university in Korea should also be in the Top Twenty of the world. Unfortunately, that is not the case. So the SNU is planning on becoming one of the best twenty universities in the world recognizing the need to internationalize their higher education and attracting foreign students. Therefore, it puts stronger emphasis on accepting especially high qualified students and faculty, preferably with an international background, but just to fulfill the criteria of the international ranking systems. Thus, the internationalization efforts at the SNU have only been in the last five years more focused on enhancing the numbers of its international students and faculty. Meanwhile they are concerned with providing them with a positive experience. That means that that they put a lot of financial means to expand its international infrastructure, as in the case of the newly opened dormitories in the last year. All in all, internationalization has only recently become a priority but it appears to be at odds with the traditional national orientation of the SNU. Its programs focus mainly on national excellence and serving the needs for civil servants in Korea. Therefore it is questionable whether or not the SNU is willing to integrate an international, intercultural and global component into the functions of the university.

Table 9. Evaluation of the indicators for normative match of Seoul National University.

| | |
|---|---|
| Normative match/Attitude towards internationalization | SNU |
| Importance of internationalization | Moderate (increasing) priority relating to enhancing the quality of its education |
| Reasons to internationalize | To increase the quality of education and to produce more manpower that is prepared internationally Before: not profit-oriented, no problem to attract students or receive funding Now: corporatization forces them to look for additional financial sources |
| Focus of internationalization efforts | Student exchanges and MOUs with partner universities Try to maintain the quality and fit to the needs of international students (infrastructure) Attract high-quality faculty from all over the world |
| Future focus of internationalization efforts | Enhance the number of MOUs with partner universities and of regular full-paying international students, especially from Asian countries |
| Commitment of leaders to engage in international efforts | Traditional focus on collaboration with American universities has shift towards more collaboration with Asian universities, especially in China |
| Institutional support for internationalization | 20 staff members in the Office of International Affairs Much financial supports for conferences, seminars and other advertising methods Financial help for enhancing the infrastructure |

1.2.4 Resource dependency

Surprisingly, SNU publishes their university budget online. For 2010, the government grant made up 315,257 million KRW (around US\$ 289 million), school support fee accounts for 252,420 million KRW (around US\$ 232 million), donations are 106,832 million KRW (around US\$ 98 million), and the research grant is 422,754 million KRW (around US\$ 388 million). According to these statistics, the research grant defines the largest proportion of the SNU budget. However, the amount of budget stemming from the students is not officially available. It can only be estimated by the average tuition level of US\$ 6,000 per semester resulting in an

amount of around US\$ 162 million per semester. Based on the interview with the Office of International Affairs, it can be concluded that a change is going to happen in the financial system of the SNU. Usually, the government provides the greatest amount of financial resources. The costs of education for students were comparable low for such a prestigious university as a result of its national nature. However, in the near future the government plans to corporatize SNU to make it more globally competitive and autonomous. On the one hand, the SNU will have more opportunities to decide on its own how to spend its money, which would increase the degree of internationalization. In the past, many internationalization efforts were often restricted by national quotas and regulations. On the other hand, with less support coming from the government, the university needs to look for alternative funding. Therefore, students are in fear of the corporatization politics because they worry an increase in tuition fees.²³ All in all, the resource dependencies will increase due to several reasons. First, the SNU has realized that internationalization makes a certain part of the ranking systems. So in order to increase its global position, it has to enhance its numbers of international students and staff. Second, because of a change in policy and funding mechanisms, the SNU has to look for alternative funding where international students and the cooperation with international organizations could be economically beneficial. In terms of resource dependency, SNU mostly depends on government and thus less on internationalization, unless the government forces them. Otherwise, new developments make the SNU to search for new revenues, where students coming from abroad could be helpful in this regard.

Table 10. Evaluation of the indicators for resource dependency of Seoul National University.

| Resource Dependency | SNU | |
|--|---------------|---------------|
| | Recent trends | Future trends |
| Public demand | + | ++ |
| Ranking position | ++ | ++ |
| Attracting government funding | 0 | + |
| Attracting additional external funding (students, industry, government bodies) | - | + |
| Maintain a sufficient number of students enrolled | - | 0 |

²³ During one of the visits to the SNU, the main administration building was blocked by student protests against the corporatization policies so that the president was forced to move his office to another building because of the restricted access.

1.2.5 Internationalization Strategies

Program Strategies

Academic programs

In 2010, SNU has signed MOUs with 811 institutions from more than 40 countries in the world (220 university-level, 351 college-level, 240 institute-level). For student exchange, there are two main options:

- Exchange Student Program: 450 exchange students by university agreement per year
- Visiting Student Program: 200 visiting students per year

The Korean Language & Culture Program (KLCP) provides different types of programs in order to learn Korean language:

- Regular Program: ten-week sessions for foreigners with providing housing opportunities
- Teacher Training Program: 14-week for foreigners interested in Korean language education
- Short-Term Programs: short-term classes for everyday use for different levels

Students have the opportunity to receive a scholarship for these programs including the payment of tuition fees or other financial rewards. Currently, there are 518 students in Korean language courses. In total, 700 courses out of 6,592 courses are offered in English resulting in a percentage of 10.62%. Especially high rates of English-taught courses are in the College of Business Administration and the College of Engineering where 20% of their courses are offered in English. The Graduate School of International Studies provides all courses in English (except those in the Korean Studies Program). In total, there are 1603 international degree-seeking students (5.53% of all enrolled students) with 256 PhD students, 562 graduate students (5.1%) and 785 undergraduate students (4.39%). In 2009, there were 397 incoming and 572 outgoing students by means of short-term exchange programs. Further, SNU has 13 dual-degree programs (with 5 universities in USA, 7 universities in France and 1 university in China) and one joint degree program with a German university. Additionally, SNU offers several internship opportunities for specific degree-seeking international students on request of different companies, such as SAMSUNG or LG. Annually, SNU organizes the International Summer Institute, a five-week program with courses in English learning about Korean language, cross-cultural communication skills and traditional culture. SNU employs 220 international full-time faculty out of 2,851 resulting in a ratio of 7.7%. Further, in 2009 there were around 178 outbound visiting faculty with an international background. Overall, it seems that the SNU has a quite sufficient range of academic programs for international students. However, as mentioned above, the SNU has only recently started to make more active efforts for internationalization.

Through its prestigious role in Korean higher education, it never had problems to attract international students and faculty. The recruitment of international faculty was not ultimately triggered by internationalization efforts, but more to hire high quality faculty from all over the world. This in turn has affected the number of programs that is provided in English, enhancing again the overall quality of education and research.

Table 11. Evaluation of the indicators for academic programme of Seoul National University.

| Academic Programs | SNU |
|--|------------|
| Exchange programs | + |
| Korean Language courses | + |
| Programs in English | + |
| International Studies | + |
| International students | ++ |
| Joint/Double-degree programs | + |
| Working abroad options | + |
| International Summer School | + |
| International faculty | ++ |
| Visiting lecturers and scholars with an international background | + |

Research and collaboration

SNU is a very research-intensive higher education institution with the overall aim of achieving the status of a world-class research university. Currently, it has research agreements on a research institution level with 241 institutions in 30 countries. Well-known institutes are:

- The Kyujanggak Institute for Korean Studies (KIKS) as one of the leading centers for Korean Studies worldwide
- Institute for Unification Studies (IUS): a multidisciplinary hub for researchers exploring the past, present and future of the divided two Koreas
- Bio-MAX Institute: interdisciplinary research in bio-technology
- Asian Institute for Energy, Environment, and Sustainability International conferences and seminars

In 2009, it had 4,427 articles published in journals certified by the Science Citation Index (SCI) resulting on the 20th ranking position in the world. However, the same problem as in the other universities is apparent, namely that the research activities are mostly carried out on the

department-level. That makes it difficult to get an overall impression of the internationalization of research activities. In conclusion, the suggestion is that as a result of its high ranking position and its emphasis on being a research university, internationalization efforts are done to increase the quality of its research, although no structural attempts have been made that far.

