

# Glocal University 30 Project

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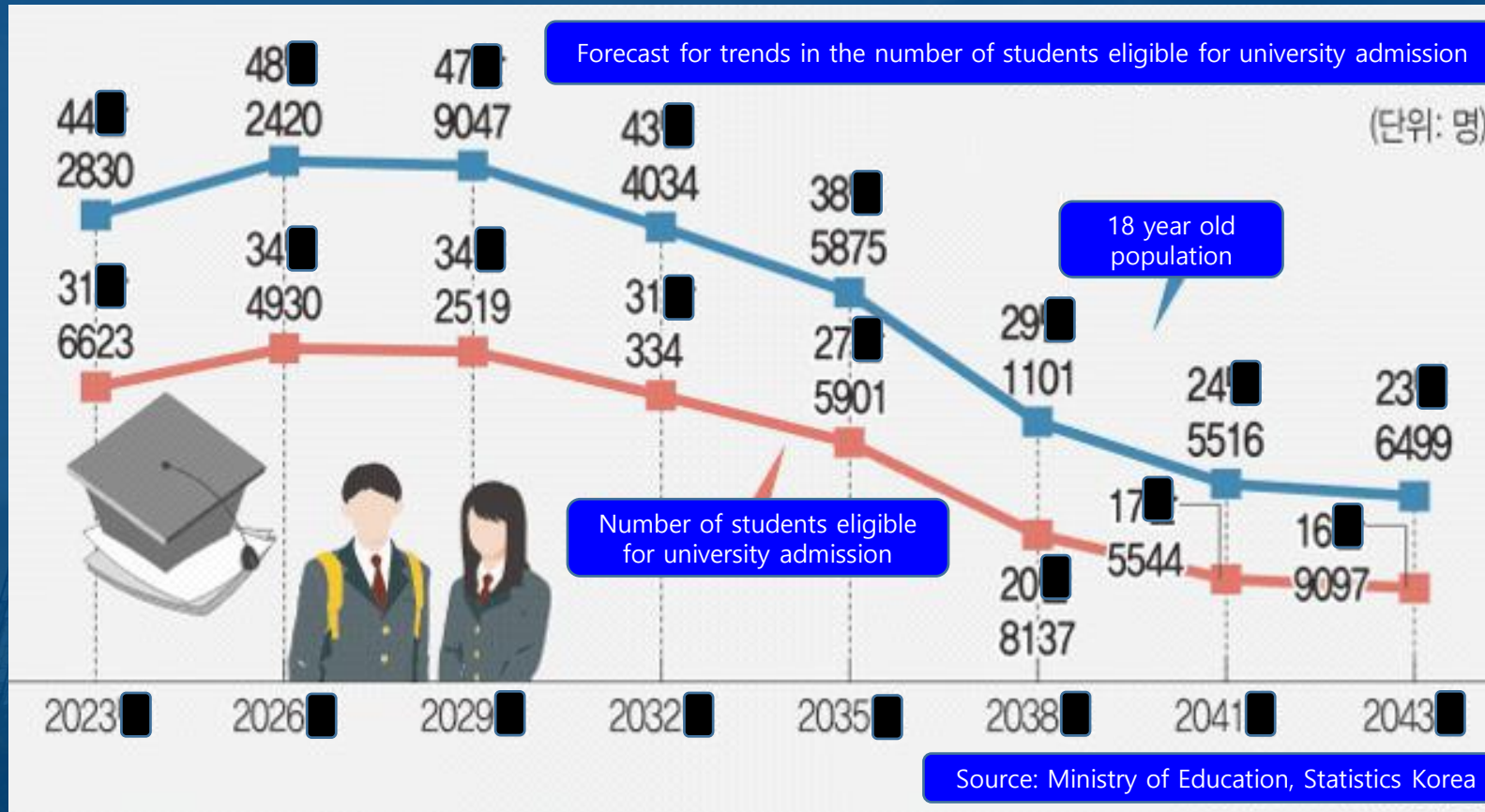
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# School-age population plummets

## Population eligible for college entrance

316,623 in 2023 → 169,097 in 2043... Universities in fear

In particular, local universities **outside the metropolitan area** are hit hard by a decline in enrollment.



