Challenges in Regional College Collaboration: Cases of Japan, the U.S., and Korea

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SUMMARY

• The issue of college collaboration is neither new nor has been fully addressed in academia, which is also the case in practical world.

• Prevailing rationales for small colleges, or in case of Korea, the universities outside of the capital region, to cooperate each other would be simple survival or maximization of marketing effects and school resources. Spatial disparity issue is also an important challenge in this line of discussion.

• Beyond that, more active goals can likely be pursued; for instance, upgrade research outcome, or enhancing regional innovation, preferably in tandem with STP.
This study examines selected cases of regional college collaboration in three different settings: Japan, the United States, and Korea. A Californian case, the Claremont Colleges Consortium which originates as early as 1925, is discussed briefly, together with the Five College Consortium, incorporated and established in 1965, in Massachusetts. Both practices appear to have their moments in terms of academic and administrative performance, but they also have a number of challenges and glitches to fix, especially when it comes to research and development.

In Kyoto, Japan, it is to be noted that the Consortium of Universities in Kyoto has played a significant role in higher education and regional innovation since its launch in early 1990s.

That said, the role of college collaboration in Korean localities has yet to fully explored. In many cases, competition rather than collaboration is more easily witnessed between schools within a region. In this inquiry, we will be outlining possible directions and measures for college collaboration in light of both education and research, particularly outside of Seoul area.
OUTLINE

• Issues
• Kyoto’s experiences
• Selective American cases
• Korean universities’ attempts
• Insights & messages
ISSUES

• The role of universities in a region
  – important actors in regional innovative infrastructure
  – cooperation between university-industry-government emphasized

Policies to promote univ.-industry cooperation in Korea in early 2000’s (Nam, 2008)

- Industry-academy cooperation foundation (IACF)
- Contracted courses with industry (CCI)
- New Industry for Regional Innovation (NURI)
- Universities focused on cooperation with industry (CUCI)
• Regional innovation, no shortage in literature & practices
  – “Triple helix model”
  – cooperation between university-industry-government emphasized

• What about between universities?
• Justifications
  – Why collaborate between universities? Why not?
  – variations in Japan, the U.S., and Korea

• The numbers & the approaches
  – Kyoto & Massachusetts
  – simple/routine cooperation
  – institutionalized collaboration, consortium building

• The monitoring
  – measuring effectiveness
  – where to go from here? prospectus for Korea
KYOTO’S EXPERIENCES

*nature with nurture?*
The rationales

• Reduction in the number of (future) students in Japan, aging society
• Economic difficulties, especially during ‘the Lost Decade’ in Japan
• ‘Independent colleges’ in Japan not good enough solution any more...
• Nationwide university ‘reform’ campaign
The process

- 1972 credit exchange among universities
- 1991 Open Campus Kyoto: a city-initiated marketing efforts
- 1995 Tama Academic Consortium
  - 4 universities in west of Tokyo (International Christian Univ., Tokyo Economic Univ., etc.)
- 1999 Five National Universities Consortium – Tokyo area only

Focus

1. education: extended classes, credit exchange
2. research cooperation: sharing research outcome, facilitating industry-university cooperation
3. sharing library services and facilities
Kyoto Case

- Kyoto, Japan’s ancient capital, also long known as “City of Scholars”
- Economic impact of universities about 3 billion US$ (10% of total city income)
- Yet many universities/colleges’ attempt to relocate themselves in outside of the city jurisdiction

➔ 1985 Kyoto City Comprehensive Plan
  – for city government’s supporting & promoting local universities & research institutions

➔ City’s admin & financial support toward a consortium, not each university
• Consortium established as a city-wide efforts & incorporated into comprehensive planning
  – 1992 steering committee: universities, businesses, governments
  – 1994 University Center Kyoto launched
  – 1998 The Consortium of Universities in Kyoto approved by the Ministry of Education
  – 1999 “Kyoto, College Town 21 Plan” established