Table 12. Evaluation of the indicators for research and collaboration of Seoul National University.

| Research and collaboration | SNU |
|--|------------|
| Research agreements | ++ |
| Joint research projects | ++ |
| International Research Centers | ++ |
| International conferences and seminars | ++ |
| International published articles and papers | ++ |
| Faculty engaged in international research or projects abroad | ? |

Extracurricular activities

As mentioned before, SNU has signed several MOUs (University Level: 220 institutions in 49 countries; College Level: 353 institutions in 46 countries; Research institution Level: 241 institutions in 30 countries). It is also a member in several associations where regular symposiums and meetings are held with, such as:

- APRU: Association of Pacific Rim Universities (a consortium of 36 prestigious universities from 16 countries in the Pacific Rim)
- AEARU: Association of East Asian Research Universities (a forum for leading research-oriented universities in East Asia to promote the exchange of faculty and students etc.)
- BESETOHA: Beijing-Seoul-Tokyo-Hanoi (a forum between the four major East Asian universities to share academic and educational achievements)
- SNU-HU (Seoul National University-Hokkaido University) Joint Symposium (to facilitate cooperation and exchange between the two universities)
- Global University Presidents' Summit

Additionally, the Office of International Affairs organizes regularly cultural orientation programs for the different types of international students:

- Orientation for Exchange/Visiting students: orientation session prior to the begin of semester providing incoming students with general information on academics and campus life

- Orientation for pursuing degree International Students: degree-related courses scheduled on the first week of each semester with general information and a campus tour
- Additional orientation organized by the College of Business Administration and the College of Engineering for their respective international students
- Culture/History Excursion: once per fall, this excursion gives foreign scholars the opportunity to better understand Korean culture and learn more about its history arranging trips to Buyeo, Andong, and the Jeolla-do Province

Other regular intercultural campus events include a Wine & Cheese Part that is hosted by the OIA four times a year to welcome international students and get into contact with each other. Of course the SNU has also a Buddy Program where every international student is assigned to an SNU student to help him/her adjust to campus life during the first semester of study. All in all, SNU is very active as being a member in a wide range of international networks. However, the extracurricular activities provided for international students are for the most part similar to the programs of other universities.

Table 13. Evaluation of the indicators for extracurricular activities of Seoul National University.

| Extracurricular activities | SNU |
|---|-----|
| International linkages, partnerships and networks | + |
| (Cultural) orientation program | 0 |
| International and intercultural campus events | + |
| Peer support groups and programs | + |

Organization Strategies

Governance

As mentioned above, the SNU has only recently started its internationalization efforts on a more active basis. Further, there was a shifting focus from the former president mostly interested on collaboration with universities in America or other English-speaking countries towards the recent president with an emphasis upon collaboration with Asian countries, especially China. The data shows a very comprehensive picture of rationales and goals for internationalization, although it is questionable whether or not these statements are realistic or only window-dressing in order to satisfy the government's demands. Thus, it is said that the educational goal of SNU is "to become a global research-oriented university while pursuing the harmonious development of both the liberal arts and the applied sciences", "cultivate students who are

globally competitive” and “produce leading scholars of the global academic community”. The concrete goals by 2010 are:

- 10% of SNU students will have a chance to study abroad as exchange students
- International students will constitute up to 10% of the student body
- Full-time international faculty will be recruited in greater numbers (up to 100)
- 15% of courses will be taught in English
- One-stop service center for international students will be established
- International branch for administrative services will be established over 3 continents
- ‘Global Excellency Initiative’ fund will support international students from the developing world

When looking at the mission statements and development plans, it became clear that SNU puts a lot of emphasis on its role as a national university “committed to maintain and further Korean culture”. However, it also sees the importance to establish a global society and reinforce the intercultural dialogue. Its core projects are therefore the appointment of globally competitive faculty, the promotion of globalization and world-class research in core research areas, the globalization of Korean Studies and the establishment of a global campus. In summary, the data suggest that the primary goal of the SNU is to upgrade its educational and research quality in order to be globally competitive and become a globally recognized research-oriented university. In order to achieve these goals there is a large Office of International Affairs responsible for the MOUs, exchange of students and consultation employing 20 full-time staff members. Additionally, the budget for internationalization efforts has been increased in the last 5 years. In summary, there are a lot of promising words and integrated efforts for internationalization in official announcements. Further, the great number of staff employed in the International Office could suggest that the recent strategies are actually going to be implemented more structurally.

Table 14. Evaluation of the indicators for governance of Seoul National University.

| Governance | SNU |
|---|------------|
| Expressed commitment of senior leaders | + |
| Articulated rationales and goals for internationalization | + |
| Recognition of international dimension in institutional mission statements, planning and policy documents | + |
| Financial support for internationalization efforts | + |

Operations

As mentioned above, the OIA is responsible for the overall coordination of incoming and outgoing exchange students. International degree-seeking students can consult the Office of Admission in case of questions and concerns. Further, every department has to provide at least one English-speaking person in a committee who international visitors can contact by more department-specific questions. Thus, the operations are to the most part handled by the same responsible persons as in the other universities.

Table 15. Evaluation of the indicators for operations of Seoul National University.

| Operations | SNU |
|---|------------|
| Systems (formal and informal) for communication, liaison and coordination | + |
| Department-level system for support | + |

Services

International students are supported directly by the OIA whereas most regular consultations are absorbed by the buddy assistants of the international students. Further, the cultural orientation programs and regular intercultural events are seen as a way to facilitate the students' residence. However, these programs at the SNU are not special or unique and seem to resemble the same programs used generally. On campus there are 28 dormitory buildings with 2,600 rooms to accommodate over 4,500 students, but there are no specific housing opportunities only for international students at the main campus. Only the medical campus provides dormitories for 58 international students at the Dongsung-dong International House. Further, the BK International House at the main campus is restricted to international researchers and professors. In general, the OIA supposes that there are enough places for accommodating all students, especially with the opening of new accommodations in 2010. As at three of the four universities, there is no only international student dormitory. The SNU wants their international students to live along with Korean students to let them experience the real Korean life and to ease contact between the different cultures. This can sometimes result in problems for international students, who need to integrate into the rules and regulations of these dormitories that can be very restrictive. SNU takes care that every short-term exchange student gets an accommodation on-campus. Additionally, scholarship programs are available for international students. For example, in the spring semester of 2010 approximately 5.7 hundred million KRW (US\$ 5.28 million) was granted to about 250 international graduate students and 1.7 hundred million KRW (US\$ 1.6 million) was granted to 50 international undergraduate students. The scholarship opportunities are:

- University scholarship: 300 places available, total of US\$ 100,000 is granted per semester provided to students with an excellent academic record
- Domestic Scholarship for Students from Developing Nations (Glo-harmony Program): 10 places available, total of US\$ 50,000 is granted per semester where newly admitted undergraduate students who are citizens of OECD/DAC recipient country can apply; full tuition fee is provided until graduation as well as partial living and academic expenses, and airfare provided by the Samsung Equal Opportunity Scholarship Foundation
- Graduate Scholarship for Excellent Foreign Students (GSFS Program): 20 places available, total of US\$ 100,000 is granted per semester for newly admitted undergraduate students who are citizens of OECD/DAC recipient country; full tuition fee is provided until graduation as well as partial living and academic expenses, and airfare provided by the Samsung Equal Opportunity Scholarship Foundation
- Samsung Global Scholarship Program at SNU: 4 places available, total of US\$ 45,000 is granted per year supports international students to study and complete 2 years of master courses at the school of EECE in SNU with financial aid by Samsung Electronics company; covers full tuition, dormitory housing, medical insurance, monthly living expenses, two round trip airplane tickets, internship at Samsung during vacation

Table 16. Evaluation of the indicators for services of Seoul National University.

| Services | SNU |
|--|-----|
| Student support services | + |
| Housing opportunities | 0 |
| Availability of housing opportunities | + |
| Financial support for international students | + |