# Summary of Glocal University 30 project (\$2.26B)

- **Significance** : **Break down the walls** inside and outside the university and focus on supporting universities that will lead the **mutual growth of the university and the region** based on **partnerships with the region and industry**.
- **Designated size** : Approximately 10 by 2023 → **Target to designate approximately 30 by 2026**
  - ※ Approximately **10 designated in 2023 and 2024**, approximately **5 designated in 2025 and 2026**
- **Designated target** : **Universities located outside the metropolitan area**
  - ※ Universities can apply individually or jointly on the premise of consolidation during the financial aid period.
- **Support items:** Approximately **KRW 100 billion(\$76M)** per university over 5 years, priority application of regulatory innovation, **inducement of investment by all ministries and local governments**, etc.
  - ※ Annual and university-specific support funds can be adjusted to reflect university size, implementation plan, etc.
- **Designation method:** Final decision(deliberation) by the Glocal University Committee **after 1st stage (preliminary designation) and 2nd stage (main designation) evaluation**



# Background to carrying out the Glocal University 30 project

Designating universities as Glocal universities that will break down barriers between departments, between universities and regions and industries, and between domestic and foreign countries, and lead **mutual growth between universities and regions based on networks between regions and industries.**

## ◆ Does our university have the innovative competitiveness to lead the future of Korea?

○ In response to the decline in the school-age population and rapid changes in industrial structure, social demands for change and reform of the overall university education system continue.

- Compared to national competitiveness, **university education competitiveness is stagnating at the bottom (IMD evaluation)**

※ **National competitiveness** ('18) 27th → ('19) 28th → ('20) 23rd → ('21) 23rd → ('22) **27th / 63 countries**

**University competitiveness** ('18) 49th → ('19) 55th → ('20) 48th → ('21) 47th → ('22) **46th/63 countries**

# Background to carrying out the Glocal University 30 project

○ The 4th industrial revolution and technological progress call for innovation in university curricula, and the digital age and pandemic experience call for a change in educational methods using AI, etc., but **strong walls between disciplines and professors are still maintained**. Provider-centered curriculum operation continues.

## ◆ Are local universities fulfilling their role as the center of balanced national development?

○ As the gap between the metropolitan area and non-metropolitan areas gradually worsens, local talents are flowing out to the metropolitan area, acting as a factor in the disappearance of non-metropolitan areas.

※ Among the areas with population decline in 2021 **(89 locations)**, **85 are non-metropolitan areas** (October 2021, Ministry of Public Administration and Security), and there are 40,586 unfilled new students in 2021, and 30,458 (75%) are concentrated in local universities.

# Background to carrying out the Glocal University 30 project

○ It is urgent to foster **competitive local universities** that local top talent want to attend, that function as hubs or think tanks for regional development, and that are respected in the region.

## ◆ Do the state and local governments support the bold autonomous innovation of universities?

○ Despite the differences in the characteristics of each university and regional conditions, there were limits to the ability of universities to pursue autonomous innovation **due to the uniform support method led by the central government.**

- While a lot of administrative power was consumed in filling out project applications for each project, which was conducted through a public contest, **the project was promoted in a structure unrelated to regional development and university innovation.**

○ There is a need to guarantee autonomy and reform regulations at a level that can dramatically break away from the existing framework **based on cooperative partnerships between the state, local governments, and universities.**

# Current university support policy diagnosis and direction of change

## □ Providing uniform standards led by the central government → autonomous innovation led by universities

○ As the university must operate its project in accordance with the framework of a uniform, top-down plan established by the central government, there are limitations in promoting innovation for the development of the region and the university.

⇒ Transition to a bottom-up innovation system in which universities autonomously set project directions and plan and design specific contents considering local conditions and university characteristics.

## □ Achieving results centered on a small number of project groups → Supporting overall structural improvement of the university

○ Department-centered and project group-centered program-based financial support projects have limitations in bringing about comprehensive innovation and structural reform in universities.

⇒ Shift to a university-level strategic support method that proactively responds to changes in the higher education environment and supports bold, future-oriented innovation across the university.

# Current university support policy diagnosis and direction of change

## □ Segmented support for each project → Autonomous operation with integrated financial support

○ The partitioned budget, in which the budget for each project is managed separately, acts as a **shadow regulation, impeding the execution of budget appropriate for the field.**

⇒ Supports universities to pursue bold innovation on their own **through autonomous budget management through integrated financial support.**

## □ Insufficient consideration of obstacles to regulatory innovation → Pursuing bold regulatory reform

○ Although most projects aim to innovate universities, systems and regulations are still rigid, making it **difficult for universities to actually pursue autonomous innovation..**

⇒ **Rapidly reform regulations** that are an obstacle to bold innovation and create an environment where universities can focus on innovation and produce practical results.