**Early goals (selective)**

- to improve the levels of education and academic research
- to extend support for students, particularly in Kyoto area
- to expand international cooperation and exchange
- to foster human resources who can play leading roles in the international community
- to encourage social interaction to contribute to the development of higher education in Japan
The Consortium of Universities in Kyoto
“Kyoto Consortium Plan”

**The 3rd Mid-Term Plan of CUK (2009AY～2013AY)**

**Mission**
⇒ Enhance Higher Education Quality in KYOTO by “New Regional Partnership Model”

**Action Plans**
1. Development of Educational Programs and Improvement Systems
   • Credit Exchange System
   • Internship for College Students
   • Lifelong Learning Project
2. Promotion of Student Activities
3. Promotion of University Staff Development
   • Faculty Development
   • Staff Development

**The 4th Mid-Term Plan of CUK (2014AY～2018AY)**

**Mission**
⇒ Promote Inter-college Program
⇒ Support Universities and Colleges on Improvement of Educational Activities
⇒ Contribute to the development and revitalization of Kyoto area

**Action Plans**
1. Improvement of Educational Programs
   • Credit Exchange System
   • Internship for College Students
   • Lifelong Learning Project
   • Career Development Program for Students etc.
2. Career Development Programs for Faculty and administrative staff
3. Contribution to Kyoto Area and Community
   • revitalizing Kyoto communities by various student activities
   • research and resolving the problems of Kyoto community
4. Programs of global communication
5. Research for Universities in KYOTO etc.

source: www.consortium.or.jp
• 1994 Kyoto-University Center
  - 45 univ. & colleges
  - Kyoto City
  - Kyoto Prefecture

⇒ 1998 Consortium
Activities of the Kyoto consortium

• Legal status: a public utility foundation
  – advantages in terms of taxation, administrative stability/independence

• Campus Plaza Kyoto (JR Kyoto station)
  – a shared space for lectures, seminars, meetings, etc. outside of college campus
  – extended opportunities for interaction with (local) people

• Shared education programs: 46 colleges
  – lectures, internships, outreach programs, etc.
  – collaborative open campus, high school-univ. collaborative program
Collaborative R&D activities
- Kyoto Intercollegiate Conference (for policy studies)
- Think Tank project (Kyoto Future Creation Project)
- faculty development & staff development programs
- international cooperation projects, student exchange programs

Implications, esp. on research & development
- Japan’s largest college consortium, with local control & consensus
- meaningful outcome especially in student education, public awareness, etc.
- ample room for further enhancement in R&D
- collaborative research efforts still necessary for natural science & engineering fields, possibly in partnership with research institutions local- and nationwide
SELECTIVE AMERICAN CASES

small but strong schools united
A quick glance

The beginning

• Since 1920s in the U.S. voluntary collaboration witnessed among higher educational entities

• In 1925, the Claremont University Consortium, a group of 5 undergrad & 2 graduate schools, launched in California

• **The Claremont University Consortium**
  – 7 institutions: Pomona College, Claremont Grad Univ., Scripps College, Claremont McKenna College, Harvey Mudd College, Pitzer College & the Keck Grad Institute
  – 6,300 full-time students, 2,000+ courses offered
• **The USA Community College Consortium** [nationwide]
  – College of Central Florida (Ocala, FL)
  – Delaware County Community College (Media, PE)
  – Moraine Valley Community College (Palos, IL)
  – Skagit Valley College (Mount Vernon, WA)
  – West Hills College (Coalinga, CA)

• **Seven Sisters** "Female Ivy League" - Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, Wellesley College

• **Various forms of college collaboration**
  
  [Virginia] 3 colleges collaborate in 2014 on medical lab (Jefferson College, Radford University, The Virginia Tech Carilion School of Medicine)

Five Colleges, Inc.

• **Overview**
  – “an outgrowth of a highly successful collaboration in the 1950s among Amherst College, Mount Holyoke College, Smith College, and the Univ. of Massachusetts Amherst”
  – Founding of a fifth institution in 1970: Hampshire College
  – a non-profit educational consortium established in 1965

• **Mission**
  - to sustain and enrich the excellence of its members through academic & administrative collaboration
    - facilitates intellectual communities & broad curricular and cocurricular offerings; affording learning, research, performance & social opportunities...
Setting

Hampshire County, Massachusetts, U.S.

