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Master's Thesis

**Multiculturalism in Internationalization of
Korean Higher Education?:
Case Study of Seoul National University**

국제화에 따른 한국 고등교육의 다문화주의?:
서울대학교의 사례

August 2014

서울대학교 국제대학원

국제학과 국제협력 전공

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**Multiculturalism in Internationalization of
Korean Higher Education?:
Case Study of Seoul National University**

A thesis presented

by

Anggia Utami Dewi

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in Partial Fulfillment of the Requirements
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**Multiculturalism in Internationalization of
Korean Higher Education?:
Case Study of Seoul National University**

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Abstract

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Since early 2000s, South Korea has been actively doing the internationalization of its higher education as an effort to be an educational hub in Asia, providing highly competitive universities with world-known reputation. The proactive national-institutional internationalization so far seems focusing on political and economic motives. By taking the case study of Seoul National University, the thesis argues that this current internationalization is still limited in exploring the socio-cultural rationale. The university seems to see the presence of diverse international bodies as an instrumental way to acquire a better internationalization point, neglecting the implications and valuable manner of that multicultural reality. Even though the university has been responsive enough in supporting the shift composition of university body, the circumstance shows challenging consequences. This thesis identifies that the university right now is still in a transformation stage from monocultural to transitional institution. However, there is an indispensable need to address the relevant approach to that matter. The thesis suggest multiculturalism as a pertinent proposal. Learning from previous experience in other countries, institutionalizing multiculturalism in higher education could be carried out by multicultural initiatives in several dimensions. These initiatives could deliver the multiculturalism as value and attitude: recognizing, respecting and promoting equal acceptance and understanding of the cultural diversity.

Keywords

**Korean Higher Education, Higher Education, Internationalization,
Multiculturalism, Multicultural Initiatives**
Student ID: 2012 – 24102

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List of Abbreviations

BK 21	Brain Korea 21
EMI	English Medium Instruction
GKS	Global Korea Scholarship
GSFS	Global Scholarship for Excellent Foreign Students
GSIS	Graduate School of International Studies
HE	Higher Education
HRC	Human Right Center
ISI	International Summer Institute
KHE	Korean Higher Education
MEST	Ministry of Education, Science and Technology
MOE	Ministry of Education
NIIED	National Institute for International Education
OECD	Organization for Economic Co-operation and Development
OIA	Office of International Affairs
PCER	Presidential Commission on Educational Reform
SISA	SNU International Students Association
SKP	Study Korea Project
SNU	Seoul National University
THE	Times Higher Education
UCLA	University of California, Los Angeles
WCU	World-Class University
WTO	World Trade Organization
QS	Quacquarelli Simonds

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CHAPTER I INTRODUCTION

1.1 Background and the Purpose of the Study

The discourse of globalization¹ has been primarily dominant in almost the last three decades. It is a complex and dynamic discourse with many proponents defines it differently, coming from its plural dimensions and effects to human life also to how actors in international arena interact each other. Nations seek ways to struggle and compete, since as Maringe and Foskett (2010: 1) quote, globalization entails the opening up and coming together of business, trade and economic activities between nations. Also with the highly intensified development of information and technology, it has shifted the current market economy to the knowledge-based economy. As other magnitudes could be identified further, the development of knowledge power is one vigorous example of how globalization also derives a powerful transition in higher education (HE) and in the nature of universities.

Creating and maintaining a knowledge society which could be signified with a high number of highly educated people is one strategy to ensure countries' global

¹ Despite the absence of universal definition on globalization, this concept could be understood by seeing the increasing flow and mobility level of goods, capital, ideas and human as indicators of which interdependence between nations is also increased (Giddens, 2000 as cited in Maringe and Foskett 2010). As Maringe in Maringe and Foskett (2010) suggests, globalization is a multidimensional concept that relates to creating a world in which the social, cultural, technological, political and ideological aspects of life become increasingly homogeneous and in which economic interdependence and growth are driven by the principles of free market.

competitiveness. Here internationalization² of higher education plays an important role to achieve that goal. Divided into national, sectoral and institutional levels, the internationalization process consists of several ranges of strategies. These range from recruitment of international students, student and staff exchange programs, development of international partnerships for teaching, development of collaborative partnerships for research, to the curriculum internationalization (Maringe in Maringe and Foskett, 2010: 28). To measure the achievement of internationalization, one trend that is pursued by many countries is the title of “world-class university”, where the rank of universities in global level is considered a measure of national competitiveness.

Lead by more developed countries in the West such as United States, United Kingdom, France, Germany, Canada and Australia, also Japan in the East Asia; other Asian and Latin-American countries are also strongly involved in building world-class universities vice versa internationalization of its higher education. Becoming the member of WTO in 1995 and OECD in 1996, South Korea (henceforward Korea) as current top twenty largest economies has seriously taken strides to accomplish its vision to be an active global player. Adding effort to build a knowledge-based economy as one of five political objectives in 1999

² Internationalization is referred to the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary educations (Knight, 2004: 11).

(Moon and Kim, 2001: 98), the Korean government delivered several plans and strategies that executed by range of projects.

Wang (2012) mentions the implemented strategies of internationalization of higher education in Korea are diverted into three main themes. First, *research and development aspect* which is given within the Brain Korea 21(BK21) project launched in 1999 and World-class University project begun in 2008. Second, in *curriculum aspect* it delivered with the enactment of English Medium Instruction Policy. Third, in *international students' recruitment aspect*, it is performed by the Study Korea Project and Global Korea Scholarship. For the Study Korea Project, with its aim to promote Korea's image as a study-abroad destination and become the education hub, the Korean government plans to double the number of international students in domestic universities to 200.000 by 2020 (Oh, 2012). The appointed target in 2020 is a further step taken after a remarkable increase of international students number from only 16.832 in 2004 to 83.842 in 2010, which surpassed the initial target of 50.000 students in 2010 of the first round of Study Korea Project launched in 2004 (Oh, 2012).

Attracting more international students to come is actually not just inspired by the goal of achieving a competitive knowledge society. It is also logically based by circumstances of the perceived crises regarding the future of universities in the face of demographic changes in Korean society (Lee, 2012 as cited in Lee, 2013: 316). The university entrance level by domestic students is forecasted to be

drastically shrink from 628.000 in 2010 to 421.000 in 2030 (Statistic Korea, 2009 as cited in Lee, 2013:316). Other dimensions of demographic changes in Korea predominantly detected in the decline of fertility rate, rapid aging population and sex imbalance ratio. Some of the impacts of these changes are the labor shortages and the decrease of domestic brides, which became the reason of a high massive flux of migration of foreign workers and brides in Korea since late 1990s to 2000s. With prediction around 1,5 million in 2013, foreigners currently represent 2 percents overall Korean population (Korea Immigration Service, 2013).

The high number of foreigners living in Korea represented from mostly the low-skilled foreign workers, foreign brides (especially from South East Asian countries) to international students as high-skilled migrants. They are contributing to the transition of previously homogenous Korean society to heterogeneous one. The social and cultural challenges should be faced by Korean societies as the “host” when diversity and pluralism are unavoidably prevailed. This present condition has driven the Korean government to devise policies on migration, social integration also multiculturalism. Multiculturalism in essence is a concept where diversity and difference are being embraced, where minorities regardless of their backgrounds can live harmoniously with major population. However there are several diversity policies that could be taken by government which not always fully equal with the notion of multiculturalism. In the case of Korean government, the multiculturalism policies and programs are focusing to

the foreign migrant workers, female marriage brides and the second-generation offspring of multicultural families³.

By looking at how Korean government currently addresses multiculturalism, the multiculturalism discourse in the context of high-skilled migrants particularly international students is still newly developed yet it is also a valuable point to be focused on. In universities, where internationalization of higher education takes place, multicultural condition given by the presence of international students and faculty members, makes multiculturalists related policies, activities, services and supports quite important in the rationale for internationalization (Qiang, 2003). In other immigrant countries such as United States, Australia, and Canada, the discussion of multiculturalism in education arena has been developed comprehensively, as the advantage of internationalization is to produce graduate that is expected to have a cognitive, emotional, social and ethical multiculturalism (Resnik, 2008 as cited in Maringe and Foskett, 2010: 27). Tolerance and multicultural understanding are positive gains that could be achieved through international experience in university (Taylor, 2010 in Maringe and Foskett, 2010: 87).

While multiculturalism initiatives such as policies and supports as addressed above are parts of socio-cultural rationales of internationalization, in Korean higher education it seems that the internationalization still focuses on the political

³ In Korea, multicultural families refer to families under two or more different culture, created by international marriages between Korean and non-Korean (Jahng&Lee, 2013).

and economic rationales⁴, and also it still emphasizes on the quantitative rather than qualitative performance. This research is going to analyze the dynamic of multiculturalism in internationalization of higher education in Korean experience, as the insight of multiculturalism in internationalization process still has a lot of room for discussion; the other objective of this research is to explore options in improving the multiculturalism endeavor in internationalization of Korean higher education.

Based on the context given previously, this research seeks to answer the following questions:

- a. Has multiculturalism as a concept and practice been explored in the current process of internationalization of Korean higher education?
- b. What could be done for further improvement in addressing multiculturalism in the internationalization of Korean higher education?

1.2 Methods

1.2.1 Context and Methodology

This thesis is a descriptive-qualitative research that emphasizes on in-depth knowledge and on the refinement and elaboration of images which appropriate

⁴ Knight (2004) gives four rationals of internationalization, which are political, economic and socio-cultural. Further elaboration on rationales of internationalization will be presented on the next chapter of this thesis.

for several goals of social research (Ragin, 2011). The research is mainly conducted by literature reviews, where the concepts were sensitized and analyzed by employing case study. Two important inter-related concepts are internationalization and multiculturalism in the terms of higher education, which both will be explained further in the second chapter. For the case study, Seoul National University (SNU) was chosen based on two important reasons.

First, in the internationalization of higher education, the research and development also publications are taken as one of the most significant elements other than the international cooperation with other universities or organizations and the recruitment of international students and faculty members. In this regard, SNU represents the first category of research university (Shin, 2009: 675) and the successful case of Brain Korea 21 and World-Class University (WCU) program, where it has been raised to the top 50 global university ranking within only quite short time period (QS World University Rankings 2013; THE World University Rankings 2012-2014). SNU received a quite high amount of funding for these government research projects.

Second, among the other Korean universities, since the era of internationalization during 1990s until now, SNU ranked as the top university in Korea and has the largest graduate programs in Korea (Shin and Jang 2013 in Shin and Kehm eds, 2013: 149). As the most prestigious leading national university in Korea (Shin and Kehm eds, 2013: 149), it has been the role model of other Korean

universities. SNU has been developing internationalization efforts lead by its Office of International Affairs (OIA SNU, 2014) to pursue its vision to be the World-Class University. Also, the internationalization of SNU also could not be separated from the history and the philosophy of the university it self. Born during the birth of the nation, the university had to face some tribulations due to the political turmoils. After the Korean War, the university was restored with the purpose to build a university that could represent the country, and could contribute into the development and the future of the nation. For the university that has special account for the country and its people, pursuing a remarkable status internationally is important. It was unpleasant when the university that symbolize the power and dignity of the nation, was not recognized abroad.

From the global ranking position of SNU that represents its competitiveness in international level, together with the national leading status and the deep philosophical meaning of the university itself for Korea and Korean people, it is logically presumed that in the internationalization of Korean higher education, SNU fits to the case study analysis in this research.

The data and information used for this research were gathered from primary and secondary data. The interviews with the Dean and Associate Dean of SNU Office of International Affairs (OIA) and the expert advisor from Human Right Center of SNU were conducted to capture the institutional level responses and understanding of internationalization and multiculturalism. For local responses

and understanding, data were gathered through interviews with international students and international faculty members that had been selected from snowball purposive sampling. For the secondary data, this research utilized published reports, press releases and news from government institutions like Ministry of Education and National Institute for International Education (NIIED) -including the Study Korea website (www.studykorea.go.kr)-, from international organization such as Organization for Economic Cooperation and Development (OECD), and from the official website of SNU (www.snu.ac.kr) and the website of its OIA (www.oia.snu.ac.kr).

1.2.2 Design

This research is divided into six chapters. The first chapter covers the background of the study, including the purposes, research questions, and methods taken in conducting the study. The second chapter reviews the previous studies and literatures, focuses on the internationalization of higher education with elaboration in Korean higher education, also multiculturalism in relation with internationalization. Chapter III provides the analytical framework in conducting this research. Chapter IV then enumerates the internationalization process of Korean higher education, particularizes the case study of Seoul National University. The analysis on multiculturalism in internationalization of Korean higher education then will be elaborated in chapter V. The recommendations of improvement to assess multiculturalism in internationalization of higher

education are delivered in the last chapter, together with conclusions of the future direction in internationalization of Korean higher education.

1.2.3 Scope and Limitation

The scope of this thesis is multiculturalism in internationalization of Korean higher education, using Seoul National University as the case study. The internationalization here is mainly focusing on the institutional level internationalization as the response to the national level policy and regulations on internationalization. However indeed, internationalization is not a one-sided approach, it has multiple stakeholders in three levels: global, national and local (Wang, 2012). It constitutes international institutions such as OECD and UNESCO, governmental institutions in education, foreign affairs and immigration related areas, and local stakeholders like students, professors and academic staffs. For this limitation, another approach of stakeholders and level of internationalization could be undertaken in further studies.

As the discussion of multiculturalism is still very recent in Korean higher education, future researches also could engage in other case studies to figure out more general result. Also, as the methodology for this research is using qualitative one with snowball sampling, it would be meaningful to perform other examinations on the subject with different methodology as alternative to the study.