# Current university support policy diagnosis and direction of change

□ **Local governments are passive in supporting universities → Transform into partners that coexist with local universities**

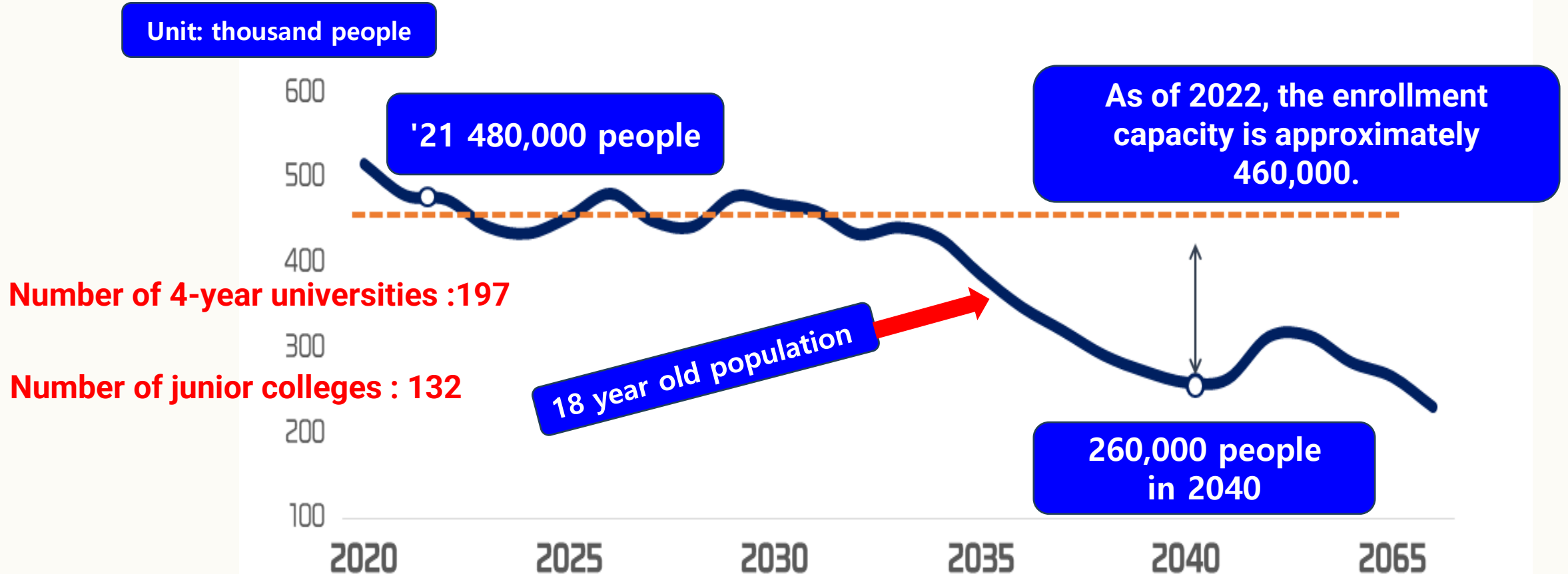
○ Insufficient consideration and investment in the role of universities as hubs of regional development

⇒ **Universities, local governments, and local industries work together to plan local sustainable development strategies**

# Conditions for policy implementation

- The next 10 to 15 years will be the last “golden time” for university innovation.
- In the next 20 years, enrollment resources are expected to decrease by nearly half compared to today, and the number of universities in danger of extinction is expected to continue to increase.

**Estimation of admission resources** (Statistics Korea, '21.)



# Conditions for policy implementation

○ With the rapid development of technology and knowledge and the advancement of industrial structures, the existing university department system has limitations in nurturing the talent needed by society.

□ The new government will focus on creating conditions that can promote bold, region-centered university innovation.

○ Introduction of the Regional Innovation System & Education (RISE), which promotes mutual growth between regions and universities by delegating and transferring administrative and financial authority for university support to local governments.