1.2.6 Conclusion

SNU is the highest ranked university in Korea according to the QS World Rankings. This position resembles their attitude towards internationalization: in order to maintain their status, they need to enhance the quality of their education and prepare their students for the global market. This priority for international education has only grown in the last years, also triggered by the changed funding policy. As a national university, they depend strongly on governmental funds while taking low tuition fees from the students. With the increasing portion of governmental funds distributed on a competitive basis, the dependency on additional external funds has increased forcing the university to conform to governmental policies and strategies. However, their prestige position as well as their high performances in research activities ensures them to

attract further financial sources. But the changed situation is suggested to influence greatly the future internationalization efforts at the SNU. The current program strategies that are used at the SNU are on average well-done, especially the range of exchange programs and dual degree programs with leading international institutions. However, one problem that needs to be tackled in the future is the underdeveloped infrastructure for international students. Until now, SNU has done a lot to increase its internationalization efforts with regard to its statistics in order to conform to the global criteria of ranking systems and governmental funding. But the international students show some dissatisfaction with the services provided, such as the dormitories, meeting places or English proficiency of staff. With the large amount of financial support provided to the 20 members of the Office of International Affairs it should not be a problem to solve those issues. The first step here is, as has recently started among its members, is the awareness that international students need to be asked about their opinions and needs. Currently, a regular International Student Survey is carried out to solve those problems. In conclusion, SNU is quite internationalized in terms of numbers but it is questionable whether or not international students are deliberately well taken care of.

1.3 Keimyung University (KMU)

1.3.1 Background

Keimyung University was founded in 1954 by an American Missionary and Local Church Leaders with the founding principle of providing Koreans with higher education firmly anchored in Christianity in order to reconstruct the Korean society after the war. In 1978, Keimyung elevate the status of a university and merged two years later with the Dongsan Presbyterian Hospital, a local prestigious hospital with a long history. Meanwhile, it hosts 24,174 students in 19 undergraduate colleges and two faculties as well as 9 postgraduate colleges. It is a private university located in Daegu City with three main campuses. Overall, it is regarded as one Center of High Quality Education “providing a full and dynamic university experience and pursuing strong international links to advance knowledge”. It is famous for its longstanding efforts to internationalize its higher education in order to attract both foreign and domestic students at its beautiful campus. With its institutional precept of providing education “for the Kingdom of Truth, Justice and Love”, it aims to fulfill its educational objectives “to foster creative professionals dedicated to the pursuit of Truth”, “to cultivate ethical intellectuals committed to the realization of Justice”, and “to nurture holistic leaders devoted to the practice of Love”. KMU seems to be especially interested in the creation of thoughtful minds with the strong emphasis upon Christian values and understanding.

1.3.2 Case study methodology

Data was collected during a two-day trip to the main campus while staying in the International Faculty dormitory. During this time, 1 interview with the Office of International Affairs was conducted as well as 3 interviews with short-term exchange students and 1 interview with an international degree-seeking student. Other information was gathered by means of the Internet webpage and several brochures, such as *Keimyung University* (general), *Keimyung University* (flyer), *Keimyung Adams College*, and *Cross-Cultural Awareness Programme*.

1.3.3 Normative match

Internationalization seems to play an important role in the educational efforts that Keimyung University is planning to fulfill. Traditionally, it has a long history of international exchange and cooperation. KMU was one of the first universities in Korea and the first provincial university embracing a systematic approach to internationalization. It was a conscious approach in order to differentiate itself from the huge amount of other private regional universities and to enhance their competitiveness to universities in the Seoul metropolitan area, which generally attracts more foreign students. Nowadays, KMU maintains partnerships with over 240 universities and organizations in 43 countries. Its overall goal is to become a world leader in higher education by means of expanding its global networks and offering a variety of international programs. KMU strives to become an international center of higher learning by means of an active pursue of academic and cultural exchanges with universities abroad, sending and receiving students for study and advanced professional training. All these efforts to “instill hopes and dreams in the hearts of these young people both inside and outside of Korea so that in the future they will undoubtedly achieve their goal of becoming ethical professionals in the international arena”, as mentioned by the President, Synn Illhi, are reflected in the university’s mission of “Opening Light” as Keimyung’s name literally indicates. Therefore, the university traditionally values the accumulation of different values within a Christian background deriving on the overall collective objective to “let direct ourselves to the great confluent stream of light of individual thoughts and feelings so that our light becomes the vital instrument of education in the loving hands of our Teacher and Saviour”. Thus, the campus in its own reflects this mixture of traditional Korean values and foreign influences. Famous for its unique architecture and grounds, it was selected as one of the top 10 most scenic campuses in Korea in 2001. Once per week, all students are required to go to Mass in the huge Anglican Church which overlooks the whole campus. Further, KMU has actively organized cultural exchanges, especially by using Keimyung Hanhakchon, a reproduction of a traditional Korean academy and upper-class home on campus. There, the university provides a wide range of traditional programs, like Asian literature, calligraphy, traditional dance and etiquette etc. Additionally, KMU has been exclusively designated as the

CCAP²⁴ partner institute of Daegu and Gyeongbuk area by Korean National Commission of UNESCO to invite international students in Korea to present the culture of their homelands to Korean youth. However, the university has recognized that there is a global change in interest from students coming to Korea with the purpose of learning about Korean culture to the purpose of enhancing their academic reputation and resume. Therefore, the KMU tries to enhance additionally their academic quality and infrastructure to attract foreign students to their campuses. Nevertheless, these efforts to internationalize more specifically the academic curriculum and learning environment can be regarded as a way, on the one hand, to attract domestic students to prepare them for the global labor market, and on the other hand, to attract future governmental structural funding. In the future, this focus could be shifting as a result of the decreasing birth rate and the related lower number of student population. The president is very concerned with the topic of internationalization, but he knows about the limitation of the province. Therefore, this way of internationalize their education is a way to differentiate themselves and leapfrog the problems of being separated from the capital city while trying to enhance the attractiveness of the university as well as the region in itself. Thus, in the future, the goal of the Office of International Affairs is the expansion into involving other nations with a special focus on East and Central Asian countries to attract full fee-paying students taking their degree at the KMU.

Table 17. Evaluation of the indicators for normative match of Keimyung University.

| Normative match/Attitude towards internationalization | KMU |
|--|---|
| Importance of internationalization | High priority in order to differentiate itself from other private universities in the province |
| Reasons to internationalize | Differentiation Demographic situation with a decreasing student population (attracting both domestic and international students) Attracting structural government funding |
| Focus of internationalization efforts | Providing international students with well-developed infrastructure Broad range of intercultural events and awareness programs |

²⁴ CCAP stands for the Cross Cultural Awareness Programme that is organized by the Korean National Commission for UNESCO and sponsored by the Ministry of Education and Human Resources Development. This program aims to enhance the intercultural understanding of Korean youth and provide opportunities for all participants to share their cultural backgrounds. In regular classes, one Cultural Exchange Volunteer (CEV) and one Korean Interpretation Volunteer (KIV) visit a pre-arranged Korean school and conduct a culture class.

| | |
|---|---|
| | Global curriculum and environment for both international and domestic students |
| Future focus of internationalization efforts | Expansion to additional MOUs with partner universities especially in East and Central Asia Attracting regular students from the US military Increase of international internships Look for external funding from other bodies, like industry or EU |
| Commitment of leaders to engage in international efforts | President supports efforts although he knows about the limitation of the province; seeing it as a way of leapfrog these problems and has a general interest in internationalization of the region rather than the university |
| Institutional support for internationalization | 8-9 regular staff members in the Office of International Affairs “Satisfied” financial support from the financial planning team and the Office of Admissions |

1.3.4 Resource dependency

As a private regional university, the KMU had a difficult position which accumulates in the late 1990s where the government deregulations allow the establishment of new private universities in the non-metropolitan area. Therefore, the KMU had to start early with a process of differentiation and specialization in order to attract government funding and full-paying students. Local and international students pay between US\$ 2,500-5,000, which is the highest in the city. As other private universities, the main source of income comes from student fees. However, because of its relatively good developed infrastructure and development plan to increase internationalization, KMU has received a significant amount of government funding that is spent partly for internationalization efforts. Further, by means of grants the government provides funding on an irregular basis. This funding is partly based upon the ratio of international professors where KMU is one of the leading universities with having a significant ratio of 11 percent. Additionally, there is an increasing willingness to look for external funding from other bodies to be involved in international activities, like relations with the local industry or governmental bodies, e.g., the European Union. With the EU-ICI project, which is mostly financed by the European Union, there is an active exchange with European universities, especially in Denmark, Germany and Finland. Finally, with the background of the decreasing numbers in student population, the KMU is forced to look more sophisticated for ways to attract a higher number of students. Here, as mentioned before the focus will be especially on full-paying students from East or Central Asian countries. Thus, the KMU depends strongly on tuition

fees and additional government funding, but due to its private character it has more freedom in deciding how to allocate its resources resulting in a more special and creative way of internationalization strategies.