CHAPTER II LITERATURE REVIEW

2.1 Internationalization of Higher Education

2.1.1 Definition and Approach

During the past two decades, the significance of internationalization in higher education has replaced the previous collective term used “international education” (de Wit, 2013). This relates to several international activities in higher education such as study abroad, student and staff exchange, and foreign student advising. It shows how higher education, especially universities per se, have always had and provided international spaces to their three broad missions: teaching, research, and services (Maringe, 2010; Maringe and Woodfield, 2013). However, the international dimension of higher education is becoming increasingly important, complex, and confusing (Knight, 2004:5). That has made a transition from the late term “international education” to a more conceptual approach, comprehensive one that is “internationalization”. One of the most influential factors towards this changing approach is globalization. Globalization and internationalization are closely linked each other, share many characteristics, yet are not synonymous with each other (Maringe and Foskett, 2010).

Globalization in higher education is positioned as part of the environment in which the international dimension is changing and becoming more important

(Knight, 2004). Knight (2005) mentions several elements of globalization in which implicating the internationalization of higher education. Those elements are knowledge society; information and communication technologies; market economy; trade liberalization; and changes in governance structure. These changes affect all aspects of internationalization, including the teaching process and curriculum, student and academic mobility, the cross-border delivery of education programs, international development projects, and the study of foreign languages, commercial trade, and staff development (Knight, 2005). Van Damme in Taylor (2010) also identifies four key tendencies in which higher education relates with globalization: the creation of ‘new and tremendously important demands and exigencies towards universities as knowledge centers’; ‘an increase in demand for higher education worldwide’; ‘an erosion of national regulatory and policy frameworks’; and the emerging borderless higher education market (Taylor in Maringe and Foskett, 2010: 84).

In defining internationalization, no single universal definition will likely ever be. Different approach could describe internationalization differently. Knight and de Wit (1999 in Knight, 2005) suggest six approaches to internationalization at the institutional level: activity, outcomes, rationales, process, at home/ campus bases and abroad/ cross-border. In national and structural level, approaches vary from programs, rationales, ad-hoc, policies and strategies (Knight, 2004). Still indeed, it is important to have parameters to measure and asses the working definition of internationalization itself.

The evolution of the term could be traced back in the late 1980s when Arum and van de Water (1992) approached internationalization from institutional level as “the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation” (Arum and van de Water in Knight, 2004:9). Then in 1994, Knight proposed an organizational approach to internationalization which refer to “process of integrating an international and intercultural dimension into teaching, research, and service functions of the institutions” (Knight, 1994:7). Another description was given by de Wit (1995), referring internationalization as “the complex of processes whose combined effect, whether planned or not, enhances the international dimension of the experience of higher education in universities” (Taylor in Maringe and Foskett, 2010:85).

The fact that there are changes in the facets of internationalization, more recently Knight updated the working definition of internationalization, which is now generally accepted. The comprehensive definition given by Knight covers both national/sector level and institutional level of internationalization. Internationalization defined as the *process of integrating an international, intercultural or global dimension into purpose, functions or delivery of post-secondary education* (Knight, 2004:11). Knight emphasizes in three core terms: international; intercultural and global dimensions. The sense of relations between countries or nation-states as well cultures represented by ‘international’, and as internationalization also relates to diversity of cultures that exist within countries,

communities and institutions, the term 'intercultural' is applied. For 'global' dimension, it is included to give the sense of worldwide scope. All fill each other characterizes the affluence in the sphere of internationalization.

2.1.2 Rationales of Internationalization

As previously elaborated, there are diverse ways to define and approach internationalization; so does the case of rationales and motivations of it. Some suggestions given by Aigner et al (1992), Scott (1992), Warner (1992), Davies (1992) and Johnston & Edelstein (1993); but later covered with a more structured clusters by Knight and de Wit (1997 in Qiang, 2003): *political rationale*; *economic rationale*; *academic rationale* and *cultural-social rationale*. In 2002, de Wit updated the detail of each category (Knight, 2004). Political rationale relates to issues respecting the nation-states such as foreign policy, national security, peace and mutual understanding, national identity, and regional identity. Economic rationale refers to issues like economic growth and competitiveness, labor market, financial incentives. Academic rationale comprises the objectives such as international dimension to research and teaching; extension of academic horizon; institution building; profile and status; enhancement of quality and international academic standards. Lastly, cultural-social rationale identifies issues regarding national cultural identity, intercultural understanding, citizenship development, and social and community development.

These four categorizations remain relevant, however Knight suggests that there should be differentiation between stakeholders in internationalization. Here especially the need to distinguish rationales between national- and institutional-level. Knight emphasizes the increasing competition at international level has brought the importance of institutions to give a branding or developing a strong international reputations. Desire to have international recognition, whether it is for academic, social-cultural, political or economic purpose, is clearly growing (Knight, 2004:22). The new cross-cutting categorizations do not omit the four rationales, but it highlights the rationales between national- and institutional level. For national-level, some emerging important rationales are human resource development or brain power, strategic alliances, commercial trade, nation building and social-cultural development. As for institutional-level, the driving rationales in internationalization are international branding and profile, income generation, student and staff development, strategic alliances and knowledge production.

Entirely, there is no common generalization of motivations or rationales why institutions, governments, countries are driving for internationalization. The different processes of internationalization, whether it is bottom-up or top-down approach, or combination between both, are contributing to the complexity of international dimensions of higher education. With the shifts and varieties of rationales in internationalization, it is very crucial for the stakeholder and actor of internationalization to be clear in articulating its motivations, because policies,

programs, strategies and outcomes are all associated and regulated by explicit or/and implicit rationales (Knight, 2004).

2.1.3 Model and Strategies of Internationalization

Knight and de Wit (1995) elaborate four models of internationalization process: Neave's model, Davies' model, Van Dijk and Meijer's model and Rudzki's model. Neave develops two paradigmatic models in casting the difference between managerial rational versus academic consensual, the first is 'leadership driven' and the following is 'base unit driven'. Davies' model prescribes an organization approach, stating that university should have clear statements of where it stands in the respect of internationalization. Davies presents four matrixes that institution can have: a central-systematic strategy; an *ad hoc*-central strategy; a systematic-marginal strategy and an *ad hoc*-marginal strategy. These matrices move from the most explicit and coherence one (central-systematic) to the less clarity on the strategy (*ad hoc*-marginal).

The third model presented by Van Dijk and Meider, is an extension of Davies' model. It introduces three dimensions of internationalization, policy; support and implementation. Policy relates to the see the aim of internationalization, which can be marginal or priority. Support refers to one-sided or interactive type of support for internationalization. Implementation method then could be *ad hoc* or systematic one. When these three dimensions combine together, there is eight cells formed as shown in the table below.

Table 2.1 Van Dijk and Meijer's Cube Model

Cell	Policy	Support	Implementation
1	Marginal	One-sided	<i>Ad hoc</i>
2	Marginal	One-sided	Systematic
3	Marginal	Interactive	<i>Ad hoc</i>
4	Marginal	Interactive	Systematic
5	Priority	One-sided	<i>Ad hoc</i>
6	Priority	One-sided	Systematic
7	Priority	Interactive	<i>Ad hoc</i>
8	Priority	Interactive	Systematic

Source: Knight and de Wit (1995: 24)

The above cube model could explain how the process of internationalization development diverse within institutions. This model also mentions three routes through in achieving internationalization:

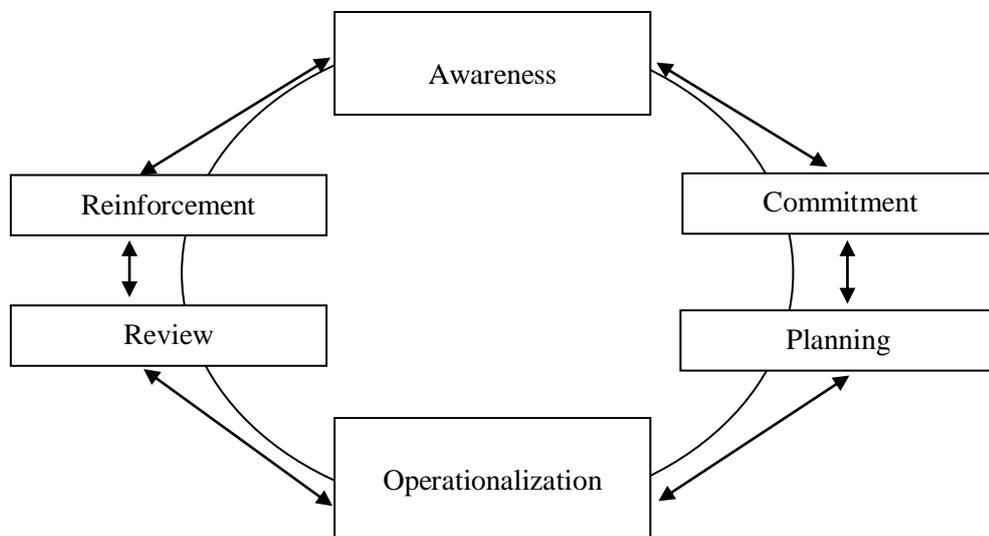
- a. Route 1-2-6-8: the *slow starters* which indicates a thoughtful approach and a well-structured organizational culture
- b. Route 1-5-6-8: the *organized leaders*, indicating a strong international commitment and an organized institutional culture

c. Route 1-5-7-8: the *entrepreneurial institutions*, indicating a quick response to external developments, a great variety of activities at different levels and much commitment which is only at a later stage organized in a more systematic way.

The last model is the Rudzki's model, who classifies four key dimensions of internationalization: student mobility, staff development, curriculum innovation and organizational change. He also point out the significance of activities that bifurcate these dimensions. Rudzki provides two possible modes of internationalization, which are reactive and pro-active mode. The reactive mode consists of five stages, from *contact; formalization; central control; conflict to maturity or decline*. As for the pro-active mode made up of stages from *analysis; choice; implementation; review to redefinition of objectives/plan/policy*.

All these models, especially from Davies, Van Dijk and Meijer and Rudzki, are complementing each other in a useful way. However, this model approach do not necessarily considered as paradigm of internationalization, as Knight and de Wit mention. An alternative approach to model of internationalization is addressed by Knight and de Wit (1995), to see internationalization not as a linear process but a continuous cycle. This cycle attempts to to identify the steps or phases in the process of integrating the international dimension into the university or college culture and system. Consists of six phases of which an institution would step with its own phase, it also enable the possibility of two-way flow and sequence between phases.

The first step is creating awareness of the importance and benefit of internationalization for student, staff and faculty. Awareness is important to stimulate internationalization by all elements in university not just a small exclusive group. From awareness, the next moving step is commitment. It is important to build commitment to the process of integrating dimension into teaching and learning, research and service functions of a university. Support from faculty, staff and students are necessary to transform commitment into strategies. The strategy plan then needs to be developed comprehensively, and it could be differ from one university to another. Planning process is started from clarifying the purpose and the goal, followed by setting the priorities and providing the framework and direction.



○ Supportive culture increasingly sensitized and receptive to integrate internationalization

Figure 2.1 Internationalization Cycle
Source: Knight and de Wit (1995: 26)

The next step is to implement the aspects in internationalization strategy and create a supportive culture. Three things that play a leading role are guiding principles, academic activities and services and organizational factors. What activities and programs that should be exercised first based on the needs and objectives of the institution. Operational plan then must be customized depends on the distinctive or unique features of university. After implementation, reviewing and assessing the process is also very important in order to enhance the quality and impact of internationalization. Knight and de Wit (1995) describe two senses of reviewing internationalization process. First, from the assessment of value and success of activities and second, from incorporating the internationalization process with the annual or biannual review of university, a more systematic review.

As the continuous cycle emphasizes the importance of awareness in the first place, Knight and de Wit (1995) suggest the significance of reinforcement to maintain the awareness by building in incentives and rewards. Opportunities to frame a persistent alteration in the internationalization process are the basic premise of this continuous model. Again, integrating and institutionalizing the supportive culture and system in university is the sewing line of all phases in the cycle. This cycle is harmonious with the definition that further suggests by Knight, where integration of international dimension plays a crucial point. Even though there is a changing understanding, where previously internationalization is seen as the goal itself, currently it is understood as the 'means' to an end (Wang, 2012).

The strategies for internationalization can be exerted in various ways, just as the model of internationalization is diverse. Foskett (2010 in Maringe and Foskett, 2010) pinpoints a model of university internationalization strategy which consists of five types of strategies. First, *domestic university*, where universities in this category are focusing on their own national and regional context. International dimension include recruiting international students are not the priority for the university. Second, *imperialist universities*, which have strong international students' recruitment activities, but the facilities to support those students are poorly developed. Recruiting international students is only a financial strategy, but the supportive organizational factors and management are not well implemented. The third type is *internationally aware universities*. These are universities that changing their organization and cultures to have profiles that is international, but who have not yet really engaged with overseas recruitment or overseas partner universities (Foskett in Foskett and Maringe, 2010: 45). Fourth type is internationally engaged universities. Universities belong to this type are those who doing a simultaneous effort in international arena, both abroad and at home. They are not just engaging in international partnerships and student recruitment but also driving an international curriculum and ensuring that services and facilities on the home campus could support international and ethnic diversity.