※ RISE pilot region operation (2023) → RISE expansion to all regions (2025)

Completely innovate university support strategies so that universities can make bold changes without missing the golden time for innovation, and foster Glocal universities as models for university innovation.

## Designation of Glocal University in 2023 (plan)

A total of about 10 Glocal universities in non-metropolitan areas are scheduled to be designated by 2023 → The goal is to designate approximately 30 Glocal universities in non-metropolitan areas in stages by 2026.

✘ The goal is to designate around 10 in 2023, around 10 in 2024, and around 5 each in 2025 and 2026.

### □ (Designation method)

After the 1st stage (preliminary designation) and 2nd stage (main designation) evaluation, the Glocal University Committee determines the final designated university and the amount of support for each university.

□ (Support amount) Approximately KRW 100 billion(\$76M) per university over 5 years

### □ Designation procedure

① Submission of application for stage 1 (preliminary designation): **Innovation plan**

- **Submit a plan (maximum 5 pages)** that presents the university's innovation vision and key innovation tasks.  
- Designated as a preliminary designation university, **approximately 1.5 times the number of 10 Glocal universities**

- Applications for preliminary designation are **submitted simultaneously to the Ministry of Education and the local government** where the university is located.

## Designation of Glocal University in 2023 (plan)

- ② Stage 2 (main designation) application submission : **Submit action plan**
  - (Preliminary designation university) **University - local government - local industry jointly establish a specific action plan** → Final action plan is submitted to the local government
  - Setting annual action plans and goals for Glocal universities that take into account the **demands of local governments and regional industries** in connection with **local government development strategies and local industry growth plans**
  - To realize the vision and action plan, establish roles and functions among Glocal universities, local governments, and local industries, and discuss ways to link and utilize each human and material resource.
  - **Local governments** include **financial support** for Glocal universities, **investment and development of related industries**, and willingness to provide administrative and institutional support to utilize the achievements of Glocal universities in the region, such as **talent training, research and development, and industry-academia cooperation**.



## Designation of Glocal University in 2023 (plan)

### ③ Main designation

- **Written and face-to-face review** by the 'Glocal University Final Evaluation Committee'
- The results were reviewed by the 'Glocal University Committee' and approximately 10 universities were designated as main universities.

The Ministry of Education and the Glocal University Committee announced on Monday, November 13, that as a result of the 2023 Glocal university designation evaluation, **a total of 10 (14 based on the number of universities) were designated as Glocal universities.**

**108 universities submitted 94 innovation plans** to the Glocal university designation evaluation conducted for the first time this year. Each university proposed various measures to reflect local demands, innovate the overall education system, and promote cooperation between universities and institutions **in order to foster local talent and develop local industries.** After a preliminary designation evaluation last June, **15 universities (19 universities based on the number of universities)** were preliminary designation, and in this main designation evaluation, **the preliminary designation universities submitted specific action plans** jointly established with **local governments and local industries** to implement the innovation plan.

## Designation of Glocal University in 2023 (plan)

The evaluation for this designation was conducted by entrusting it to National Research Foundation of Korea, and evaluation was conducted in three areas: appropriateness of the implementation plan, performance management, and local government support and investment.

This designation evaluation determines how specific and feasible the implementation plan has been, whether university development is closely linked to regional development strategies, whether the local government clearly recognizes the role of Glocal universities, and whether there is sufficient will to support them.

The universities designated as Glocal in 2023 are:

- ① Kangwon National University · Gangneung-Wonju National University,
- ② Gyeongsang National University,
- ③ Pusan National University · Busan National University of Education,
- ④ Suncheon National University, ⑤ Andong National University · Gyeongbuk Provincial University,
- ⑥ Ulsan National University, ⑦ Chonbuk National University,
- ⑧ Chungbuk National University · Korea National University of Transportation,
- ⑨ Pohang University of Science and Technology, and ⑩ Hallym University.

**The four selected were merged by two national universities.**

# New strategy for university innovation promotion

## ■ Intensive support for elite innovation-leading (flagship) universities

- In order to support autonomous innovation of all universities, we will continue to promote **regulatory reform, financial reform, and structural reform.**
- In response to digital transformation such as AI and changes in population and industrial structure, we are boldly breaking down the existing walls between universities, regions, and industries, and between departments within universities.
- Create and spread successful cases of university innovation and promote innovation across all universities by providing intensive support to universities that want to pursue bold innovation.
- Through selection and concentration, we select universities with strong will and capabilities for innovation in each region and provide strategic investment and support.