Table 18. Evaluation of the indicators for resource dependency of Keimyung University.

| Resource Dependency | KMU | |
|--|---------------|---------------|
| | Recent trends | Future trends |
| Public demand | ++ | ++ |
| Ranking position | + | + |
| Attracting government funding | ++ | ++ |
| Attracting additional external funding (students, industry, government bodies) | ++ | ++ |
| Maintain a sufficient number of students enrolled | ++ | ++ |

1.3.5 Internationalization Strategies

Program Strategies

Academic programs

In total, there are signed exchange agreements with 243 affiliated universities in 43 countries encompassing around 300 KMU outward students annually. The KMU is member of several networks where student exchanges are part of:

- ISEP (International Student Exchange Program) a network of 300 colleges and universities in 42 countries
- ACUCA (Association of Christian Universities and Colleges in Asia) Mobility Scheme
- EU-ICI (European Union Industrialized Countries Instrument)
- IAESTE (International Association for the Exchange of Students for Technical Experience)
- Visiting Student Program
- Overseas Volunteer Service: sending students to countries like Vietnam, Myanmar, Laos, Cambodia, and Mongolia to help in the construction and repair of schools and local infrastructure, as well as transmitting elements of Korean culture

The Korean Language and Cultural Center offers different sorts of Korean language programs, such as:

- Regular courses: 10 weeks (200 hours) with additional field trips and social programs
- Korean Teacher Training Program
- Summer Program: 3 weeks with Korean language classes, special lectures to experience Korean culture and field trips
- Korean Language and Culture Program: providing international students and overseas Koreans with a comprehensive Korean education program to learn the Korean language and become familiar with both traditional and contemporary culture

KMU has a relatively high ratio of courses taught in English: 426 courses out of 4,411 courses on the undergraduate level are offered in English resulting in a percentage of 9.66%. Further, the departments of International Studies also provide all their courses in English. On an undergraduate level, the Keimyung Adams College offers degrees in International Business, International Relations and Microsoft Information Technology. The Global MBA is part of the professional graduate school of business curriculum providing all courses in English including scholarships and internships. In total, there are 848 out of 24,174 undergraduate international students from 28 countries (3.5%) and 108 out of 2,563 postgraduate international students from 17 countries (4.21%). Annually, there are 87 incoming short-term exchange students and 100 outgoing short-term exchange students. Additionally, KMU has 7 dual degree programs with 5 different countries (F. Chopin University of Music in Poland, Eastern Michigan State University in USA, Shanghai Normal University in China, Beijing Language and Culture University in China, University of Nebraska-Lincoln in USA, Saint-Petersburg State University in Russia). A special feature is the double undergraduate degree for Bachelor of Engineering at the Game and Mobile Contents department at KMU and a Bachelor of Science at the DigiPen Institute of Technology located at Redmond, Washington, USA. International students are also provided with several internship opportunities within the EU-ICI program and the IASE program. As at other universities, a Summer Program is provided by the Korean Language and Culture Center for students to learn Korean language as well as aspects of Korean culture in hands-on lessons and field trips for three weeks. In total, there are 105 international faculty out of 909 faculty resulting in a ratio of 11%. Further, every department has at least one foreign PhD helping with constant government funds and the number of English classes. All in all, the programs of the KMU have a lot in common with the programs of the other universities. However, in terms of numbers, the KMU has a relatively high number of English courses, signed MOUs with partner universities and ratio of international faculty suggesting a rather well-developed status of internationalization.

Table 19. Evaluation of the indicators for academic programs of Keimyung University.

| Academic Programs | KMU |
|--|------------|
| Exchange programs | + |
| Korean Language courses | ++ |
| Programs in English | + |
| International Studies | + |
| International students | + |
| Joint/Double-degree programs | + |
| Working abroad options | ++ |
| International Summer School | + |
| International faculty | + |
| Visiting lecturers and scholars with an international background | ? |

Research and collaboration

Unfortunately, no detailed information about internationalization efforts in the research activities could be found.

Table 20. Evaluation of the indicators for research and collaboration of Keimyung University.

| Research and collaboration | KMU |
|--|------------|
| Research agreements | ? |
| Joint research projects | ? |
| International Research Centers | ? |
| International conferences and seminars | ? |
| International published articles and papers | ? |
| Faculty engaged in international research or projects abroad | ? |

Extracurricular activities

KMU offers a number of special cultural orientation programs:

- KCEP (Korean Cultural Experience Program): to provide students with opportunities to experience traditional Korean culture in the traditional Korean village on campus with a variety of courses on art, music, handcrafts, and calligraphy for one week every semester

- CCAP (Cross Cultural Awareness Program): certification by the Korean National Commission for UNESCO by inviting foreign students residing in Korea to visit local schools and introduce their native cultures to Korean students

Further, several intercultural campus events are held during the study year, such as:

- Welcome party and farewell party at the beginning of every semester at the International Lounge
- Orientation week
- Field Trip: a one night and two days trip by visiting historical sites as well as hi-tech companies in the Daegu and Kyongbuk areas
- Daegu City Tour: to learn more about the new environment, new international students can visit popular touristic sites of Daegu City in the first week of every semester
- International Lounge: on average it has between 250 and 300 visitors per day offering an inter-cultural experience by providing an only English-speaking atmosphere in order to practice their language skills and make new friends; offers a wide range of resources, like English magazines, books and games; every day movie day and other events organized regularly
- Keimyung Hanhakchon: reproduction of a traditional Korean academy and an upper-class home located on the main campus; the university offers a number of programs on traditional music, Asian literature, craft, fine art, traditional culture and etiquette, as well as field trips to Korean heritage sites

Of course, KMU also offers a Buddy program to match new international students with KMU domestic students for building friendships and cultural exchanges. Further, there is a Host Family Program where Korean families in the local community invite international students to spend weekends and Korean holidays with them. All in all, the extensive extracurricular activities support the impression that KMU especially emphasize Korean traditions as well as a cross-cultural dialogue. International students are well taken care of during their time of residency by getting an in-depth understanding of the past and present Korean life.

Table 21. Evaluation of the indicators for extracurricular activities of Keimyung University.

| Extracurricular activities | KMU |
|---|-----|
| International linkages, partnerships and networks | ++ |
| (Cultural) orientation program | ++ |
| International and intercultural campus events | ++ |
| Peer support groups and programs | ++ |

Organization Strategies

Governance

As mentioned before, KMU was one of the first universities in Korea that began to be actively involved in the international partnerships and relationships. This fact is strongly emphasized in brochures and statements where “as an international center of higher learning, Keimyung has actively pursued academic and cultural exchanges with universities abroad, sending and receiving students for study and advanced professional training”. The senior leaders of KMU try to maintain this role, although they are aware of the limitations of the region. Also, the international dimension is emphasized in its mission statement with KMU having a “cultural identity of global and cultural diversity with the core competences of cultural awareness”. Their articulated rationales for internationalization include the expansion of internationalization efforts to more international partnerships with countries not engaged with before, US military, government institutions, like the EU, and industry relations. One more structural goal includes the plan to build the English classes into degree streams to enhance the flexibility across programs for international students. In this case, these statements seem not to resemble only empty word phrases because there are concrete financial plans in order to improve internationalization. For example, there are efforts to employ full-time professors as well as full-time staff with an international background in the Office of International Affairs. Further, the members of the OIA state that their budget from the financial planning team would be “satisfying”. Therefore, it is suggested that the KMU has a well-developed governance strategy to support the implementation of internationalization strategies.