When internationally engaged universities develop more in their internationalization progress, the fifth type of universities then take the lead as

internationally focused universities. In this level, universities have shown a transformational cultural change, with high degree of achievement in many dimensions. They are firm and capable in both internationalization at home and internationalization abroad. For this classification of strategies, Foskett points out to distinguish the gap between strategic aspiration and strategic reality. For universities who identified as internationally engaged or internationally focused universities, there might be small gap between aspiration and reality. For domestic universities too, the gap between aspiration and reality is not significant since they already well identify their strategic position. Foskett mentions how it is precarious for universities in imperialist categories. Those types of universities would not explicitly mention economic rationale or financial values behind their internationalization (Foskett in Maringe and Foskett 2010:46). They consider themselves in many cases as internationally engaged universities, with lack of organizational and managerial understanding.

For another consideration, Shin and Kehm (2013) also examine the different strategies of building world-class university depend on the features of higher education system, the use of English as instructional language and the context of economic development and internationalization of their academics. Even though their research is not precisely mentioning internationalization strategies, it would be meaningful to mention their arguments. As they identify, internationalization is directly reflected in global ranking indicators (Shin and Kehm, 2010:8), and this internationalization is one dimension of how world-class university is

classified. This research is taking a national level approach that comparing the world-class universities' strategies based on country stratum.

According to this research, some countries are considered as objects, which classified between advanced or developing higher education systems, English-speaking or non-English speaking countries, high or low economic development, and high or low internationalization of their academics. Germany, France and Japan are included to non-English speaking, advanced higher education system, high economic but low internationalized academics' countries. For this classification, the strategies would be capacity upgrading for research productivity with selection and concentration strategy. Korea, China and Taiwan are classified as non-English speaking, developing higher education system and high /middle economic with high/middle level of internationalized academics' countries. For Korea and Taiwan which are higher economies, the strategies are capacity incubation of research productivity and selection and concentration strategy. As for China, other than capacity incubation, attracting foreign academics is also one strategy to add. They then take Malaysia, Singapore and Hong Kong as three English-speaking countries with developing higher education system. For Malaysia which has middle economy yet highly internationalized academics, the strategies are more emphasized in attracting foreign academics with less weight in research, that is why the selection and concentration strategy of research is not applied yet. For Singapore and Hong Kong with higher economies, the strategies are also attracting research productive foreign

academics to enhance their research productivities, in spite of lack application in selection and concentration of research. Here we can see, how better economic countries can allocate more funding for costly research. Level of research productivity as strategy depends on the economic development of the country.

2.1.4 Multiculturalism in Internationalization

The discussion on multiculturalism in internationalization of higher education has been existed since 1980s to 1990s in the United States and 1990s in Germany and other European countries. The topic is included together with the fact of cultural diversity that came to country as the result of massive migrations, also the presence of international students and faculty members in universities. Diversity is an essential component of multiculturalism, but multiculturalism encompasses more than diversity (Krishnamurthi, 2003: 263). Diversity is the condition, but multiculturalism is moving towards value and attitude that recognizes and respects the diversity. As Krishnamurthi (2003: 263) cites Morey and Kotano (1997), multiculturalism seeks to promote the valuing of diversity and equal opportunity for all people through understanding of the contributions and perspective of people of differing race, ethnicity, culture, language, religion, gender, sexual orientation, and physical abilities and disabilities.

Multicultural education refers to an approach to school reform designed to actualize educational equality for students from diverse racial, ethnic, cultural, social class and linguistic groups (Banks, 2009 in Jahng and Lee, 2013: 294).

Multicultural education was initially an attempt to support cultural pluralism that emphasizes adding more content to the dominant culture (Steeler and Grant, 1988 in Jahng and Lee, 2013: 297). Multicultural curriculum provides a more comprehensive, accurate, intellectually honest view of reality; prepare all students to function in a multicultural society, and better meet the learning needs of all students (Morey and Kitano 1997, in Krishnamurthi, 2003: 263-264).

In the sphere of higher education, multicultural initiatives could be related to the notions of contemporary global citizenship. The university's graduates are expected to have international mindedness, as Maringe points out that the new global worker is expected to have a cognitive, emotional, social and ethical multiculturalism (Maringe in Maringe and Foskett, 2010:27). This circumstance correlates with the academic rationale of internationalization, including the cultural relevance of international dimension to research and teaching and enhancement of quality and international academic standards. However, any relation with multiculturalism is closer to the socio-cultural rationales of internationalization.

Aigner (1992 in Qiang 2003) mentions that one of the three major reasons of internationalization is fostering of human understanding across nation. Scott (1992 in Qiang 2003) also pinpoints several imperatives for global education including increasing ethnic and religious diversity of local communities, the reality that many citizens work for foreign-owned firms and the fact that college

graduates will supervise or be supervised by people from different racial and ethnic groups from their own. Warner (1992 in Qiang 2003) also examines the social transformation model of internationalization agenda is to give students a deeper awareness of international and intercultural issues related to equity and justice, and to give the tools to work actively and critically towards social transformation. Knight (1997: 11) addresses that acknowledgement of cultural and ethnic diversity within and between countries is considered as a strong rationale for the internationalization of a nation's education system.

After consigning the meaning of multiculturalism generally and particularly in higher education, also its context in internationalization of higher education, it is important to elaborate more in practical direction of multicultural initiatives in internationalization. Krishnamurti (2003) figures out dimensions of multicultural initiatives. He adapts two model made by Marchesani and Adams (1992 in Krishnamurti 2003) and Garcia *et al.* (2001 in Krishnamurti 2003). The model includes curricular initiatives (Marchesani and Adams, 1992 in Krishnamurti 2003) in pedagogy, content, faculty, and students dimensions focusing on multicultural course requirements, course and curricular transformation, recognition of diverse teaching and learning styles, and the pursuit of multicultural research and scholarship. Then the model integrates the campus diversity and multicultural initiatives model from Garcia *et al.* (2001 in Krishnamurti 2003) that inscribes four dimensions: education and scholarship, access and success, campus climate and intergroup relations, and institutional

viability and vitality. The figure 2.2 below shows the model proposed by Krishnamurthi (2003) in multicultural initiatives.

Krishnamurthi argues that the multicultural initiatives would be successful by integrating the model proposed by Garcia *et al.* (2001 in Krishnamurthi 2003) with the curricular issues mentioned in Marchesani and Adams' model (1992 in Krishnamurthi 2003). Adams and Strother-Adams (2001 in Krishnamurthi 2003) address that the approaches for multicultural curricular initiatives could be explored by adding designated multicultural courses to the curricula (additive), integrating multiculturalism as part of the curricula (integrative), or transforming the curricula multiculturally (transformative).

Any multicultural curricular initiatives which relate directly with the *education and research* dimension then should be addressed together along with:

- *Access and success* which deal with recruitment, retention, and inclusion of under-represented groups on all aspects of academic life on campus
- *Campus climate* which is supportive and would promote positive intergroup relations, also welcome the under-represented and marginalized group.
- *Institutional level* to support the initiatives which could be enacted by university's mission, policies, funding, commitment and perception.

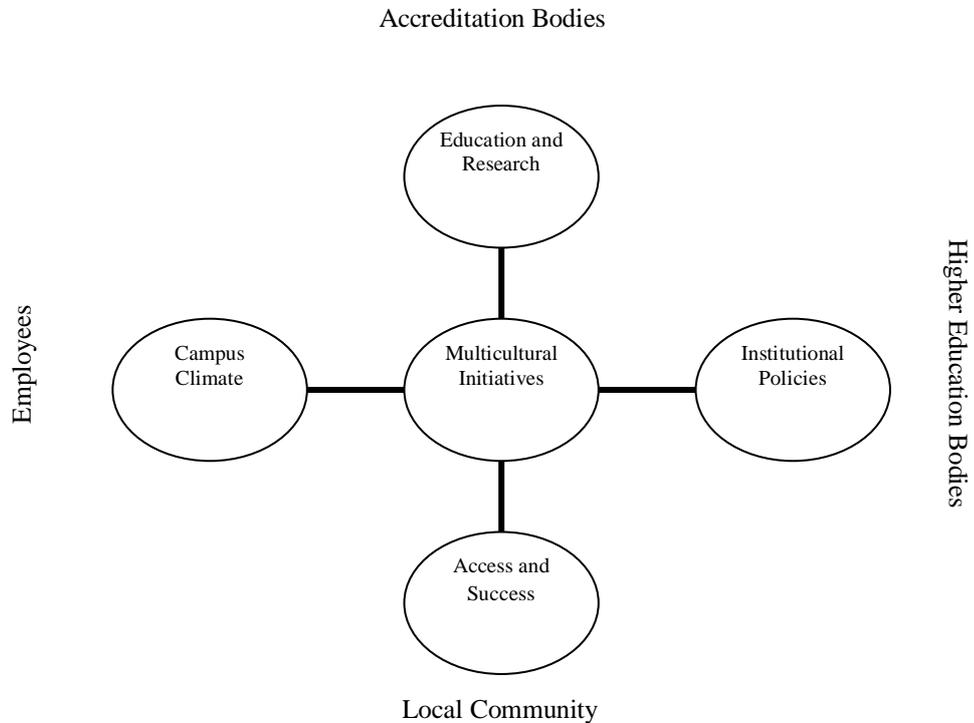


Figure 2.2 A four-dimensional model of Multicultural Initiatives
Source: Krishnamurthi (2003)

Another prior research relates to multiculturalism in institutional level of higher educational organizations is made by Chesler and Crowfoot (1997). They mention several organizational dimensions such as mission, culture, power system, climate and social relations, structure, technology (curriculum and pedagogy), resources and boundary systems which the institutional racism could exist. Then they reconstruct prior work of Cox (1991), Jackson and Holvino (1988), and Chesler and Crowfoot (1991), and present the three generic models of organization at different stages of developing multiculturalism. The first stage is

monocultural model, the second stage is transitional model, and the third stage is multicultural model. Table 2.2 will elaborate detail explanations of each stage.

The development of multiculturalism in organizational dimensions of universities could be applicable in Korean case, by replacing the majority stated in the model –white people, Eurocentric norms- into the Korean people with Korean (Asian) norms as the major or dominant group.

Table 2.2 Organizational Stages of Multiculturalism

Organizational Dimensions	Stages		
	Monocultural	Transitional	Multicultural
Mission	Deliberately exclude or ignore diversity.	<ul style="list-style-type: none"> - Announce desire/ need for a diverse workforce or membership. - Suggest a link between diversity and bottom line. 	<ul style="list-style-type: none"> - Positively value diverse workforce or membership and service to under-represented groups. - Link diversity to ‘bottom-line’ and social justice values. - Global perspective.
Culture	<ul style="list-style-type: none"> - White, male, and Eurocentric norms prevail. - Prejudice and discrimination prevail. - Encourage assimilation into dominant community. - Emphasize individualism. 	<ul style="list-style-type: none"> - White and male norms are questioned but prevail - Prejudice and discrimination are lessened but continue. - Seek accommodation to and comfort/ tolerance for minorities - Reify particular group identities. 	<ul style="list-style-type: none"> - Prejudice and discrimination constantly confronted publicly and negatively sanctioned. - Alternative norms embraced. - White, male and Eurocentric symbols changed. - Synthesis of group identities and a transcendent community.
Power: The character of dominant coalition	<ul style="list-style-type: none"> - White and male throughout. - Other excluded or at bottom. - Access limited to the ‘club’. - Strong hierarchy. 	<ul style="list-style-type: none"> - A few minority members who can adapt reach middle management. - White and male sponsors of minority and women members. - Narrow access. 	<ul style="list-style-type: none"> - Multicultural team of leaders. - Relatively flat and multi-level decision-making. - Wide access - Value different decisional styles.

Climate and social relation	<ul style="list-style-type: none"> - Exclusionary. - Segregated social events - Communication within racial/ gender groups. - No external intergroup contact. 	<ul style="list-style-type: none"> - Distant but cordial relations. - Open to assimilated minorities - Communication on deeply held issues mostly within social identity groups. - Some external intergroup social contact 	<ul style="list-style-type: none"> - Proactive inclusiveness at work and externally - Homogenous and heterogeneous groupings co-exist. - Much communication across race/ gender lines. - Sense of community (yet plural)
Structure	<ul style="list-style-type: none"> - No designated responsibility for diversity agenda. - Traditional management and meeting style. 	<ul style="list-style-type: none"> - Special (staff) office for diversity programs. - Unit autonomy on diversity issues. - Attention to group process. 	<ul style="list-style-type: none"> - Multicultural initiatives in all units/ levels and seen as line function. - Units accountable for progress
Technology	<ul style="list-style-type: none"> - People required to adapt to the existing technology, which is seen as culture-neutral. - Segregated work teams. 	<ul style="list-style-type: none"> - Discussion about ways technology does not fit/ serve/ reflect diverse groups' need/ styles/ histories. - Desegregated work teams. 	<ul style="list-style-type: none"> - New technologies adapt to diverse groups' needs/ styles and contributions. - Integrated work teams cherished.
Resources	<ul style="list-style-type: none"> - No special funds for diversity programs - Traditional recruitment paths. 	<ul style="list-style-type: none"> - Special funds for diversity events. - Recruitment focused on 'promising' people of color and women. - Retention efforts. 	<ul style="list-style-type: none"> - Multicultural programs built into unit budgets. - Multicultural mentoring normative. - Multiculturalism a priority for resource development/ use.
Boundary Management	<ul style="list-style-type: none"> - Traditional separation of work and home. - No external socializing with diverse peoples. - "Fit" in external market and 	<ul style="list-style-type: none"> - Respond to changing demographics of markets/ clients/ suppliers/ members. - Support external socializing. - Respond to contradictions and conflicts. 	<ul style="list-style-type: none"> - Seek minority suppliers, markets. - Advocate new external cultures and policies. - Global focus. - Export multicultural vision and mission to

	cultures a priority.		markets and peers.
Interest in change?	<ul style="list-style-type: none"> - None unless pressed on survivability. - Low overt conflict. 	<ul style="list-style-type: none"> - Seek social acceptability. - Fuller utilization of resources. - Seek special markets/ advantage. - Adapt to internal or external pressure and overt conflict. 	<ul style="list-style-type: none"> - Equity and justice. - Believe in bottom line rhetoric and growth potential. - Empowerment and organizational improvement.
Constituencies for change	<ul style="list-style-type: none"> - None. - External voices and pressures. - Some internal minorities. 	<ul style="list-style-type: none"> - Some internal cadres. - A few leaders from dominant coalition. - Cautious and informal voices - Legal claimants. 	<ul style="list-style-type: none"> - The dominant coalition. - Internal/ external forces joined. - Strong and fully represented internal cadres.
Major change strategies	<ul style="list-style-type: none"> - Litigation and counter-suit. - External demand/ protest. - Coercion, - Some managerial or elite listening. 	<ul style="list-style-type: none"> - Management training and awareness programs. - Organizational development. - EEO and affirmative action programs. - Administrative mandate. - Assessments and audits. 	<ul style="list-style-type: none"> - Continuous (re)education of individuals and organization, - Reward multicultural work(ers). - Coalition formation. - Revise policies and structures. - Combat external social oppression.