# New strategy for university innovation promotion

## ■ Intensive development and support from all ministries, local governments, and industries

○ Support to diversify the university's financial income structure, while providing **strategic support from all ministries, local governments, and industry to areas** that universities need in addition to simple financial support.

- (Support from the Ministry of Education) Promote support of approximately 100 billion won(\$76M) per university for a total of 5 years
  - University-specific and annual support funds can be adjusted to reflect school size, implementation plan, etc.
- (Investment across ministries) **Encourage the expansion of investment across ministries**, such as granting additional points and budget incentives to Glocal universities when selecting university financial support projects from various central ministries.
- **(Local government support)** Promote intensive investment and support for Glocal universities to establish **a virtuous cycle leading to 'talent training-employment/startup-regional settlement' within the RISE system.**

# Overview of RISE(Regional Innovation System & Education)

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'RISE' is a system that promotes **mutual growth between regions and universities** by supporting universities led by local governments **by expanding local governments' university support authority and easing regulations**. It will be operated in pilot regions in 2023 and 2024 and introduced to all regions in 2025.

RISE is a system in which local governments promote the establishment of a **regional development ecosystem** of '**local talent training-employment/startup-residence**' by supporting local universities with a focus on **regional innovation, industry-academic cooperation, and vocational and lifelong education in connection with regional development**.



# Overview of Regional Innovation System & Education (RISE)

A system that delegates and transfers administrative and financial authority for university support to local governments and promotes mutual growth between regions and universities through strategic support linked to regional development

O (Reorganization of university financial support projects) Linking financial support projects and strengthening local government participation, where local demand needs to be reflected, such as industry-university cooperation and lifelong and vocational education, and local government cooperation is important.

- Starting in 2025, 5 projects\* were integrated and the structure and scale of the university financial support project were adjusted so that more than 50% (over 2 trillion won per year, \$1.5B) of the Ministry of Education's university financial support project budget was converted to local leadership.

- RIS (regional innovation), LINC 3.0 (industry-academia cooperation), LiFE (university lifelong education), HiVE (professional vocational education), local university revitalization project

# Overview of Regional Innovation System & Education (RISE)

○ (Regional-led support for universities) The budget for financial support projects for regionally-led universities is provided to dedicated organizations (non-profit corporations) designated by cities and provinces, and financial support is provided to universities after establishing a plan led by local governments.

○ (Promotion system for support for universities) Establish a dedicated department to support universities in cities and provinces, designate and operate a dedicated organization, and establish a tentatively named regional higher education council to create a foundation for support for local universities.

○ (Implemented in all regions in 2025) Operated in about 5 pilot regions in 2023\*, plans to establish RISE in all regions in 2025 after establishing foundation in 2024

\* Preparation and implementation of a RISE plan to support universities in connection with regional development, etc.

## Class to Society!!!

Glocal universities hope to achieve **educational innovation, research innovation, and regional innovation**. I would like to introduce IC-PBL, a lecture innovation platform created while I was at Hanyang University. There are various slogans for educational innovation, but it is **difficult to achieve educational innovation without teaching innovation**. The reason is that lecture innovation is realistically impossible without the efforts of instructors.

IC-PBL stands for **Industry-Coupled Project/Problem-Based Learning**. **Industry** here is not limited to science and engineering, but refers to the **entire society**, including institutions (companies) where students get jobs related to their major after graduation and institutions (companies) where professors conduct research related to their major. I think there is **no major that is not connected to industries** such as the art industry, music industry, sports industry, and education industry. **If there is a major without an industry**, students in that major who want to get a job related to their major will have **difficulty finding a job after graduation**.

**Lecture innovation should occur in general lectures offered in each semester**, not in special programs. In order to help students develop job skills related to their major, lecture innovation must be implemented **to allow students to experience real-world problems related to their major in general lectures**.