- all five schools within 30-minute drive
- free bus service for students & faculty
- 4 liberal arts colleges except UMass Amherst
- 30K undergrad students in total
5 Members

Status – “The Five Colleges overate as an independent entity as well as mutually dependent institutions.”

A small but very strong liberal arts college; 4 Nobel Prizes, 14 Pulitzer winners

UMass Amherst, New England’s largest state university, big brother of Five Colleges?
5 Members

- Smith College
- Mount Holyoke College

Small women's college; strong natural science studies, student/faculty ratio 9:1

The first women's college, at least, in the U.S.; strong humanity science studies
• Research collaboration: a wide range of collaborative opportunities for faculty members, e.g. 25 different faculty seminars, funding opportunities for special projects, fellowships, lecture fund, etc.

• Student related-, and other joint activities
  – exchange classes, interlibrary program
  – WFCR (radio), Five College student council meetings & activities
  – Free inter- & intra-campus bus service (PVTA)

Independent Five College programs

• Departments - Astronomy, Dance
• Certificate programs - African Studies; Asian/Pacific/American Studies; Buddhist Studies; Coastal and Marine Sciences; Cognitive Neuroscience; Culture, Health, and Science; International Relations; Latin American Studies; Logic; Middle Eastern Studies; Native American Indian Studies; Russian, East European, and Eurasian Studies (REEES)
Summary on Five College case

- win-win performance, mainly based on excellent academic potentials & geographical setting of each school (4 of 5 liberal arts colleges)
- 50 years of collaborative works & positive experiences for students, faculty members, and community (Pioneer Valley area)
- success story in western Massachusetts (esp. compared with more individualistic, eastern Massachusetts schools like Harvard, MIT, Tufts, etc.)

Implications, esp. on research & development

- overall governance not quite clear (who’s the boss?)
- some administrative glitches to be fixed: library loan program, exchange classes, class registration system, etc.
- comparatively speaking, less cooperation in joint projects found in research & development (because of different scale, orientation, etc.)
- lack of common goals in R&D?
KOREAN UNIVERSITIES’ ATTEMPTS keeping a balance?
Special consideration for Korea - spatial equity issues -

Population disparity in South Korea

Source: KOSTAT, Lee (2007)
Over-concentration into Seoul

<table>
<thead>
<tr>
<th>Organizations &amp; institutions</th>
<th>In Capital Region</th>
</tr>
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<tbody>
<tr>
<td>Manufacturing firms</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Regular 4-year universities</strong></td>
<td><strong>66%</strong></td>
</tr>
<tr>
<td>R&amp;D institutions</td>
<td>73%</td>
</tr>
<tr>
<td>Venture businesses</td>
<td>77%</td>
</tr>
<tr>
<td>Government agencies</td>
<td>84%</td>
</tr>
</tbody>
</table>

Source: Lee (2007)
Recent trends of relevance

• [strong] Centrally-controlled annexation of national universities
  – intra-school: nationwide restructuring, downsizing campaign

• [loose] Individual collaboration on a reciprocal basis
  - student/faculty exchange, library loan for books/materials, usually btwn national schools, technically allowed but not so popular
  - joint participation in various national research projects (e.g. National Research Foundation; Ministry of Education; Ministry of Science, ICT & Future Planning)

• No middle ground?
Attempts for college collaboration in Korea

• Major rationales, esp. for those outside of the capital region
  – survival, competition against colleges in Seoul
  – maximization of marketing & school resources

• Unsuccessful attempts for consortium in 2000s
  – 5 universities in Gwangju metropolitan area, including Chonnam Nat’l U, attempts to establish a consortium in 2003
  – Kyungpook Nat’l U, an academic powerhouse in southern region, has kept planning since late 1990s to institutionalize stronger cooperation with 4 other schools in Daegu region
• Half-hearted, ill-planned collaboration campaign
  - In many cases, abundant rhetoric with no clear control
  - sometimes the whole process of collaboration project stalled half way through