Source: Chesler and Crowfoot (1997)

2.2 Internationalization of Korean Higher Education

2.2.1 History and Developments

The early stage of internationalization in Korea in around late 1980s was indicated in limited allusion such as sending students and academics to pursue higher education abroad. Korean students and scholars particularly went to United States as study abroad destination. The Korean government pin pointed the policy of controlled overseas student mobility during that time, with objectives to reconstruct the nation capacity building after colonialism era (Byun and Kim, 2010). A more open and advance international education activities started to take place after the liberalization of overseas travel for ordinary citizens, which by then individual and universities were able to develop exchange program and study abroad agreements.

It was not until middle 1990s where Korean government took a priority action on internationalization policy. The rapid developments of Korean economy, followed by significant external and internal socio-economic changes were crucial factors that shaped the new policy towards a knowledge-based economy in the country. Korea joined the WTO in 1995, then joined OECD in 1996, experienced financial crisis in 1997 and changing of political power with Kim Dae Jung's election in 1998 were some events that contributed to the changes of Korea from labor intensive economy to a skill and technology-based economy and finally to a knowledge-based economy. Creating and enhancing the

competitiveness of Korea's knowledge production has become priority of the government. It has driven the internationalization of higher education as a core educational reform policy in Korea (Lee, 2004 in Wang, 2012).

During Kim Young Sam period (1993-1998), the government implemented several initiatives relate to higher education's policies such as the "Initial Plan for Opening the Higher Education Market to Foreign Countries" and the "May 31 Education Reform Plan of 1995". The Korean government made the Presidential Commission on Educational Reform (PCER) as the committee responsible for education reform and determined four pints concerning internationalization (Wang, 2012). First, to train the experts in international relations, second to increase the number of international students in Korean universities, third to support Korean universities in establishing foreign brain campuses, and lastly to promote Korean cultural identity through educational programs. These initiatives however did not consider successful as the financial crisis hit Korea severely in 1997.

The economic downturn followed with political and social changes also affected the higher education policies. Under Kim Dae Jung administration (1998-2003), the Ministry of Education (MOE) assessed a five-year education development plan of transition into a knowledge-based society as one of six major policy goals. The main focus of government policies this period was to minimize the country's educational trade deficit. That was why the government seek measures that

discouraged students to study abroad while also assisting the international students to come and study in Korea (Byun and Kim, 2010: 470). The shift of policy from sending to inviting students made during this period has crucially influenced the internationalization measurement of Korean higher education. It means that the government and institutions need to improve the quality standard of education and research. A more internationalized atmosphere also should be developed in campuses and the education system, which can accommodate the international students who decided and will decide Korea as their study abroad destination. As to establish, oversee, and coordinate human resource development policies on a national level, in 2001, the MOE was renamed into Ministry of Education and Human Resources Development or MOEHRD (MOE, 2014). The first phase of Brain Korea 21 (BK 21) project was launched during Kim Dae Jung's period with over \$1,2 billion invested to the universities for seven years (Kim and Moon, 2001:99).

During Roh Moo Hyun administration (2003-2008), the national level educational initiative relied on the concentration, specialization and diversification of research. The MEHRD addressed several goals to be achieved: improve international competitiveness of higher education ranking, increase employment rates of graduate, become one of the top 100 universities for SCI level research, increase knowledge transfers between industry and academia and develop fifteen world class research oriented universities by 2010 (MOE 2005 in KEDI, 2006: 17). Following the successful first phase of BK21 project, the

second phase of BK21 project was launched in 2006 by investing \$1,4 billion USD for the seven year period since then (Shin and Jang, 2013: 152). Another project that initiated was the first phase of Study Korea Project (SKP), aimed to recruit 50.000 international students by 2010 in Korea also to increase the percentage proportion of international students from 0.3 to 1 percent by 2010 (MEST 2007 in Wang 2012:27).

By the year 2008, the Government Organization Act of MOEHRD was revised and the ministry was renamed into Ministry of Education, Science and Technology. The higher education policies' objective during Lee Myung Bak (2008-2013) period were focusing on three aspects (MEST, 2009). First is to reinforce the educational capacity of higher education institution. Second is to set its core strategy to raise the autonomy and accountability of higher education institutions. Third is to raise and boost the research capacity of higher education institutions. To achieve the objective, the major policy initiatives are: 1) restructuring the higher education sector; 2) more financial investment in higher education; 3) formula grants for enhancing higher education capacity; 4) continued efforts to expand higher education autonomy; 5) expanding the admissions officer system; 6) higher education information disclosure; evaluation and accreditation; 7) nurturing world class research-oriented universities; and 8) intensive support for graduate-level research (MEST, 2009).

During current President Park Geun Hye administration, no significance shift of higher education policy has been made. It is still the continuation of expanding internationalization with the previous projects and programs. However, in early period when she took office, in March 2013, there was a separation of Ministry of Education from the MEST. The current ministry is restated into its name before the change in 2001. The following section will elaborate more about the scope and programs in internationalization of Korean higher education.

2.2.2 Scope of Strategies and Programs

The need to enhance the competitive strength of Korean higher education has driven the national-institutional level initiatives in internationalization. Another priority is in international student recruitment at both national and institutional level. According to Byun and Kim (2010) as cited in Wang (2012), the scope of internationalization of Korean higher education is in three major implementation strategies: 1) Active Mass Recruitment; 2) Internationalization of Curricula, and 3) Internationalization of Research. This scope of major implementation strategies then delivered by several programs which relate and support each other.

The Active Mass Recruitment strategy is a respond given to overcome the dilemma of high level of outbound student mobility and declining domestic student enrollment in Korean higher education institutions. The Study Korea Project was first implemented in 2004 as a main program to recruit international students (Ahn, 2010). The goal was to attract 50,000 international students to

Korea by 2010. In order to boost the branding and popularity of Korea as a desirable study abroad destination, the government reorganized and optimized the function of National Institute of International Education (NIIED). The NIIED acted as an executive agency under the MOE, plays a leading role in strengthening national competitiveness by developing international human resources among overseas Koreans, exchanging students under national government scholarship programs and providing educational administrative services (NIIED, 2014). As there was an unexpected soar of international students' number in Korea around 49,270 by 2007, the government decided to set the new goal to attract up to 100,000 international students by 2012. The newest target is set up in 2012, the Study Korea Project 2020, is aiming to attract up to 200,000 international students by 2020.

Together with the SKP, the government scholarship scheme is also implemented with the brand Global Korea Scholarship (GKS). The GKS is expected to contribute not only to the cultivation and utilization of quality human resources overseas but also to the establishment of a Korea-friendly global human network down the road (Ahn, 2010). In 2010, the government was invested around KRW 51,5 billion to support the additional 2,100 new scholarship holders under the program (Ahn, 2010). "Study Korea" emerged as national brand (Ahn, 2010), and the outstanding achievement of the SKP and GKS is mentioned to be coincidentally contributed from the right timing of Korean Wave commodification during that period (Wang, 2012).

The second implementation strategy is the Internationalization of Curricula. For this point, the adaptation of English Medium Instruction (EMI) policy is considered to be the most rationale option, since the role and scope of English as lingua franca has expanded tremendously during the past few decades. Byun et al (2011) pin points that after the release of SKP in 2004, “EMI has since begun to assume a prominent role in Korean universities’ internationalization policies”. This is of course a challenge for the non-English speaking countries in internationalizing its higher education, but then the Korean government has taken several steps to incorporate English into the core functions of the universities: education and research (Byun et al, 2011: 435). Parallel with the enactment of SKP, the government allocated more than KRW 200 million won from 2005-2007, funding the financial support to universities offering EMI. The Korean government also linked its evaluation for project such as BK21 to the EMI proportion within all courses offered by university, to encourage the universities to offer EMI courses (Byun et al, 2011: 435). EMI policy in Korea is not just delivered in regular courses within colleges and department in universities. Before the expansive number of EMI rose in the middle of 2000s, the establishment of Graduate School of International Studies (GSIS) in 1997, where almost all courses conducted in English, was also one compelling EMI program.

The last implementation strategies is the internationalization of research. This strategy is an avoidable measurement taken to boost the level of international competitiveness in the era of knowledge-based economy. There are several

government initiatives to support research productivity of Korean universities and academic units. The BK21 project in 1999-2005 and in 2006-2012 were designed to build world-class research universities as a hub of knowledge production for the knowledge society (Shin 2009a in Shin and Jang, 2013:150). The BK21 project is also aiming to upgrade the research infrastructure and graduate –level training of higher education institutions (MEST, 2009). The other similar project is the World-Class University (WCU) project launched in 2008. Under this project, financial support for universities is provided to recruit the top-notch international researchers to collaborate with Korean researchers, contributing innovation to education and research environment of Korean universities (MEST, 2009). Additional to these two main projects (BK21 and WCU), the Korean government also provides support for soft disciplines research, humanities and social sciences. In 2008, the Humanity Korea project was launched, with total budget around \$400 million USD given within 2008-2015 for 56 project teams (Shin and Jang, 2013: 152). In 2010, the Korean government launched the Social Science Korea project, giving \$120 million USD within nine year period (Shin and Jang 2013:152).

2.2.3 Characteristics

By analyzing the history and development of internationalization of Korean higher education, also assessing the policies and programs taken into it, it is appropriate to address several characteristics of Korean HE's internationalization. First, the internationalization is a dominated by national-level or state-led

internationalization. From SKP, GKS, EMI, BK21, WCU, Humanity Korea into Social Science Korea project, it is all included into the research funding national-level initiatives which mainly dominated by the financial support. However, the mission differentiation and governance reforms also should be taken into account as proactive initiatives of internationalization (Shin and Jang, 2013). This state-led internationalization also articulated by Wang (2012: 23) as the rapid top-down quantitative expansion, making internationalization as a strategic political tool in international competitiveness and legitimacy. By putting target in number, desire to achieve the global ranking position and notable international reputation, the Korean government also Korean universities seemed to obsess with quantitative measurement rather than qualitative consolidation.

The second characteristic is an emphasis to economic rationale of internationalization. Economic rationale as main motive is argued to be common figure in countries that pursuing the internationalization of their higher education. In Korean context, as previously explained, the force for the government to focus on the financial aspects of internationalization came from the financial crisis that hit Korea in 1997 (Byun and Kim, 2010). To minimize the educational trade deficit, internationalization was prioritized as the main tool. The demographic change of Korean population in general and in the freshman-age student population is also another crucial factor that has driven the government to increase the number of international students in Korea (Lee, 2013; Byun and Kim, 2010). Revenue issues were the concerned for particularly private institutions in

relatively small cities in the region located outside Seoul (Byun and Kim, 2010; Kim and Choi, 2007). Economic rationale is dominant in those institutions, as their survived on tuition fees from student as primary income (Lee, 2012; Byun and Kim, 2010). As for the universities with stronger base, considered as “elite” institutions which mostly located in metropolitan region, the economic rationale is not as dominant as it is in regional private universities (Kim and Choi, 2007). The international recognition and reputation by included in the top universities in the world is more prevailing for those institutions (Kim and Choi, 2007; Knight, 2004).

CHAPTER III ANALYTICAL FRAMEWORK

The previous chapter has provided the review on related literature to this research. The main concept that will be elaborated and used as analytical tool is internationalization. The working definition for this research for internationalization will be Knight's (2004) updated definition, which is internationalization as *process of integrating an international, intercultural or global dimension into purpose, functions or delivery of post-secondary education*. As the topic of the research emphasize multiculturalism in internationalization of higher education, clarification of multiculturalism in this research context should be addressed as well.

Here, multiculturalism is included as one dimension relates to the socio-cultural rationales of internationalization. Knight (2004) also includes "intercultural" as integrated element in internationalization. Then in this research, multiculturalism in internationalization would be *multiculturalism initiatives in education and research, access and success, campus climate, and institutional policies that deliver multiculturalism as value and attitude that recognizes and respects the diversity, seek to promote diversity and equal opportunity of people regardless their cultural background*.