# | IC-PBL : Definition

## Definition of IC-PBL

Industry-Coupled Problem-Based Learning (IC-PBL) is a learner-centered educational model at Hanyang University in which learners solve context-rich problems occurring in real-life fields, coupled with industry and society



University



Professor + Student



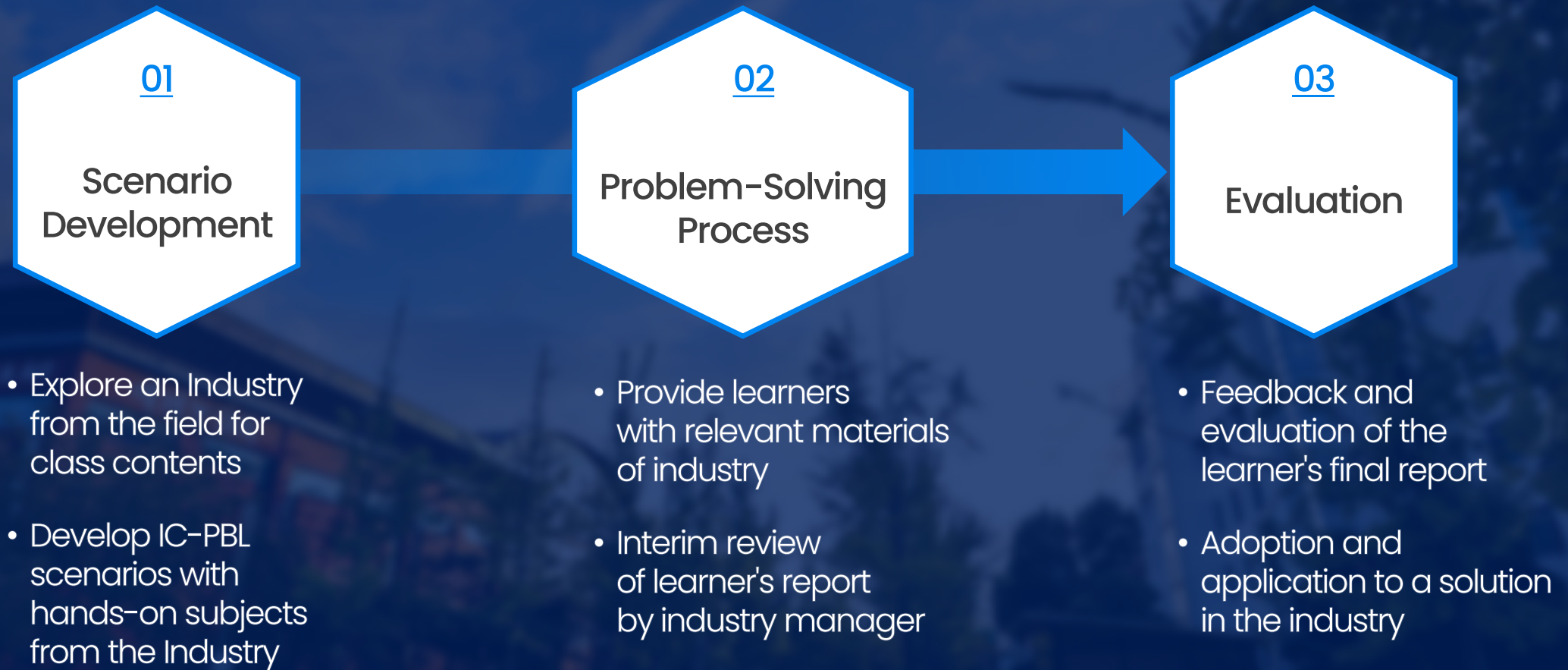
Field Expert





# | IC-PBL : Process

## Project-incorporated Curriculum





## Types of IC-PBL: MECA

### Merge

- In-class application from problems directly provided or requested by the real-life, such as industry and institution
- Evaluation and feedback are provided by the fields in the problem-solving process