Table 22. Evaluation of the indicators for governance of Keimyung University

| Governance | KMU |
|---|------------|
| Expressed commitment of senior leaders | + |
| Articulated rationales and goals for internationalization | ++ |
| Recognition of international dimension in institutional mission statements, planning and policy documents | ++ |
| Financial support for internationalization efforts | + |

Operations

New plans for internationalization are decided by the president who consults with the board of directors, the vice-president for External Affairs and the Dean for the International Office responsible for the overall planning. The finance team decides about the budget that is requested by the International Office and the requirements made by the consultation processes. The Office of International Affairs is overall responsible for liaisons with International Office staff in other universities, marketing, oversea marketing, recruiting of international students, creating English information material, development of new international programs, negotiating, signing new MOUs, looking at future possibilities and promoting abroad and counseling international students. Further, every department is required to have at least one foreign professor who is also the spokesperson for international students with more department-specific questions and consultations.

Table 23. Evaluation of the indicators for operations of Keimyung University.

| Operations | KMU |
|---|------------|
| Systems (formal and informal) for communication, liaison and coordination | + |
| Department-level system for support | + |

Services

As mentioned before, international students are well taken care of by means of the orientation program, buddy program, field trips, well-developed cultural experience programs and the Office of International Affairs responsible for counseling and advice. Further, the International Lounge is a very well-developed meeting place for international and Korean students in an only English-speaking environment with a lot of English materials and events. In total, there are seven different types of dormitory in a separate “village” on-campus for 2,110 students in total in 1,065 rooms. A special feature is the KELI (Keimyung English Language Institute) house: It is an only-English speaking dormitory, where most of the international students are

accommodated with Korean students as roommates. This should improve the English language proficiency of the Korean students while integrating the international students sufficiently. Japanese and Chinese dormitories with the same constellation are also available. Housing opportunities are provided for all exchange students as well as a large amount of international degree-seeking students. Financial support in the form of scholarships is also available for international students:

- Truth Scholarship: Selected international undergraduate students who receive top GPA receive 100% waiver of tuition fee
- Justice Scholarship: First semester's international undergraduate students or selected international students who receive high GPA receive 50% waiver of tuition fee
- Love Scholarship: Selected international undergraduate students who receive certain GPA receive 30% waiver of tuition fee
- Graduate scholarships: Graduate international students are entitled to a 50% reduction on their tuition fees
- KISS (Keimyung International Sarang Scholarship): around 50 scholarships will be awarded every year to qualified candidates with a full tuition fee waiver, full dormitory fee waiver and Korean Language Course for 1 year if necessary
- Keimyung Caritas: charitable organization to help disadvantaged members of the community, assist in reconstruction efforts and support Keimyung International Sarang Scholarship; most of the staff and faculty members donate 1% of their salary each month

Table 24. Evaluation of the indicators for services of Keimyung University.

| Services | KMU |
|--|-----|
| Student support services | ++ |
| Housing opportunities | 0 |
| Availability of housing opportunities | + |
| Financial support for international students | + |

1.3.6 Conclusion

As one of the first universities being active in internationalization, KMU has made quite good efforts. From the early beginning, it has realized that internationalization made up an important part in the functions of a university. As a private regional university it depends strongly on attracting additional external funding in order to survive. Therefore, KMU has not only to attract international students but also make them feel comfortable so that they are going to recommend this university in specific, although it is located in the smaller province. All these reasons led to

the development of a quite creative set of program strategies. On the one hand, it has made good progress with extracurricular activities, such as cultural orientation programs or the International Lounge. On the other hand however, international students reported to feel unchallenged by the range of English-taught courses. Most of the courses were solely designed for short-term international exchange students comprising traditional Korean courses, like Korean dances, taekwondo, Korean economy or calligraphy. In order to enhance the overall quality of its education and prepare as well its Korean students for the global labor market, it should be necessary for the future that KMU invests in more English courses in whole degrees. However, the organization strategies seem to be well-developed with planned structural investments and rationales for the future as well as a sufficient financial support for the staff members of the Office of International Affairs.

1.4 Kyunpook National University (KNU)

1.4.1 Background

Kyungpook National University (hereafter called KNU) is a leading national university located in Daegu established in September 1946 by uniting the former Daegu Teacher's College, Daegu Agricultural College and Daegu Medical College. In 2008, it merged with Sangju National University. It is one of the oldest and best recognized national universities along with Seoul National University and Pusan National University. Overall, the university is proud of its extensive and active alumni, where many of them are holding leading positions throughout Korean society. For the 21st century, the university is concentrating its efforts to become a leading academic institution by contributing to the demands of the community, region, nation and global world. Currently, 28,692 students are enrolled supervised by 1,129 academic staff and 707 administrative staff. It entails 18 colleges and schools and 14 graduate schools. When looking at the statistics the KNU publishes on its homepage, it mostly emphasizes its research activities, such as the external research funding, SCI level publications and the number of publications per 10 billion won of research funding. KNU is famous for its high employment rate of 58% leading the ranking before Pusan National University and Seoul National University. A special focus is given to the sector of domestic electronics, KNU ranks on the 2nd position in the number of high level executives in SAMSUNG with 60 alumni and on the 3rd position in LG Electronics with 18 alumni. Their external research funding has been increased from \$ 87.2 million in 2004 to \$ 115.7 million in 2008. Additionally, they enhanced their SCI level publications from 1,343 publications in 2004 to 1,928 publications in 2008. Right behind the SNU, KNU has the second highest amount of scholarships that were awarded in 2008 whereas \$ 25 million stem from KNU and \$ 5 million from industry.

1.4.2 Case study methodology

Data collection was done by a one-day visit to the main campus where 2 interviews with staff members of the Office of International Affairs were conducted. Further, one regular student and two exchange students were asked about their experiences and opinions about their programs and the university in general. For background information and statistics, online information was used as well as several brochures, such as *Kyungpook National University*, *KNU International*, *KNU International* (older version), *Handbook for International Students* and *KNU Visiting Scholar Program*. Helpful were also extracts from an International Student Survey that was conducted annually.

1.4.3 Normative match

As a regional university, KNU has recognized that it has to differentiate itself in order to attract domestic as well as foreign students. It has realized that the level of interest for international higher education is quite high for both types of students in order to be more global competitive in their future workplace. Thus, the public demand for a global curriculum needs to be fulfilled by the present universities. Further, the KNU is aware that most international students are more attracted to the Seoul metropolitan area. To be able to compete on the education market, it has focused strongly on building tight industry-academic linkages, especially with global leaders in electronics and technology, like Hyundai, LG and Samsung. Therefore, the KNU use internship opportunities in one of these local corporations or firms as stimulations to attract students. It promotes its education through “getting to learn more about the Korean workplace experience”, as they call it. Thus, a special focus is led on attracting international students by incorporating understanding the Korean workplace into the experience of the international students. In particular, the KNU said to focus more on Europe instead of the traditional partners in the USA. According to the Office of International Affairs, Europe is regarded as being a “better partner for Korea” because of the comparable sizes of the countries and the good trading relationship between them. Further, they have recognized that the student mobility has risen in the EU in the last years as a result of the Erasmus Program. Overall they think that this program has encouraged European students to look for opportunities to study abroad. Additionally, the EU has recognized the importance of supporting links outside the EU so that they are funding a lot of mobility programs with non-EU countries. Therefore, Europe is regarded as the target market of the KNU to enhance the numbers of signed MOUS and other partnerships between the universities. A special point to mention should be that the KNU tries to care about their visiting international students in order to improve the situation for future students. They are using their student exchange and especially the visiting scholar program as a way to advertize and promote their university abroad after the students and scholars came back to their home country. Therefore they are concerned that the students and scholars are supported and feeling

comfortable in this environment in order to improve their later reputation at home and recommend it to other students or scholars.