Figure 3.1 shows the framework proposed in this research. In the internationalization of Korean higher education, the main three implementation strategies are in research, curricula and international students' recruitments (Wang, 2012). The programs that

address the internationalization are the Brain Korea 21 (BK 21) Program, World-Class University (WCU) program, English Medium Instruction policy, the Global Korea Scholarship and the Study Korea project.

As internationalization of higher education has always motives and rationales which could be political, economic, educational or socio-cultural, or combination of all rationales; this research will focus on the socio-cultural rationale of internationalization of Korean higher education. In relation to this socio-cultural rationale, this research will elaborate the multiculturalism initiatives in education and research, access and success, campus climate, and institutional policies that deliver the multiculturalists value and attitude in internationalization of Korean higher education.

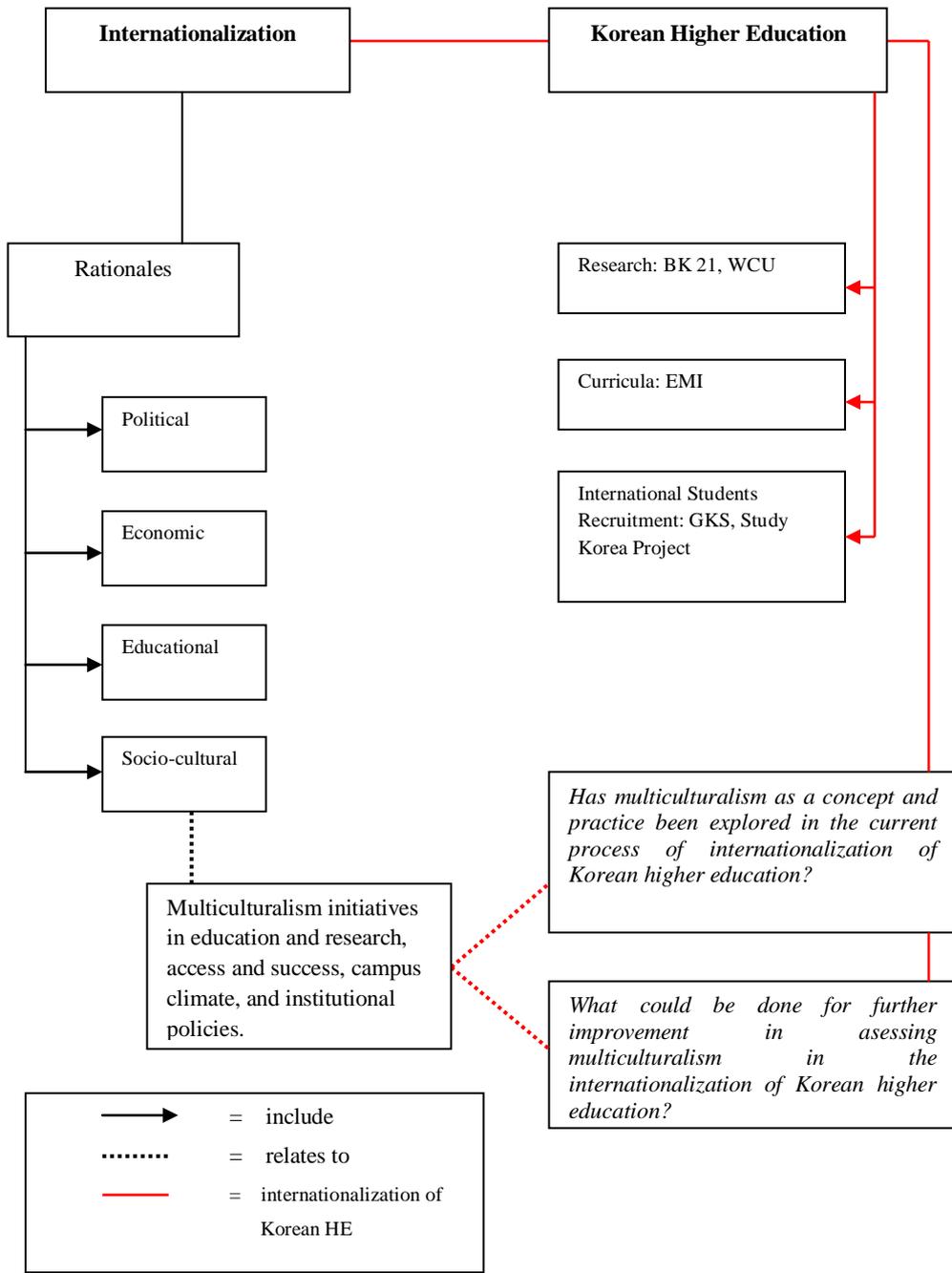


Figure 3.1 Research Framework

CHAPTER IV INTERNATIONALIZATION OF HIGHER EDUCATION: THE CASE STUDY OF SEOUL NATIONAL UNIVERSITY

As mentioned in the first chapter, this research is taking Seoul National University (SNU) as the case study of internationalization of Korean higher education. Several important facts about SNU will be delivered first in order to understand the core values and goals of the university. This chapter then will elaborate some of key points to address internationalization of SNU, including the model and strategies taken in the institutional level.

4.1 Facts Overview

Seoul National University (SNU) is located in Seoul, the capital city of Korea. SNU was established in 1946 as the first national university in modern Korean history. During its first establishment, the university had nine colleges and one graduate school. Today, with two campuses located in Gwanak and Yeongeon, the university is composed by sixteen colleges, nine professional graduate schools, one graduate school, and 135 research institutes and other facilities. The colleges consist of 84 departments for undergraduates, range from College of Humanities, Social Sciences, Natural Sciences, Agriculture and Life Sciences, Business Administration, Education, Engineering, Fine Arts, Human Ecology, Liberal

Studies, Law, Medicine, Music, Nursing, Pharmacy, and Veterinary Medicine. The graduate school combines of around 99 programs, for Master's Program are 70 programs and 28 interdisciplinary programs. As for Doctoral Program, it has around 71 programs and 28 interdisciplinary programs. The professional graduate schools are in nine area, Business, Environmental Studies, Convergence Science and Technology, Dentistry, International Studies, Law, Medicine, Public Administration, and Public Health.

As April 2013, the current number of students is in total 28,011 with 16,712 for undergraduate program and 11,299 for graduate program. The total number of faculty member is 5,361 with 2,538 full-time faculty members, and the rest ranged from visiting professors, adjunct professors to part-time lecturers. For international students, as 2014, the total number is 1,183, with total 248 undergraduate students, 625 master's program graduate students and 270 doctoral program students (OIA, 2014). As for exchange program, there are 329 students by 2014 and for visiting students program there are 39 students. Most of international students (see figure 4.1) enrolled in College of Engineering (359 students), College of Social Sciences (169 students), Graduate School of International Studies (143 students), College of Business Administration (134 students), College of Humanities (131 students) and College of Natural Sciences (83 students).

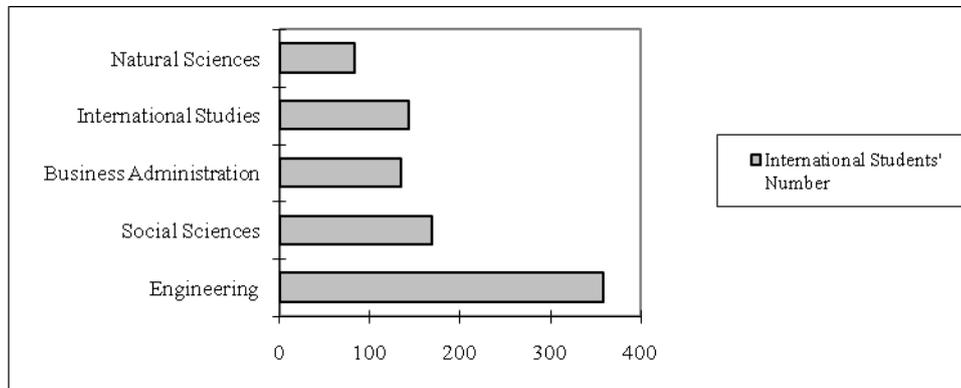


Figure 4.1 International Students in SNU by College – Top Five Numbers
Source: OIA SNU, 2014

Based on nationality, the figure of international students is seen as followed in table 4.1:

Table 4.1 SNU International Students Data by Country of Origin

NO	Country of Origin	Number of Students
1	China	438
2	United States	188
3	Canada	69
4	Vietnam	58
5	Japan	56
6	Germany	51
7	Mongolia	46
8	Taiwan	39
9	Malaysia	37
10	Indonesia	34

Source: OIA SNU, 2014

Aside from those major countries of origin, international students in SNU also come from other 95 countries vary from European countries, Asian and Asia Pacific countries, Arabian countries, and recently African countries. The number

of international faculty members is also getting increased year by year. While in 2004 there were only eight international/ foreign faculty members, in 2007 the number has expanded to 47. Based on its country of origin, the international faculty members are from United States, United Kingdom, France, Germany, Russia, Canada, Mexico, Spain, China, Austria, etc. Those international bodies have contributed to more ethnical diversity within university.

4.2 Internationalization Development: Path to Lead the Way, from National University to World-Class University

Diverse university body is one measurement of how internationalized an institution is. In SNU context of internationalization, the effort to increase the number of international exchange agreements and international bodies is also one strategy taken in order to adapt to a more networked environment and ensure its future viability (OIA SNU, 2014). The changing landscape of global market economy has driven SNU which already became the top national university to also achieve the upfront position in leading the knowledge-based society (SNU, 2005). SNU has been transforming its educational focus from undergraduate to graduate education since then. With almost 69-year history of the university, the development of international engagement was started in 1986 when SNU signed the first international agreement with UCLA (SNU Brochure, 2009).

However, the first institutional level stride of the internationalization could be reviewed by the proclamation of SNU's vision of the 21st century in 1995. This proclamation is correlated closely with the "Ten-Year University Development Program" which was adopted in 1977, which then developed into "Future Ideals in the 2000s Program", emphasizing in making a graduate school-centered international university with world-class research. Being responsive to government proactive policies in boosting up the country's competitiveness, SNU also began to increase the research productivity by mid 1990s, receiving the funding from the Brain Korea 21 (BK21) project that was launched in 1999. Not just in research area, SNU also puts efforts in providing facilities to assist the internationalization movement, by establishing the Office of Admission and Office of International Affairs in September 2001, and BK International House as housing for international visiting and research professor in 2003.

In the same year of 2003, the university opened one new professional graduate school, Graduate School of International Studies (GSIS), which previously began as the School of International Area Studies in 1997. The school aims to be the center of academic training and research in the field of Northeast Asia, Korean Studies and broader global issues (SNU, 2005-06). It seeks to prepare its students entering the leading roles in multinational corporations, international governmental and non-governmental organizations, media, major think-tanks and universities. With majority of classes are taught in English, the GSIS also has one

of the highest numbers of graduate international students from diverse region in the world.

The turning point of SNU's institutional breakthrough step was in 2006, when SNU organized a task force to prepare the SNU strategic plan for 2007-2025. The visions are in three stages: enhancing educational achievement at highest level globally by the year 2010, securing the highest world-class level of research capability by focusing on interdisciplinary research by 2015; and leading the university to become a world-class research university by the year 2025. For the last stage, it is the target as mentioned by the Committee for SNU Strategic Plan 2007, aiming to be a top 10 university globally by 2025 (Shin and Jang 2013 in Shin and Kehm eds. 2013, 154). This goal is supported by nine areas of strategy which are quality of education, research competitiveness, internationalization, governance, finance, campus building, and facility.

SNU tagline in 2006 was leading the knowledge-based society of twenty-first century, with the visions are to be a world-class university in pursuit of academic excellence, a balanced development of the three fundamental functions of university –research, education and service to society-, and a systematic development of existing knowledge and creation of new and innovative knowledge (SNU Brochure, 2005-06). To achieve its visions, SNU emphasizes on enhancing the quality of education and producing the highest quality of research was priority. By the around 15% increased of annual expenditure on

research from \$135 million in 2000, \$160 million in 2001, \$186 million in 2002 and \$219 million in 2003, the number of academic papers published by SNU faculty members also increased from around 8,560 in 2001 to 9,108 in 2003. The number of academic papers published in international academic journal listed in Science Citation Index (SCI) in the science and technology fields sharply rose from 2,202 in 2000 to 3,062 in 2003. SNU aspires to achieve the world-renowned university that has an information oriented-based technology. The Office of Information System and Technology was established to provide the wide access for information technology within university. SNU also started to provide technology based information about university by producing the university brochure that accessible online by 2006.

The year 2007 presents the notable achievement from SNU in becoming the 51st top university worldwide according to Times Higher Education (THE) from the 63rd position a year before in 2006. The number of international academic exchange agreement also increased strongly from 325 in 2006 up to respectively 531 Memorandum of Understanding (MOUs). As the government put into effect the World-Class University (WCU) project in 2008 where special funding was given to hire distinguished scholars from abroad, SNU began to aggressively hire international professors to teach in the university and conduct research with SNU academics.

In 2008, with the new paradigm of openness and harmony, SNU clearly declared its commitment to diversifying its student body and faculty, fostering global exchange, and promoting path-breaking research in all fields of knowledge (SNU Brochure, 2008-10). Compare to the previous period, SNU succeeded in inviting more 50 foreign professors. Achievement in research volume and quality, by the respective year, SNU rivals such internationally prestigious institutions such as Tokyo University, Harvard University and Stanford University. It is mentioned that in many areas, SNU is setting the global standard of excellence. In the THE's world university ranking, SNU's reputation ranked on the 50th rose 68 places within only four year period. The SNU students are also expected to be outstanding not just in Korea, but also in the world. To also support the aim of qualified research, SNU was building a multi-campus with an International Science Complex Research Center, Advanced Institute of Convergence Technology and Green Bio Research Complex within it. Another plan was to build a BT-IT Science Research Center and an International campus, which will serve as an origin for globalization at SNU.