### Evaluate

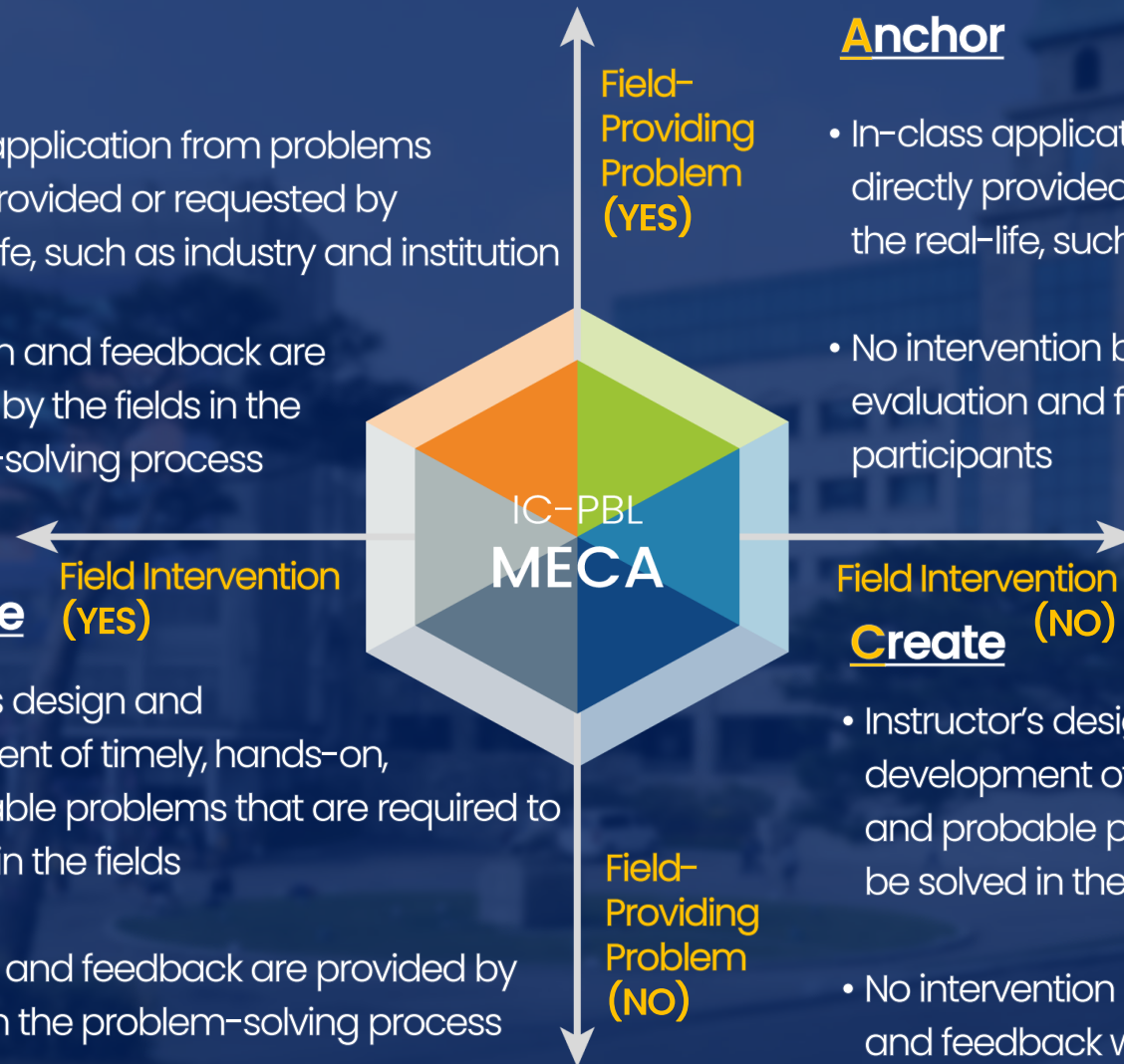
- Instructor's design and development of timely, hands-on, and probable problems that are required to be solved in the fields
- Evaluation and feedback are provided by the fields in the problem-solving process

### Anchor

- In-class application from problems directly provided or requested by the real-life, such as industry and institution
- No intervention by the fields, but evaluation and feedback within class participants

### Create

- Instructor's design and development of timely, hands-on, and probable problems that are required to be solved in the fields
- No intervention by the fields, but evaluation and feedback within class participants



# Department of Industrial Convergence,

## Course title: 'Service UX Design' [Type M]



### TASK

Hyundai Motor Company's Sound Research Design Lab is pursuing the development of concept designs and solution prototypes that can provide user emotional care in future mobility. Design emotional care content that reflects the user's characteristics, needs, and situation in future self-driving cars with artificial intelligence, hyper-realism, and hyper-connectivity as the core concepts.