All in all, the KNU seems to have structural investigations and elaborative plans to include an international, intercultural and global dimension into its functions. Therefore, there seems to be a normative match to the extent that the KNU has realized that to survive the current educational market it has to globalize its education in a unique way while attracting international students to maintain its student numbers. However, it is questionable whether or not all units have accepted to open the KNU to the global world because of the relatively low percentage of English courses and international faculty. Nevertheless it is concluded that the KNU would wish to enhance these numbers, but its location and the prescribed resource allocations due to its public character restrict them to invest in these areas in specific.

Table 25. Evaluation of the indicators for normative match of Kyungpook National University.

| Normative match/Attitude towards internationalization | KNU |
|---|---|
| Importance of internationalization | Moderate to high priority to internationalize the curriculum |
| Reasons to internationalize | To meet the public demand of global education and to enhance the employability of their students and to maintain/improve their ranking position |
| Focus of internationalization efforts | Enhance the quality of education by enhancing the number of English courses and attract foreign faculty (on a short-term basis as visitor scholars) Specialization by means of internship opportunities for exchange students (“workplace experience”) European partners as the target market |
| Future focus of internationalization efforts | Enhance the number of MOUs with partner universities, especially in European countries Attracting international faculty and enhance the number of English courses |
| Commitment of leaders to engage in international efforts | Not that much efforts from the current president as the one before who gave a lot of incentives to partner universities etc. |
| Institutional support for internationalization | 6-7 regular staff members in the Office of International Affairs Lack of financial support |

1.4.4 Resource dependency

As a national university, they receive one third of their funding from the government, one third from research funds and one third from students' tuitions. However, the recent changes in funding policy results in several cuts and changed dependencies, as in the case of SNU. Their funding nowadays relies on a proposal about their education plan in every sector. Based on an evaluation done by the Ministry of Education, Science and Technology (MEST) about the university's capabilities, money is given to each subsector. In the last two years, the KNU received the highest amount of funding possible, but it is nevertheless an irregular arrangement . That means it is not possible to expect the amount of money that is going to be received. Exchange students are required to pay the tuition of about US\$ 1900 to US\$ 2400 per semester depending on the courses they are selecting. Further, accommodation on campus requires a dormitory fee per semester about US\$ 1,000 including 3 meals a day at the dormitory cafeteria. However, most exchange students can apply for KNU Dorm Scholarship covering dormitory fees or related international scholarships covering tuition fees at least partly. Undergraduate tuition lies between US\$ 3,900 and 5,500 per year where 37% of the international students receive partial scholarships. Graduate tuition accounts for US\$ 4,300 to 9,700 per year, but 80% of the international students receive a full tuition waver. All in all, KNU still depends strongly on governmental resources. Especially with the new funding system, the KNU needs to adjust to the requirements and demands that the government puts on universities to receive higher amounts of funding. That simultaneously means that the investments are very prescribed by the proposal so that the flexibility is restricted. Thus, for the implementation of the internationalization strategy, they need to budget them beforehand in the proposal according to the governmental goals so that they get approved and financially supported. As mentioned by the OIA, the wage for international faculty is often prescribed by the government so that there are limited opportunities to attract international faculty through higher wages or similar financial rewards. More flexibility in resource allocation would be preferable because then the university could decide on their own which strategies are best for their unique situation.

Table 26. Evaluation of the indicators for resource dependency of Kyungpook National University.

| Resource Dependency | KNU | |
|--|---------------|---------------|
| | Recent trends | Future trends |
| Public demand | ++ | ++ |
| Ranking position | ++ | ++ |
| Attracting government funding | + | ++ |
| Attracting additional external funding (students, industry, government bodies) | + | ++ |
| Maintain a sufficient number of students enrolled | ++ | ++ |

1.4.5 Internationalization Strategies

Program Strategies

Academic programs

The student exchange programs of the KNU are characterized by a certain degree of creativity because students can integrate internships, laboratory projects or volunteer activities. The various options include:

- KNU International Education Program: exchange students can choose from a range of courses taught in English that cover different major, along with a variety of courses focusing on Korea, including language, economics, culture, film, history, and politics
- Part-time internship during regular semester: to supplement their academic studies, exchange students can also request a part-time internship with a local Korean company
- Undergraduate Laboratory Research Projects: in certain subject areas, exchange students can opt to join a research team to complete an undergraduate project
- Global Challenge Program: especially for students from developing countries to experience the policies, cultures and industries of advanced countries (approximately 300 students are participating)
- EU-ICI Program: cooperation project between MEST and the Delegation of the European Union where the KNU sent its students to European countries as interns or exchange students through KNU's SAIPEKS and EUKLA programs. In return, European universities have also sent their students to KNU. The EU Committee and MEST support the students by covering some of the expenses.
- Overseas Volunteer Activities Program: Korean students take part in voluntary activities such as cultural exchanges, labor volunteering, teaching Korean language, computer

skills and taekwondo, in countries like Russia, Vietnam, the Philippines, and other neighboring Asian countries

Like at the other universities, a Korean Language Program is organized including 10 weeks of classes plus cultural activities every semester with 200 hours of language instruction per semester for overseas Koreans and foreigners. There are just a few regular courses available in English, approximately 150 courses per semester in total. That means that Korean language proficiency is required for all undergraduate degree programs, but not for Master's and PhD programs. Further, courses for the Kyungpook National University-International Education Program (KNU-IEP) are taught in English comprising 19 courses in English specially designed for the intercultural exchange of information. While interviewing students, they often claim that most of the courses are dominated by traditional Korean Studies, like calligraphy or Korean history so that their choices of courses were very limited. The Graduate School of International Studies includes 9 different study areas. In 2010, there were 1,692 students sent overseas and 1,345 foreign students coming to Korea (including the number of overseas internships, exchange students, students of a language training program, global challenge, and overseas volunteer supervised by the university). 49% of international students are enrolled in the undergraduate studies, 30.3% in graduate programs, 14.6% in language programs and 5.7% as exchange students. Further, 95.4% of all international students are coming from Asian countries, 3.5% from Europe, 0.7% from Africa, 0.3% from USA and 0.1% from Oceania. KNU has also double-degree programs with two American universities, one Japanese university, and three Chinese universities (Jilin University, Harbin Institute of Technology, and Zhengzhou University). An important part of the recruitment of international students is made up by the part-time internship opportunities during the regular semester, where exchange students can request a position within a local Korean company. Here, KNU works closely together with global players located in Daegu, such as Samsung and LG. Additionally, there are two short-term study opportunities within the KNU English Summer/Winter Session where students can spend 3-4 weeks and take up to two courses taught by visiting professors from KNU partner universities. These visiting lectures are recruited via the Visiting Scholar Program where scholars from partner universities are invited to KNU to teach one of the 3-credit-courses in English. The KNU provides them with a roundtrip airfare, accommodation for up to 30 days, stipend of US\$ 2,000 and various cultural excursions, including introductory Korean language classes. The OIA is very proud of this program because it functions as an efficient way of promoting the university worldwide.

Table 27. Evaluation of the indicators for academic programs of Kyungpook National University.

| Academic Programs | KNU |
|--|------------|
| Exchange programs | ++ |
| Korean Language courses | + |
| Programs in English | - |
| International Studies | 0 |
| International students | 0 |
| Joint/Double-degree programs | 0 |
| Working abroad options | + |
| International Summer School | + |
| International faculty | 0 |
| Visiting lecturers and scholars with an international background | ++ |

Research and collaboration

KNU has 84 research centers in the areas of Humanities/Social Sciences, Natural Science, Engineering, Agricultural Sciences, Medical Sciences, Science and Engineering, Ecology and Environmental Science and Industry-Academy Cooperation. In 2008, it ranked on the 2nd position of the score on SCI among Korean national universities with 1928 being published in SCI journals. In order to be ranked among the top 10 Specialized Research universities in Asia, it is planned to establish 2 world-class International Research Centers and create 10 Global Research Projects. Thus, its research activities are similar to the SNU, although it has some problems to attract high quality researchers and faculty.