Still continuing the previous years' activity in welcoming the world in SNU, in 2010 the SNU's mission and spirit in the twenty-first century is to create a vibrant intellectual community where students and scholars join together in building the future. SNU also stated its commitment as national university to maintaining and furthering Korean culture, and its commitment as global university to playing a leading role in establishing a global society of peace and mutual respect.

Innovative projects were design for the globalization of the institution. This endeavor is established by expanding the international partnership not just with the universities in the West but also the universities in Southeast Asia and the Middle East. As June 2010, the total partner universities and institutions is 817 in 56 countries.

In 2012, a significant growth of international members from more diverse background has pictured a status of “global campus” of SNU. The university stated its three core values which are: global excellence, special impact, and foundation for transformation. With these values, SNU is trying to become an internationalized university and sets its long term goal to become an educational hub in the world. As spring 2012, there were 243 international faculty members and around 3,106 students who had studied and ware studying in SNU. The number of courses conducted in English is also a measurement, which are 727 courses or around 15,6% of total courses by respective year.

SNU also initiated 3B projects (Brain Gain, Brain Fusion, and Brain Nurture) which aim to foster SNU as a globally competitive research university. Another new milestone achieved is the new opening of SNU overseas office in Beijing, China. SNU in China is the second overseas office of SNU after SNU in America which is located in Los Angeles, opened in May 2009. The aim of opening overseas offices is to make SNU easier to be reached by the students, professors, and researchers from all around the world. The international standing of SNU in

2012 was 59th by general and 44th by reputational (THE ranking), and 37th in QS world university rankings.

The current vision of SNU (2013-2014) is to fulfill its goals as the world's leader of creative knowledge. This include three important points: educating global leaders by fostering creativity, tolerance, and responsibility; creating new future values by taking on challenging and innovative research; and contributing to society by allowing knowledge to be more accessible to the larger community. The development of SNU's initiatives of internationalization and achievements could be seen in table 4.2 below:

Table 4.2 Development of SNU's Internationalization

No	Year	Institutional thrusts	Notable Development
1	1995	Proclamation on vision of 21 st century	
2	2001		Establishment of Office of International Affairs and Office of Admission
3	2003		Establishment of Graduate School of International Studies
4	2006	SNU Strategic Plan 2007-2025: <i>Goal to be the world-class university</i>	-Global ranking: 63 rd (THE-QS) -325 International Partnership Agreements in university and department level.
5	2007	From a leader in Asia to a global powerhouse	-Global ranking: 51 st (THE-QS)

			-531 International Partnership Agreements in university and department level.
6	2008	The SNU Spirit: <i>SNU is committed to diversifying its student body and faculty, fostering global exchange, and promoting path-breaking research in all fields of knowledge</i>	-Global ranking: 50 th (THE-QS)
7	2010	The SNU Mission and Spirit: <i>To create a vibrant intellectual community where students and scholars join together in building the future</i>	-Global ranking: 109th (THE) -Global reputation ranking: 50th (THE)
8	2012	-SNU as internationalized university -SNU as the future world educational hub -Three core values: <i>global excellence, special impact, and foundation for transformation</i>	- Initiation of ISI - Global ranking: 59th (THE) - Global reputation ranking: 50-60th (THE)
9	2013		- Global ranking: 44th (THE), 35th (QS)

Source: extracted from SNU Brochures and Website

4.3 Current Figure of Internationalization

4.3.1 SNU in the World, the World in SNU

In Korean context, the interpretation, motive and strategies of internationalization are different from university to university. The institutional status and geographic

location are two main factors in analyzing the Korean universities approach of internationalization (Kim and Choi, 2007). Following this classification, SNU could be counted as one of the 'elite institutions' located in metropolitan area, with its own understanding and practice of internationalization. This part will discuss specifically the current aspects of internationalization of SNU.

For the past ten years, SNU is one of the few universities in Korea with rapid internationalization. This could be measured by seeing the effort taken by the university to enhance the quantity and quality of research and international collaborations with other institutions abroad, as well as inviting more international students and faculty members. Effort for this rapid internationalization is basically laid on two aspects. First is to ensure Korean students to be exposed to international environment, means that the university desires to send students outside Korea and have international perspective. Second is to bring international elements to the university, so the international perspectives can also come together with diverse backgrounds of international body.

In analyzing the rationale of internationalization in university, the economic rationale is stated to be important motive for universities. In SNU, it is not the case since SNU -previously government organization then changed into public corporation- has no revenue issues (Dean of OIA, personal interview, April 9 2014 and Associate Dean of OIA, personal interview, April 15 2014). It is also

considered that government initiative in terms of national goal and funding are primary contributor. However, even though it is also partially true, in SNU, the main driver actually because the university realizes that internationalization has been the key concern of higher education that should be considerate in this era. SNU has always been a national leading university in Korea, but when it came to international ranking, SNU was still left behind. Then the university learned that the international aspect is one shortfall of SNU to become the top university in the world. Internationalization aspects that grow from the student body and faculty composition, count very prominently in the university ranking worldwide. One other obvious point is the understanding of how important the international experience and language capability to ensure the success of students future career. When in the past having degree from SNU was considered enough, today's it is not anymore. International mindedness is value to be expected from universities graduates (Maringe, 2010). For this important understanding, once again, internationalization is unavoidably taken place in SNU.

As the internationalization efforts has been done for a decade, there are changing in vision, mission and strategy taken from policy maker in institutional level of SNU. By reviewing the records of SNU internationalization, the internationalization seemed to follow the governmental quantitative gross of research, also by counting quantity of SCI publications, English medium instruction, and the number of international students and faculty member. It was somehow marginalized, focus in one-way internationalization by following and

imitating the world best universities path (Dean of OIA, personal interview, April 9 2014). It is not an easy task to just not follow the current system of global university ranking measurement, which in some sense will disadvantage countries with the non-English speaking backgrounds, regardless the high academic quality that they have. In adapting with this external and internal condition, SNU particularly make a consensus of internationalization with the tagline “SNU in the World, the World in SNU”.

The theme “SNU in the World, the World in SNU” is stated to be the new vision of SNU’s internationalization initiative. The mission is to situate SNU as the center of the internationalization, with its own model without imitating the other models, and focusing more to two way interactions approach. For the structure, it still continues the programs that already undergoing recently: the outbound and inbound internationalization. SNU in the World presents the outbound program which will let SNU students and faculty members explore themselves outside Korea, with the programs such as SNU in Beijing, SNU in Tokyo, and SNU in Moscow. The World in SNU performs the inbound program, including to invite international body to university and to organize the program such as International Summer Institute (ISI). For achieving the new mission, it is important to put the emphasis on quality measurement as a strict standard, especially when recruiting the international students to the university. While adjusting the reality of current global system, SNU need to make sure to preserve its top quality with top student and faculty body.

4.3.2 Main Engine: Office of International Affairs

Established in 2003, the Office International Affairs (OIA) has been the headquarters for SNU in developing, promoting and assisting its international programs and strategic initiatives. In other word, the OIA is the main engine of SNU's internationalization initiatives. For these functions, the OIA is formed with four teams which are: the planning and coordination team, the international and education team, the international office and the administration and finance team. The planning and coordination team is responsible for conducting and organizing protocol activities and international conferences. The international exchange and education team is responsible for planning and coordinating the academic partnership and exchange agreements, including the administrative support for scholarship for exchange students and running the SNU buddy program. The international office team is the main team that runs as the information hub and public relations for international faculties, students and their families. The job desks also include organizing events, managing the OIA website and weekly news-paper, publishing campus guide books and managing immigration affairs for international members. Last, the administration and finance team is responsible to manage all related documents, human resource, budget, property and statistic within the OIA.

4.3.3 Supporting Bodies

As the internationalization drive is led by the OIA, the university also putting efforts in providing supporting measurements such as establishing the Human Right Center and SNU International Student Association.

1. Human Right Center (HRC)

The human rights issues could exist in various forms. It is also inclusively happening in university or campus life. Rooted from several human rights issues such as the sexual assault, SNU in 2000 enacted a regulation on Sexual Assault Prevention and Control in 2000, which continued with the opening of the Center of Sexual Assault Prevention (CSAP) by the end of the respective year. In 2008, the regulation was revised and repealed again in 2012, with the umbrella of HRC, which cover all kinds of human rights. Based on the belief that all humans have equal dignity and value, with the responsibility for mutual respect for the rights of other individuals, the SNU Human Right Center (HRC) was established in 2012. The HRC regulation was performed, with Sexual Assault Advice Line (SAAL) - formerly CSAP- and Human Right Advice Line (HRAL) affiliate together.

So far, the center is mainly focusing to provide advice, investigation and remedies to the affected parties or victims of human rights' violation. As for international students services are also given especially in providing legal advice for problems such as housing or scholarship problem. Aside from this main objective, the center also conducts research, course, survey and conference on human rights in university. In September 2012, the human rights survey on SNU

was done, and in the next month, the HRC International Conference was held with the title “Where are we now? Human Rights at SNU”. The survey included the questions regarding the English courses for students. A forum for international students also was held to hear what kind of problems that encountered by them during their study in SNU.

2. *SNU International Students Association (SISA)*

Driven by the increasing number of international students in SNU, the SNU International Students Association (SISA) was formed as the main and only official body to represent and support international students in university. The organization has the aims to make international students’ lives better and more comfortable, protecting international students’ rights, communicating students with the administration, providing various information related to student life, academics, etc.

In addition, SISA also regularly hosts several programs and activities to deliver its function such as International Students Sports Festival, Korean Culture Trip, Ambassadors Meeting, International Food Festival (IFF) and SISA party. For the forum held by the HRC, SISA’s representatives were also involved to give presentation about the problems faced by international students in SNU.

CHAPTER V MULTICULTURALISM IN INTERNATIONALIZATION OF KOREAN HIGHER EDUCATION?

As introduced in the background and purpose of this study, this research undertakes to examine the newly developed discourse on multiculturalism in internationalization of Korean higher education. This chapter will elaborate the answer to the research question on whether multiculturalism as a concept and practice has been explored in the current process of internationalization of Korean higher education. In addition, it will also provide the explanations of current assessment of multiculturalism in internationalization of Korean higher education. Measurements for improvement of multiculturalism will be given by the end of discussion in this section.

5.1 Responsive Endeavor from Above: Unintended Segregation

It has repeatedly mentioned that after the progressive era of internationalization started since a decade ago, a significant increase of international members in SNU took place year by year. This has contributed to the diverse or multicultural condition within university. So far, SNU has been responsive to this shift of university body, by giving supporting efforts in terms of curricula, facilities, programs and activities.

For curricula, pivotal changes in the delivery system of teaching, learning and research are seen in the development of English Medium Instructions (EMI), as

counted currently around 702 courses are conducted in EMI. The information and technology systems are also transformed into a more globalized standard, with the websites, university brochures and admission information are also given in English not just in Korean. The teaching and learning process during classes also has changed step by step. Korean academic culture is known as a strict one with strong Confucian values attached within. Critics were addressed on this local practice of Confucian hierarchy on the professor and student relationships as challenge to the undergoing internationalization in Korea (Wang, 2012; Kim, 2005). However, this kind of relationship is stated to be positively changing compared to twenty years ago. Particularly in SNU, these days during the faculty meeting or discussion among professors, the issue of more equal approach between students and professors is likely arose. It is affirmed by the Associate Dean of OIA:

“Those kinds of things are very much rapidly changing in our perceptions. So these days among professors we say that we have to be very careful what to say in classroom. When you make a joke, when you address students, and even you say you did it with good intention, you were doing it for fun, but you have to be very careful. It is used to be okay, but not these days.” (Associate Dean of OIA, personal interview, April 15 2014)

Accordingly, the issue of equal basis between all university bodies is also supported by the facilities or organizations such as Human Right Center and International Students Center in OIA. Receiving complaints and reports from the students both domestic and international, now transparency, equality and

tolerance are introduced as embraced values. The center for international students is aimed to facilitate and assist the students through their adjustment to life in Korea and SNU. Another supporting facilities also opened based from the demand from students, such as Gamgol Cafeteria, a vegetarian cafeteria opened in acknowledgement of environmental-based appeal also consideration of religion-based restriction (Hindus and Muslims society).

Various programs also carried out to help the international students and university members adapt with Korean language and culture such as free Korean evening classes program, SNU Buddy Program for exchange students, and mentoring program for freshmen. Several numerous activities are held with the same purpose such as International Pizza Night and international faculty members and students gathering held by the OIA.

Despite of the responsive attitude from institutional level, yet, it seems that these initiatives are mainly delivered in a limited understanding of socio-cultural rationale of internationalization. Some of the efforts to support the presence of international members are preeminently focusing on giving special and exclusive treatment to make them feel comfortable. Such examples are: the BK International House as the housing for international member; the International Pizza Night event and the special gathering for international member held by the OIA, also SISA as separate student association for international students.

All the mentioned points are of course performed with good intentions, but by looking at the problems of relatively still oversight attitude on multicultural initiatives -which will be addressed in next section-, it is actually not an effective measurement that will produce a long-term impact on tolerance and cultural understanding. As for the supporting internationalization curricula in EMI and bilingual information, although it is already in the right direction, the problem of “only branding” and rhetoric implementation is another challenge (Wang, 2012). Bring those problems of indirection initiatives and implementation, the result comes out is the “unintended segregation”. This is an inadvertent circumstance where the university gives exclusionary treatment such as housing, programs, and events to differentiate the affected parties from the majority.