• more competition than collaboration between regional universities witnessed
  - local politics outside of campus often interrupts academic consensus between schools
  - conflicts of interest during fierce competition for national government-run projects
  - bureaucratic resistance and/or inertia of each institution, which prefers status quo, being afraid of change
INSIGHTS & MESSAGES
Amitai Etzioni’s world (1968)

- Strong control
  - (former) U.S.S.R. (over-managed society)
  - Israel (active society)
  - Paraguay (passive society)
  - The United States (drifting society)

- Weak control
  - Strong consensus
  - Weak consensus
College collaboration

- **Kyoto consortium**
  - Strong academic consensus
  - Strong government involvement

- **Five Colleges, Massachusetts**
  - Weak academic consensus
  - Weak government involvement

- **Korea’s regional universities (in 1990’s)**
  - Weak academic consensus
  - Strong government involvement
Reality for Korean regional universities

- There will definitely a shortage of incoming students in the very near future; Regional universities would be hit hardest.
- Unavoidable competition both at the national and the global level will continue; quality gap would cause students further to “vote with feet.”
- Yet the utilization of various college resources and opportunities are still not as efficient as they can be.

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<tr>
<th></th>
<th>2013</th>
<th>2018</th>
<th>2024</th>
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<tbody>
<tr>
<td># students, age 18 (A)</td>
<td>687,458</td>
<td>598,296</td>
<td>424,617</td>
</tr>
<tr>
<td># high school graduates (B)</td>
<td>631,835</td>
<td>549,980</td>
<td>390,264</td>
</tr>
<tr>
<td># college entrance quota (C)</td>
<td>559,036</td>
<td>559,036</td>
<td>559,036</td>
</tr>
<tr>
<td>differences (B-C)</td>
<td>72,799</td>
<td>-9,146</td>
<td>-168,772</td>
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</table>

Source: Ministry of Education (2013)
Possible directions & measures

Where to go

• Continuing efforts for collaboration necessary, yet with more emphasis on academic ‘consensus’
• ‘Control’ from the government sector not effective so far, not recommendable any more
• Yet national, regional incentives for collaboration to be further identified & extended
For students, faculty, customers in general

- Ample room for student/credit exchanges
- Faculty exchange & borrow between schools possible
- Outreach programs, exemplary, specialized fields/projects to be developed in the beginning stage
- Joint efforts for globalization of universities (both inbound & outbound)
- Regional OCW & MOOC (massive open online courses)
  - Kyoto and many other western universities’ experiences
  - impacts both symbolic and practical
Focusing on research & development (1)

- Some national gov’t initiated programs do exist to support universities, especially to facilitate regional universities’ collaboration.
  - 2014 “University for Creative Korea” project (CK): financial support of US$10 million for 10 Regional Leader University Consortiums
  - the consortiums consisting of at least 3 different schools
    <examples> Electronics (Kyungpook National Univ), Mechanical Engineering (Youngnam Univ.)

- Locally initiated comprehensive efforts possible?
  - (tentative) ‘Regional College Collaboration Fund’?
Focusing on research & development (2)

• Regionally initiated- & funded research projects
  – **Busan case**: For “Brain Busan 21,” a five-million dollar project to support 20 different project teams from multiple local universities/colleges

• Partnership with local R&D institutions to be emphasized (techno-parks, STP, & other research institutes)
  – **Daegu case**: Multiple regional university programs could be relocated or newly located within Daegu Technopolis, currently under construction as an agglomeration of education & research entities.
REFERENCES

- Five Colleges Consortium. www.fivecolleges.edu
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- The Consortium of Universities in Kyoto, www.consortium.or.jp
“If you want to build a ship, don't drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea.”

- Antoine de Saint-Exupery (1900-1944)

“Thank you.”

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