Table 28. Evaluation of the indicators for research and collaboration of Kyungpook National University.

| Research and collaboration | KNU |
|--|------------|
| Research agreements | ? |
| Joint research projects | + |
| International Research Centers | + |
| International conferences and seminars | ? |
| International published articles and papers | ++ |
| Faculty engaged in international research or projects abroad | + |

Extracurricular activities

In total, KNU has 247 partner institutions in 39 countries. KNU hosts two short-term customized cultural exchange programs where students attend basic Korean language classes, special seminars and field trips along with a variety of hands-on cultural experiences (i.e., Jilin University, China: Summer Cultural Exchange and Mississippi Sate University, USA: Global Leadership Exchange). For international students on campus, there is a Cultural Orientation Program during the first week in the begin of the semester. Once per month, the OIA organizes cultural excursions as well as an annually International Student day. A special feature is the International Lounge where movie nights and other events are organized. There, an English writing Center is integrated with two native-speaking interns helping Korean students to prepare for their exchange. Other extracurricular activities include the Challenge-Korea program, where Korean and international students form groups and purpose trips, and the KNU Student Buddy Program where all exchange students are assigned to a Korean student buddy to help them adjust to student life. Finally, the International Students Organization (ISO) helps international students in sharing information about studying at KNU and living in Korea consisting of 4 groupings of nationality promoting intercultural activities and international awareness. All in all, KNU tries to make the university life for international students more attractive by means of several extracurricular activities. Further, they try to internationalize their education by enhancing Korean students' English proficiency.

Table 29. Evaluation of the indicators for extracurricular activities of Kyungpook National University.

| Extracurricular activities | KNU |
|---|------------|
| International linkages, partnerships and networks | + |
| (Cultural) orientation program | + |
| International and intercultural campus events | ++ |
| Peer support groups and programs | + |

Organization Strategies

Governance

When looking at the brochures and statements online, the president of the KNU proposes that “with our mission ‘to concentrate investment on future human resources, and to be a knowledge-driven, global-oriented university’, KNU will step up to become a global leader bringing strength and talent together towards the advancement of the institution”. Thereby, KNU should make innovations through open communication and cooperation among university communities in Korea and abroad. Thereby, it wishes “ to be ranked as the No. 1 leading educational entity across the country” by the more concrete goals of increasing the lectures in

English by 10-12%, the expansion of lifelong education program and securing about 60 professors from Korea or foreign countries. A special point of attention is given to the improvement of quality: to prepare the Korean students for international exchanges by means of the English writing professional to improve their English skills before being allowed to go abroad. However, as a national university, members of the KNU claim that there is a lack of financial resources for improving the overall infrastructure and attracting full-time international professors. Thus, it seems that there are great words from senior leaders, but in reality there is no structural investment possible to really achieve the goals of internationalization.

Table 30. Evaluation of the indicators for governance of Kyungpook National University.

| Governance | KNU |
|---|------------|
| Expressed commitment of senior leaders | 0 |
| Articulated rationales and goals for internationalization | + |
| Recognition of international dimension in institutional mission statements, planning and policy documents | + |
| Financial support for internationalization efforts | - |

Operations

Most operations are mainly done by the Office of International Affairs which is responsible for the incoming and outgoing students, the promotion of KNU at student fairs, attending conferences etc. However, there is a lack of department-level support for internationalization efforts.

Table 31. Evaluation of the indicators for operations of Kyungpook National University.

| Operations | KNU |
|---|------------|
| Systems (formal and informal) for communication, liaison and coordination | + |
| Department-level system for support | 0 |

Services

Overall, students can consult the university on many ways. There is a Student Service Center, the Global Lounge with the English Writing Center, Buddy services and the Office of International Affairs. Additionally, the NIIED International Student Service Center provides special services in Korean, English, Chinese, Vietnamese and Mongolian to help international students with communication problems. In total, there are 8 residential dormitories equipped with a gym, recreation hall, meeting room, computer lab and laundry facilities for enrolled and exchange students. These accommodations are available for exchange students and first-year students.

However, there is no international dormitory only for international students. Exchange students are provided with on-campus dormitories with a fee about \$1,000 over one semester (including 3 meals a day). Other financial support is provided by means of scholarships. Here, undergraduate international students can receive scholarships based on their academic achievement in the previous semester:

- Top 7% of international students: 80% off tuition fees
- Top 30% of international students: 20% off tuition fees

Graduate international students can receive the KNU Honors Scholarships when being applied by recommendations from their academic advisors and the Dean of the department based on outstanding performance in English or Korean language Proficiency test scores (benefits: 100% or 50% of tuition fees, health insurance, monthly stipend from academic advisor). Finally, scholarships for in the Korean Language Program are awarded to outstanding students who rank within the top 40% at the end of each semester. Overall, international students report to feel welcomed and supported, although they are sometimes academically bored by the lack of attractive English-taught courses.

Table 32. Evaluation of the indicators for services of Kyungpook National University.

| Services | KNU |
|--|------------|
| Student support services | ++ |
| Housing opportunities | 0 |
| Availability of housing opportunities | + |
| Financial support for international students | + |

1.4.6 Conclusion

KNU as one of the three best national universities in South Korea has a relatively prestigious role, although its location made it less attractive. However, it is proud to refer to its linkages to the local industry with global operating companies, like LG and Samsung. Overall it has recognized the demand for a global curriculum from the public, the global labor market and the ranking systems. Further, the changing funding policy of the government forces them to look for additional external funding. Therefore, similar to KMU, it has developed a creative set of internationalization strategies and incentives to attract international students and faculty. Its special range of program strategies is well-developed. Especially its internationalization in research activities, extracurricular activities and its Visiting Scholar Program can be mentioned as successful implementations. One problem, however, is the relatively restricted resource

allocation. Because of its public nature, most of the allocation is prescribed by the governmental proposals. Other regulations include the wages of international faculty and the tuition fees, so that the KNU has limited options to recruit both international students and faculty with providing them with special financial incentives. Another problem is the limited choice of English-taught courses so that again a few exchange students are complaining about the lack of academic challenge. For the future, KNU has great plans with structural investment to enhance the number of English-taught courses and attract foreign faculty on a short-term basis as visitor scholars. It will be questionable whether or not the KNU provide the Office of International Affairs with enough financial support: only 6-7 regular staff members are responsible for the coordination of internationalization efforts with increasing financial shortcuts and unstable resources based on the changed funding policy of the government.

2. Interview Questions

2.1 Questions for Interview Partners at the Offices of International Affairs

My questions can be split into three categories, namely attitudes towards internationalization, resources of the university, and the internationalization strategies and their successfulness. For each category, I have selected a few questions that should be helpful in guiding the interview. During the interview, I will provide some examples for the questions so that you have a better understanding of what I would like to know.

Thank you very much for your help in advance!

1. **Attitudes towards internationalization**

- What are your reasons for internationalization?
- What do you think about the importance of internationalization for the university?
- Where do you see the priority of internationalization efforts at the university?

Possible answers:

- Student exchange
- Foreign student attraction
- Faculty exchange
- Overseas volunteering
- Internationalization of educational process
- Internationalization education for enrolled students
- Extension courses
- Establishment of infrastructure
- Internationalization of administration and support services
- Foreign faculty attraction
- Joint degree programs
- Overseas internships
- How does the university put its emphasis on these efforts?
 - *For example, when the university is interested in enhancing the foreign student attraction, what strategies the university is using? (Building more dormitories for foreign students, providing more courses that are taught in English, establishing support units for international students etc.)*
- Where should be the priority of internationalization efforts in the next five years at the university?