5.2 Assessment from Below: Struggling Internationalization

Wang (2012: 39) describes the impacts of respectively rapid quantitative expansion of Korean higher education, which compromised quality and challenging learning environments. Those impacts she mentioned particularly are four academic issues: commercialization of internationalization of research; academic culture clash among stakeholders, “over-promise and under-deliver situation” of internationalization of curricula and problematizing scholarship.

From the discussion in previous section also from in-depth interviews conducted during this research, it could be asserted that the internationalization process in SNU is an improving one, but not really smooth in reality. Some problems are

enlisted below; cover the precarious implementation and the misguided initiatives, both in academic and non-academic related issues.

5.2.1 “Lost in Translation”

The first problem here is related with the using of English as medium language in information sharing and course medium instruction. For information sharing, there is a problem with the unequal availability of information as well the uneven website system. Students often experience a condition where they do not understand announcements or informations given in Korean. In many cases, the translation of informations in Korean websites and in English websites are not commensurate. Also in some departments, another case is the inadequate English-speaking staff that supposedly engaging and helping international students with their academic and non-academic problems. The problems are not faced by international students only, but also by foreign faculty members, when during the faculty meeting they miss the content and context of the meeting because it is often conducted in Korean.

For the medium of instruction, as the number of courses conducted in English increased quite dramatically in relation with student mobility, but still in reality, some courses are delivered in oratory manner. Even for some seminars or general lectures which are informed to be delivered in English, in fact it is the opposite. To see this problem from international students’ perspective, it seems that this condition imposes many disadvantages towards them, especially when those

students have no Korean proficiency. Some international students stating that they have to endure a hard time during their study in Korea, because it is so difficult to them to understand the topic delivered in Korean.

However, if this problem is seen from another point of view, it is not that simple. The problem with the EMI for both students and professors is that it could affect the learning efficiency, even though it gives positive effect on improving language proficiency (Byun et al, 2011). In the classes where international students represent only less than 5 percent of the total number of students, it would be also create a difficult condition for professors as the instructors. Another interesting problem that might be under highlighted is the fact that some EMI classes are not having high participatory from regular Korean students who are not enrolled in specific international program (ex: GSIS). This dilemmatic situation creates conflict between the high expectations to boost internationalization with the unready participants.

5.2.2 Scholarship Issues

Another related academic issue problem is scholarship. The university offers many scholarship for both Korean and international students. The Graduate Scholarship for Excellent Foreign Students (GSFS), Silk-Road Scholarship, Global Korea Scholarship (GKS), Overseas Koreans Scholarship are some scholarships offered for international students or overseas Koreans students. Many kind of scholarships also enlisted in each department or faculty, mainly the

cooperation with corporates or individuals. Some scholarships are research scholarship given by professors whom the students have to work under their assistances.

Problems with the scholarship are mainly related with the unlisted requirement on the scholarship information, the delay of scholarship payment or the reduced amount of scholarship. As example, for the scholarship information, international students sometimes experienced the case where they became uneligable to continue received their scholarship because of some unwritten information or changing conditionality, such as the priority of the scholarship is given only to the freshmen. So that even after keeping their GPA high according to the scholarship requirement, still they might not get the scholarship again from the same source and have to find another funding for their study.

Other than the scholarship related problems above, Wang (2012) mentions there are cases where some scholarships stipend in Korea could be earned by the students after they work for their professors. The term “scholarship” is not clearly distinct from “assistantship”.

5.2.3 Embedded Cultural Problems

Two problems mentioned previously are actually relating with the quality assessment of internationalization process, which means it is not directly related with the multiculturalism problems in internationalization. However, as noticed

in the earlier part, the precarious implementation of internationalization initiatives could create similar cases.

Further direct matters disclose with socio-cultural issue is the embedded culture in Korean societies. Many international students encounter the hardship to have a close tie with their Korean counterpart. Language barrier could be one logic reasoning, however, the in-group collectivism attitude is also explaining how the gap between Korean and international students is formed. In addition, not just segregated for becoming the ‘others’, problem for the international students is they also have to adapt with the “sunbae”⁵ and “hoobae” culture in sharing information, guidance and assistance. Of course the university also facilitates the buddy or mentor program, but some cases show the ineffectiveness of this initiatives. The information are shared in an informal way. Where there are intangible rules for academic requirements, students who have no “sunbae” or senior to be asked, they might miss the information.

5.2.4 Selective Attitude

The last problem that also exist is the prejudice and stereotyping towards students with different physical attributes. Even though there should be a further research on this matter, some minor problems were found. There is a case where students

⁵ In Korea, there is a significant culture between ‘sunbae’ which refers to mentor, or someone who entered the school earlier and ‘hoobae’ which refers to mentee, or the more newly-enterred student in school. ‘Sunbae’ usually will be the one who provides ‘hoobae’ information and guidance regarding the university life.

have to experience different treatment for using the campus facility. And there is also a case where students are receiving 'judging attention', which they believe is rooted from this problem of selective attitude.

5.3 Transformation Stage: from Monocultural to Transitional

The preceding discussion has shown the effort to address diversity and multicultural condition by university. It is also picturing the early exploration of multicultural initiatives in internationalization of Korean higher education. The limited assistance for international body and domestic counterpart to interact, also separation of some facilities or activities are showing the unintended segregation, where the university tried to give equal treatment in separate manner. Some problems are also undergoing on the process of internationalization relate with socio-cultural issues, this has proven the initial level of multiculturalism which will be further elaborated by the model used in this research.

The assessment of multiculturalism in institutional level in this research is adopting the prior research made by Krishnamurti (2003) on four dimensional multicultural initiatives and Chesler and Crowfoot (1997) on organizational dimensions in stages of multiculturalism. For the organizational dimensions pin pointed by Chesler and Crowfoot (1997), there are several dimensions chosen in this research which is fitted with the Krishnamurti's multicultural initiatives model.

By analyzing the characteristic of each organizational dimensions detailed by Chesler and Crowfoot (1997)⁶, the table below shows the current stage of multiculturalism in Seoul National University.

Table 5.1 Assessment of Organizational Multiculturalism Stage

Multicultural Initiatives	Organizational Dimensions	Current Status
Education and research		Recognition of diverse learning styles
Success and Access	Technology	Discussion about ways technology does not fit/ serve/ reflect diverse groups' need
	Resources	Special funds for diversity events, traditional recruitment paths
Institutional Level	Mission	Announce desire/ need for a diverse workforce or membership
	Power and managerial	Majority throughout, access limited to the club, also narrow access
	Structure	No designated responsibility for diversity agenda
Campus climate	Culture	Dominant culture prevail, prejudice and discrimination are lessened but continue, seek accomodation to comfort/ tolerance for minorities
	Climate and Social Relation	Distant but cordial relations, open to assimilated minorities

Source: Based on Chesler and Crowfoot (1997)

The expansion of courses with EMI is one step to put differentiation on previous homogen teaching and learning style. With the number of international students

⁶ See page 26-27 of this thesis.

increased, also with the diversification of faculty member, possibilities to elaborate curricular transformation with multiculturalism within is also increasing. As for technology, the university clearly has shown developments of which reflects its purpose to fit diverse groups, especially seen in the massive development of websites served in English. However, problems persist, such as the complexity of the system where pop-up in the sites are only written in Korean; some informations are only comprehensive when accessing the sites with specific web explorer; etc. It takes times for students to get used with this “Korean” website system.

For the resource as part of access in university, programs such as International Food Festival or Sport Day, are showing that university also support diversity events by giving special fundings. Recently there is also event such as Africa Day held by the GSIS, and other cultural diversity events are expected to be held in the future. In the initiative at the institutional level, the university mission has reached the stage where there is announcement on the need for a diverse workforce or membership. As stated in the SNU Spirit in 2008, SNU is committed to diversifying its student body and faculty, fostering global exchange, and promoting path-breaking research in all fields of knowledge. In 2011, SNU also stated the spirit of openness and harmony. That it values diversity, dynamism, and the spirit of sharing and working with others.

For power and managerial, the university management is still dominated by the majority, with most important positions held by men not women or minority. As

for the structure, even though there is the OIA, but further to accommodate the diversity agenda, the presence of designated body responsible for it, is still absence.

Last initiative is the campus climate, culture and social relation. Regardless of prejudice and discrimination that are lessened, the university has seek accommodation to comfort minorities. However, with separation in some agendas, social events, programs, groups or facilities for international students, it shows the distant but cordial relations between the dominant culture with the minorities. The fact that some international students in university mention that they feel the effort of adopting or following Korean culture will make them easier to get in touch closely with Korean counterpart, shows that the social relation is open to assimilated minorities.

Based on the findings, it can be concluded that the university is in its transformation period from monocultural to transitional stage of multiculturalism. To understand the current assessment, several explanations will be given in the following part.

5.4 Towards Multiculturalism

In the context of internationalization of higher education, from the case study taken in this research, it demonstrates that Korea is still very recent in exploring multiculturalism. Nonetheless, the discourse of multiculturalism in general is actually has spread rapidly in Korea since mid-2000s (Kim, 2010). With the high flux of migrants coming to Korea, which represents more than two percents of the

total population in 2010, the term multiculturalism has become very popular in the media, academia, and government as the key agent. It relates with the reality of multicultural society in Korea, especially constitute the presence of international migrant workers, migrant brides, and second off-spring multicultural family. But then, if multiculturalism in Korea is being assessed by its original context experienced by more traditional migration country such as Canada or Australia, it seems that the ideas regarding multiculturalism are lacking of comprehensive of its multiple meanings, implications and practical problems (Kim, 2010: 120).

Kim also mentions that the multiculturalism policy in Korea is predominantly aimed at producing Korean-conformity and there have been much discrimination against non-Koreans especially towards other Asians (2010: 124). As a policy, Fleras and Elliot (1992 in Kim, 2010: 122) argue that multiculturalism ideally should accommodate and manage the diversity through the state initiatives in promoting cultural preservation, intercultural sharing and in attaining social integration through removal of discriminatory barriers. In the Korean context, what currently happening is more to assimilation than the real multiculturalism approach. Indeed, the ideal value of multiculturalism in essence has contradictory with Korean values. Korean people take pride with their superiority of ethnicity and culture, and it has a deep relation with the history of the nation. However, as the future of Korean society could not neglect the multiculturalism reality which will keep increasing, there is no way back of keeping the monoculturalism and traditional homogenous values.

The very little attention of current discourse of multiculturalism in Korea towards the complexity of the concept itself has explained why in the Korean higher education institutions, the exploration of multiculturalism as ideology, policy and other related implications is still limited. Another important reason is the fact that the diverse condition, performed by the number and percentage of international students and faculty members in Korea is still considered low compare to other higher education provider countries. Internationalization of Korean higher education is really recent, and then it is understandable why the multiculturalism is also explored insufficiently.

As the number of migrants coming to the country will escalate, so does the international students and the university age generation of multicultural families will contribute to diversity in Korean universities. Looking at the other countries experiences, it is a pertinent condition for the universities to do further improvement in addressing multiculturalism. The first crucial step is of course to examine the desirable ways of addressing the social respond to the multicultural reality. And when multiculturalism is taken as the best option, it is important to understand multiculturalism in the right track. The next possible step is instutionalizing multiculturalism, by realizing the multicultural innitiatives in four dimensions mentioned by Krishnamurti (2003).

From the institutional level, not just mentioning embracement to diversity, but the commitment of the university should be presented by making policy on cultural

diversity. The content should not just deliver the tolerance value but also the anti-discrimination point to ensure equality between all people. The management structure also could be enhanced by making a responsible body or center to focus on multiculturalism related issues. As for the campus climate and access, it is very noteworthy to develop technology (esp. university and faculty websites) that is friendly to all university body. More equal and adequate information should be available in dual language, so there would be no distortion. For the facilities, programs and events, it is mandatory for the university to facilitate more rooms for interaction between all diverse elements. Segregation even it is done in equal manner, will create barriers that make social intergration harder to be achieved. It is meaningful to build a supportive campus community, since it would promote positive intergroup relations and create a campus climate that is welcoming of under-represented and marginalized groups (Krishnamurti, 2003: 265).

For the courses and curricula, better implementation of EMI is necessary. As for the language problems, there should be more Korean language courses offered for the international students for free or at least with cheap and reasonable price. Advancing from the supportive medium of courses, multicultural approach in curricula could be done several ways, either by adding, integrating or transforming the curricula multiculturally (Adams and Strother-Adams, 2001 in Krishnamurti, 2003). All initiatives in the end should represent multiculturalism as value and attitude that recognizes and respects the diversity, seek to promote diversity and equal opportunity of people regardless their cultural background.

Aside of the top-down approach from institutional level in addressing multiculturalism, the other crucial element is the bottom-up effort from the international students, faculty members and other under-represented elements in university. Voicing the problems that are encountered, also the aspirations as minority are really important. The history has proven that struggle for equality and rights from the marginalized group were not just given easily from the authority or power bearer, but it was gained by endless efforts. It is the same case with the endeavor to create multiculturalism in the internationalization process and in the universities system and climate, expecting the policy maker to understand what the international students actually want without keep voicing and voicing their aspirations is arduous. And institutionalizing the international students to be more united is also important. Here communication and facilitation to do so are vital features.

CHAPTER VI CONCLUSIONS

The shift of world economy to more intangible resources has made the knowledge-based economy become favorable by many developed countries. With the goals to generate a knowledge-based society and to increase the international recognition and world ranking position of its universities, the Korean government started to proactively carry out internationalization of its higher education since the late 1990s. The rapid internationalization took place in the following decade where the government collaborates with Korean universities to implement key strategies in three major areas: research, curricula, and international students' recruitment. Several programs and projects are performed in that three key strategies such as the Brain Korea 21 (BK 21), the World-Class University (WCU), the English Medium Instruction (EMI), the Study Korea Project (SKP), the Global Korea Scholarship (GKS). These have resulted positive outcomes: an extensive increase in research productivity and publications, a raise number of courses with EMI, a massive escalation of international students' number. As expected, the international recognition of some Korean universities accelerated in prodigious manner. For example, the world university ranking of Seoul National University as one of the most prestigious universities in Korea, climbed up from ranked 118th in 2004 to ranked 35th in 2013 (QS World University Ranking).

However, the remarkable achievement of internationalization of Korean higher education seems to emphasize to political and economic rationales. The internationalization process

focuses on “number” and international reputation. The consequences are mainly in compromised quality as there are many cases appeared because of the precarious implementation of policies or programs. Wang (2012) mentions in her study about academic issues faced by international students such as rhetorical EMI and asymmetrical information dissemination, problematic scholarship, and clash of academic culture. In addition to this existing literature, this study discovers other impacts of current internationalization. In Korean higher education context, the socio-cultural rationale where intercultural understanding and tolerance are important is somehow neglected. The presence of international students and faculty member is only seen in an instrumental way to gain a better international point rather than embracing the diversity in valuable manner.

Learn from other countries’ experiences, multiculturalism as part of socio-cultural rationale in internationalization is simultaneously developed following the better understanding to multicultural reality in university. Multicultural initiatives could be addressed in education and research, access and success, campus climate, and institutional policies that deliver the value and attitude that recognizes and respects the diversity, seek to promote diversity and equal opportunity of people regardless their cultural background. Even though the university -*SNU as the case study presented here*- has been responsive enough in supporting the shift composition of university body, by giving supportive facilities, programs and activities especially for the international students and faculty member, what actually happening is an unintended segregation. The exclusive treatments are good in intentions, but it is resulted to limited access of interaction between the domestic member and international member within university.

Such narrow access will lead to lack of cultural understanding between stakeholders, and then lack understanding could lead to prejudice and discrimination.

This current state of unintended segregation and narrow awareness could be assessed as a transformation attitude from monocultural into transitional stage of multiculturalism. In assessment to this, the contributive factor is mainly because the ongoing presence of diverse international members in Korean universities as a result of internationalization is really recent. Their physical presence is still taken as a growing statistics (Wang, 2012: 47). Also, meaningful explanation could be from the lack of understanding about the nature, purpose, and properties of multiculturalism in the discourse of multiculturalism in Korea (Kim, 2010). Subsequently, it is essential to first define the social respond to multicultural condition that is desirable. Since in near future, a more growing number of international members will take place, added also by the generation of multicultural offspring families who will enter the university age, contributed to a more multicultural reality in university.

As for further improvement, the option that will be influential is to institutionalize the multiculturalism in university by taking multicultural initiatives in several dimensions. To begin with, the policy on cultural diversity or multiculturalism is imperative, as it will show the commitment from the university to value diversity. It could be followed by building a campus climate and developing access that supportive in multicultural issues, facilitating the room for interaction between all diverse elements to enhance a better understanding. Last, the courses and curricula should be transformed not just in the

supportive medium but also in academic culture which support equal basis and embrace diversity. With sustainable planning, execution and evaluation, this could be benefiting all stakeholders; one of it is to achieve the goal of truly internationalized university: produce graduates with multicultural competencies and mindedness.

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Appendix

A. International Students' and Faculty Members' Interview: Participants Profile

Interviewee	Sex	Major	Duration of Stay in Korea	Note
A	F	GSIS (Master)	1 year and 10 months	-Self-funded -Previously 6 month exchange program in 2011
B	F	Engineering (Bachelor)	3 years	Malaysian Government Scholarship
C	M	GSIS (Master)	1 year and 4 months	Self-funded
D	M	GSPH (PhD)	10 months	Self-funded
E	M	Social Science (Master)	2 years and 10 months	-Global Korea Scholarship -Three months language summer program in 2010
F	M	Humanities (Bachelor)	4 years and 2 months	-Global Korea Scholarship
G	F	Vet. Medicine (PhD)	6 months	-SNU Global Scholarship for Foreign Students
H	F	Vet. Medicine (PhD)	6 months	-SNU Global Scholarship for Foreign Students -BK21
I	M	Vet. Medicine (Post-Doctoral)	6 years	-Professor's Scholarship
J	M	Professor	+/- 20 years	-Faculty member in SNU since 2008

B. Interview with SNU Representative:

Interviewee	Affiliation	Position
Prof. Jeong, Jong-Ho	Office of International Affairs	Dean
Prof. Sheen, Seong-Ho	Office of International Affairs	Associate Dean

Lee, Jeong-Guk	Human Right Center	Expert Advisor of Human Rights Advice Line
Nurlia Magitha	SNU International Students Association	Ex-Committee Member period 2012-2013

C. Interview with Expert on Multiculturalism Issues in Korea:

Interviewee: Prof. Andrew Eungi Kim

Affiliation: Professor, Division of International Studies, Korea University

D. Interview Excerpts

1. Unintended Segregation

“For the regular students like us, we are only the minority, compare to exchange students. The school does not really pay attention to us, sometimes they think it is not that important, or maybe the regular students can get help from friends. But, actually most of the time we do not really interact with friends because friends are busy. We expect the school pay more attention to us, it feels like sometimes we are being omitted. I think every faculty should know how many international students that they have, and they should at least give one to one mentoring. What I am saying is I wish I have a mentor that is really assigned from the faculty to help me, one to one.”

 “I think having foreign student, I don’t think university really appreciates it as adding diversity in the means that it enhances our lives but rather sort of the presence of foreign student is seen in a very instrumental way. It helps the university get better point to achieve higher rank. And of course many universities in the United States, they also have interest in having the presence of foreign student to generate revenue and also they bring foreign capital into the economy. So they started with that but overtime they realized that there should also be a policy to make these foreign students

feel welcomed and to promote tolerance and mutual understanding of all the students coming from different culture, and I think if you look at the American example their experience with foreign students, it all takes back around a hundred years ago, but Korea's experience is very very recent so that just give them a little time, so that the university does bring in initiatives to make foreign students feel more welcomed and to ensure that there is no discrimination.....

.....If you look at the Canadian or American examples, if they were to build a housing only for foreign students, people will think as a racist act, but here in Korea, people think of it as a preferential treatment. But, what happens in a way is isolation. If I have a say of how university is run, I will have more integrated arrangements, at least in housing, there is no segregation. Even in this kind of issue, it is the ignorance of the university administration because they think by giving you separate space they are treating you better. But what does happen is unintended segregation....

.....many things are done with good intention but ultimately what it leads to is segregation. Student should say that by coming to Korea that they want to know more about Korea by interacting more closely with Korean but what the university is doing is kept on separating the students.”

“It is really important to assimilate with Korean culture but the important part about assimilation is that, it is should not be bottom up, it should be top down in essence that the university should provide the institutional structure for the students to either succeed or failed.....

.....The structure is designed in a way that we are separated, and we are not able to connect. That is one of major problems, we need to be more assimilation oriented and it has to be in institutional level.....

.....What happen now here is segregatory, like building the dorm for only international students, where probably most of them will connect with international students only, they will go back and forth from their building to the dorms, and they will not know anything about what's happening in campus. But there will be the case where they will get drunk in the same neighborhood, and when there is conflict, it would be on the news. And it would say something about the international students are bla bla bla.....

.....The event such as pizza night for international students only is a discriminatory, period. They should have got the same treatment, not differentiation.....

.....For students organization, instead of having SISA and other Korean student organization, there should be only “student association of SNU” that have diverse members, to represent the community there.”

2. “Lost in Translation”

“I hope all the information in the websites is provided with bilingual language. I know it is a lot of work, but still, it would help a lot for us and make our study life here much easier.”

“I want to point about the website, in SNU the websites are mainly in Korean. These days they have more English website, but at the beginning of my full time study here, or even when I was still an exchange student here, I came here with no knowledge of Korean, but many information are in Korean only. It is not just me, but my other foreign friends, they also complained why only Korean websites, which we could not understand. OK, even when they have English translation, but when we apply something there are always air boxes (pop-up) and all in Korean, we cannot understand what it means.”

“I think there is a problem with adaptation to international atmosphere, especially from administrative level. The staffs in the administration office, they do not deal well with international students. A lot of my friends, they suffer from lack of information in English. Also, the graduation requirement sometimes changed. And the international students seem to be marginalized from that notice of changes.”

“Many foreign professors cannot communicate with their colleagues because they could not speak English. It begins with communication, but spread to basic things such as going to faculty meeting, and the faculty meeting is conducted in Korean, then we will say ‘what’s going on?’..”

3. Scholarship Issues

“I have to survive by working in my lab in order to get money from my professor as scholarship, because I could not get the same scholarship with what I had previously. They said in the requirement that I should keep my GPA with minimum X point, but even though I already kept my GPA high, after my second semester I did not receive the same scholarship. Later I knew, that they said it is prioritized for the freshmen students. I never knew, since it was never written in the information.”

“Actually I’m having a problem since I came here few months ago. I just found out that the amount of the scholarship that I got is not the same with what was written in the information. When I confirmed it to my professor, it was said that the amount written in previous notification was wrong, it was mistyped.”

4. Embedded Cultural Problem

“I don’t know why but it is a bit hard to get close with the other Korean students. And also the other international students, my friends, they also said that it is a bit hard to get close with Korean friends. I can see that there is still a gap even you are close enough.”

“There seems that there is reluctance to share information from Korean students. Because Korean laboratory mates, they don’t really speak English very well, and unless you speak Korean, it is hard. I also feel that age and language are two barriers. Many times I will be marginalized from conversations, because I cannot speak Korean well.”

“One challenge that I have to face is that the interaction here between friends, especially with Korean friends is really weak. It is really difficult to make some Korean friends. Language barrier is a very big challenge. They are afraid to speak English, and we are not good in Korean. So we are living in different world.”

“Culture has changed a lot here, it is easier in a sense. But still during my first years, it was challenging. In a group culture, people are expected to join in. If you come from individual societies like West to a group culture society where everybody just expects to do everything together, it is hard.”

5. Selective Attitude

“Here in Korea, I feel like being a foreigner itself is disturbing for you. Especially when you are not speaking Korean, when you speak with other language, people will just look at you. And one thing, here, they feel like American is more superior. I don’t know whether it is only my perception. But based on my experience, first of all, I think that they treat Korean and foreigners differently. And between foreigners, they also treat differently based on where they are from.”

“There is a very deep history of Western versus Eastern. And this idea of “you are from West” and you don’t understand our Eastern view. This is definitely there. From the moment that people see me, they will treat me very differently if they know that I actually speak enough Korean than if they view me as oh “you are relatively Koreanized” and they view me like Korean person.”

“Why do I have to convince them of how Korean I am in order to be viewed as in equal? Why can not I be viewed as equal despite the fact that I’m not Korean? For example: if I’m speaking in English about my opinion is but say about Korean diplomacy or history and people do not know me they will automatically view my opinion as not necessary valid somewhat neglectable and that is because I don’t have the authority of being Korean and if I stated an opinion using Korean and what happen is automatically your opinion is viewed as listenable and debatable..Without that you are constantly ‘otherized’, there is a constant ‘otherization’ unless you prove yourselves as Korean and for me I think that is very negative.”

Abstract (in Korean)

국문초록

2000년대 초부터, 한국은 고등교육의 국제화를 통해 아시아의 교육 허브로써 발돋움하려 하였다. 이를 통해 한국은 세계에서 인정받는 유수의 경쟁력 있는 대학들을 배출할 수 있었다. 지금까지 한국에서 국가기관 주도의 국제화는 특정 정치·경제적 목적 달성에 초점을 두고 진행되었다. 하지만 본 논문은 서울대학교의 사례연구를 통해 이러한 국제화 추세가 사회문화적 측면을 논의하는데 한계가 있음을 밝히고자 한다. 서울대학교는 다양한 국제 주체의 존재를 더 나은 국제화 수준에 도달하기 위한 수단으로 인식하는 한편, 이들이 가지는 다문화적 현실의 함의와 가치를 간과해왔다. 서울대학교는 이러한 대학내부의 변화를 지지하고 꾸준히 대응해왔지만, 현재로선 여전히 문제가 많은 실정이다. 이에 본 논문은 현재 서울대학교가 단일문화공간에서 과도기적 기관으로 이행하는 단계에 있는 것으로 본다. 하지만 여전히 위 문제에 대한 적절한 해결방안을 모색하는 것이 시급하다. 따라서 본 논문은 다문화주의 중심의 새로운 해결책을 제시하고자 한다. 다른 국가들의 경험에 비춰보면, 고등교육에서의 다문화주의 제도화는 다문화에 대한 다차원적 접근을 통해 이루어지는 것을 알 수 있다. 이러한 다양한 접근법은 다문화주의가 문화 다양성을 동등한 관점에서 이해하고 수용해야 한다는 하나의 가치와 태도로써 정립되는 데 핵심이다.

주요어:

한국 고등교육, 고등교육, 국제화, 다문화주의, 다문화주의적 접근

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