Possible answers:

- Student exchange

- Foreign student attraction
- Faculty exchange
- Overseas volunteering
- Internationalization of educational process
- Internationalization education for enrolled students
- Extension courses
- Establishment of infrastructure
- Internationalization of administration and support services
- Foreign faculty attraction
- Joint degree programs
- Overseas internships
- How should the university put its emphasis on these efforts in the future?
 - *For example, when the university is interested in enhancing the foreign student attraction, what strategies the university is using? (Building more dormitories for foreign students, providing more courses that are taught in English, establishing support units for international students etc.)*

2. **Resources (Description of the funding pattern)**

- Can you give an estimation of the amount of funding coming from the government?
- Has the university been selected for government-funded projects?
 - *Examples are Brain Korea 21, NURI project, Study Korea Project etc.*
- Can you give an estimation of the amount of funding coming from students?
- Can you give an estimation of the amount of funding coming from international students?

3. **Internationalization strategies and their successfulness**

Finally, I am especially interested in the internationalization strategies implemented at the university and their respective successfulness. The table on the next pages provides an overview about possible internationalization strategies separated into program strategies and organization strategies. While being aware that this list is quite extensive, I would like to ask for your help in providing me with as much information as possible about the specific statistics of the internationalization strategies, in terms of how many programs exist and to what extent they are used? Thus, with regard to the table beneath my questions are:

- What types of strategies are implemented at the university (inputs)?
- Does the government financially support the respective internationalization strategy?
- To what extent are these strategies really used at the university (outputs) in terms of number of participants and programs?

| | Instruments | Inputs (available/not available) | Outputs |
|-----------------------------------|---|--|---|
| Program Strategies | | | |
| <i>Academic programs</i> | Student exchange programs | | Number of programs and students participating |
| | Korean language courses | | Number of programs and students participating |
| | Programs in English | | Number of programs and students participating |
| | International Studies | | Number of programs and students participating |
| | Working/study abroad options | | Number of programs and students participating |
| | International students | | Number of international students |
| | Joint/Double-degree programs | | Number of programs and students participating |
| | Cross-cultural training | | Number of programs and students participating |
| | International faculty | | Number of international faculties |
| | Visiting lectures and scholars with an international background | | Number of international lectures |
| <i>Research and collaboration</i> | Area and theme centers (Specialization) | | Number of programs and participants |
| | Joint research projects | | Number of programs and participants |
| | International conferences and seminars | | Number of programs and participants |
| | Internationally published articles and papers | | Number of international articles |
| | International research agreements | | Number of agreements |
| | Research exchange program for researcher and students | | Number of programs and participants |
| | Support for faculty projects and activity abroad | | Number of programs and participants |
| | Faculty engaged in international research or projects abroad | | Number of participants |
| <i>Extracurricular activities</i> | International linkages, partnerships and networks | | Number of partnerships |
| | Student club and associations | | Number of clubs and participants |
| | International and intercultural campus events | | Number of events and participants |
| | Peer support groups and programs | | Number of programs and participants |

| Organization Strategies | Instruments | Inputs (available/not available) | Outputs |
|--------------------------------|--|--|--|
| <i>Governance</i> | Expressed commitment by senior leaders | | Description |
| | Active involvement of faculty and staff | | Description |
| | Articulated rationale and goals for internationalization | | Number of rationales and goals with regard to internationalization |
| | Recognition of international dimension in institutional mission statements, planning and policy documents | | Number of articulations of internationalization in documents |
| <i>Operations</i> | Integration of internationalization dimension into planning, budgeting and quality review systems | | Description |
| | Systems (formal and informal) for communication, liaison and coordination | | Description |
| | Adequate financial support and resource allocation system | | Amount of support for internationalization efforts |
| <i>Services</i> | Support from institution-wide service units (i.e., student housing, registrariat, fund-raising, alumni, information technology) | | Number of support units and description of their size |
| | Involvement of academic support units (i.e., library, teaching and learning, curriculum development, faculty and staff training) | | Number of involved academic support units |
| | Student support services for incoming students (i.e., orientation programs, counseling, cross-cultural training, visa advice) | | Number of student support services and description of use |
| <i>Human Resources</i> | Recruitment and selection procedures that recognize international expertise | | Description |
| | Reward and promotion policies to reinforce faculty and staff contributions | | Description |
| | Support for international assignments and sabbaticals | | Description |

2.2 Questions for International Students

In what type of degree program are you enrolled at the University?

- No degree program (short-term exchange student)
- No degree program (Korean language program)
- BA/BS or equivalent
- MA/MS or equivalent
- Ph.D
- Other

How many se

ers have you attended at the University?

Your first major (primary academic department) at the University

Your second major or minor at University (if applicable)

How many English-taught courses did you take at the University?

What do you think is your level of Korean language?

- Only a few phrases
- Read, write and speak basis Korean
- Read, write and speak advanced Korean

What do you think is your level of English?

- Only a few phrases
- Read, write and speak basis English
- Read, write and speak advanced English

In what language did you select courses taught?

- Entirely Korean
- Mixed Korean and English
- Entirely English

Was the University your first choice institution when applying abroad?

- Yes
- No

When choosing to study in Korea, how important was each of the reasons about Korea listed below?

| | very unimportant | unimportant | neither unimportant nor important | important | very important |
|---|--------------------------|--------------------------|---|--------------------------|--------------------------|
| Korea is geographically close to my home country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Korea's easier visa and application procedures compared to other countries I considered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lower cost of living compared to other countries I considered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Opportunity to work while at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scholarship opportunity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

When choosing the University, how important was each reason below?

| | very unimportant | unimportant | neither unimportant nor important | important | very important |
|---|-----------------------------|--------------------------|--|--------------------------|---------------------------|
| Academic program/major not available in my home country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ethnic/cultural diversity of campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was offered financial assistance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Opportunity to study/research with a particular faculty member or research group at the university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Courses taught in English that are offered at the university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I just wanted to study in Korea (the campus or university didn't matter) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not accepted to my first choice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My teacher/counselor advised me to study at KU | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was interested in a specific educational program at the university (academic and/or extra-curricular program) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Better quality of higher education compared to my home country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Educational cost compared to other institutions in Korea | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

During your stay, please rate the level of difficulty that you have experienced for each category

| | Least difficult | | 2 | 3 | 4 | Most difficult |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Academic life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social life (e.g. relationships with friends, professors) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal life (e.g. feelings) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate your satisfaction with the University in each below on a scale from 1 to 5

| | Very dissatisfied | 2 | 3 | 4 | Very satisfied |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Academic resources (library, computers, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Academic support services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Educational costs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English speaking ability of staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Extra-curricular opportunities and activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty advisors (professors) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helpfulness of administrators and staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Job preparedness for work after studying at the university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Obtaining housing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Off-campus work opportunities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality/comfort of living facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| On-campus work opportunities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal/family safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality of health and family support services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality of university facilities (e.g. library, fitness studio etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Scholarships/grants/other financial aid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scientific research/laboratory equipment (labs, technology, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social atmosphere (friends, activities) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transferring courses from other universities to academic credit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality of teaching staff (professors and instructors) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English speaking ability of faculty (professors) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Course availability in English language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall college experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please rate the following experience at the University on a scale from 1 to 5

| | No difficulty | 2 | 3 | 4 | Much difficulty |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Acceptance by faculty and staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Acceptance by students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advice and information given by international student office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Affordability of living (rent, food, transportation, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Affordability of education (tuition, supplies, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Availability of financial assistance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Availability of support services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feeling comfortable in Korea | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feeling welcomed on KU campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicating in the Korean language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making friends with Korean students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making friends with international students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making friends with students from | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

home countries

Academic pressure to succeed

Please indicate your future goals for education

- Hope for further education in Korea beyond current program
- Hope to further education in home country
- Hope to further education in another country

Please indicate your future goals for career

- Hope to pursue a career in Korea
- Hope to pursue a career in home country
- Hope to pursue a career in another country

Would you recommend Korea to friends /family in your home country as a country to study abroad?

- Yes
- No

Would you recommend this university to friends/family in your home country?

- Yes
- No

What recommendations do you have to the University to improve international students' experience?

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