### Learning Activities

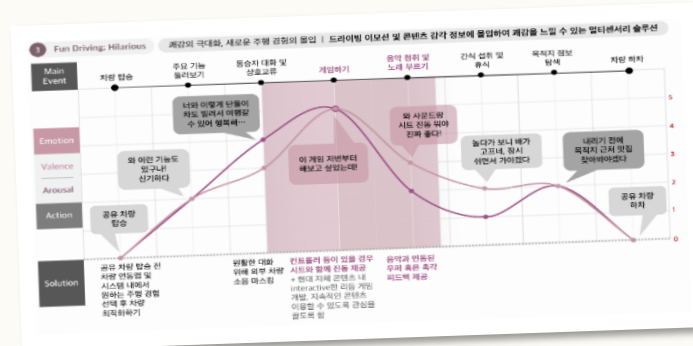
- Understand current technological trends in self-driving cars and experience future design concepts from domestic and foreign automobile manufacturers
- Derivation of autonomous driving service UX scenario
- Develop a prototype of a multi-sensor solution for user emotional care
- Final on-site presentation and feedback provided by Hyundai Motor Company Sound Design Research Lab executives and researchers

### Result

- Development of a multi-sensor solution prototype for user emotional care
- Creating and implementing future mobility user scenarios



※ Interior design design (draft)



※ Solution that can maximize driving satisfaction (draft)



※ Mentoring Bulletin Board

# Department of Applied Arts Education,

## Course title: '3D Simulation' [Type M]



### TASK

In order to improve the use of online and kiosk among the elderly, which has been highlighted due to the need for non-face-to-face contact due to COVID-19, etc., please suggest a plan to improve kiosk usability through classes at Hanyang University in connection with the standardization research being conducted by the Seoul Digital Foundation.



### Learning Activities

- Field survey to survey elderly users in connection with Yongsan Senior Welfare Center
- Mid-term evaluation meeting on ideas for improving kiosk use for the elderly
- Verification of elderly users for improvement of kiosk linked to Yongsan Senior Welfare Center

### Result

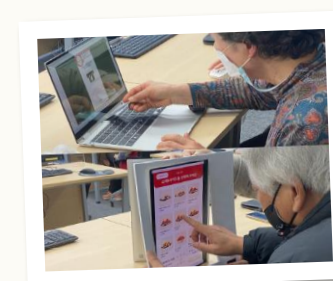
- Derive a hardware improvement plan centered on the 'ㄱ' shape of the kiosk, the use of auxiliary monitors, and physical paper barcodes.
- Derive software improvement plans by applying usability improvement UX and AI support functions considering the convenience of the elderly
- Patent application for kiosk hardware and software results to improve accessibility for the elderly



※ Result: Universal kiosk design (improved accessibility for seniors)



※ Result: Improved usability for the elderly UX



※ User testing to derive results



## TASK

Evaluate the operational capabilities and empirical effects of common use facilities within the Seoul residential environment improvement project area and derive measures to change social capital and revitalize the community after project implementation.



## Learning Activities

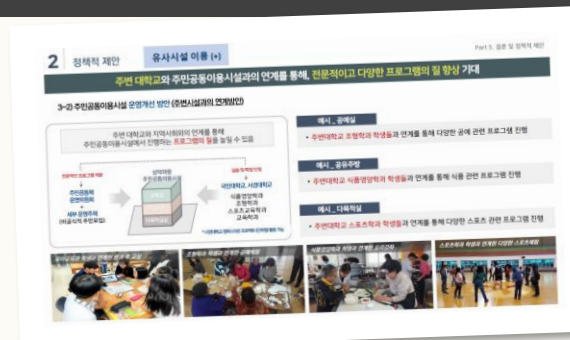
- Learning determining factors to promote the use of shared facilities (socio-statistical factors, personal social capital and personality characteristics, physical location characteristics of shared facilities)
- Learning the correlation between sustainability of shared facilities and social capital (community operation capacity and community spirit)
- Conducted research through face-to-face resident surveys, interviews, and empirical analysis targeting actual business districts in Seoul (Samdeok Village, Seongbuk-gu, Sansae Village, Eunpyeong-gu)

## Result

- Presentation at the Seoul Village Regeneration Project event, producing and promoting the presentation video as a YouTube video
- Received three awards from two related academic societies (Korean Area Studies Society, Korea Urban Regeneration Society)



※ On-site face-to-face interviews with residents



※ Excerpt from Seoul City's policy proposal report



※ Received the grand prize from the Korea Urban Regeneration Society





### TASK

Collect and analyze field data such as ThinQ App for LG Electronics smart home service, and design a new smart home service that meets new customer needs by using data-based design thinking methodology.



### Learning Activities

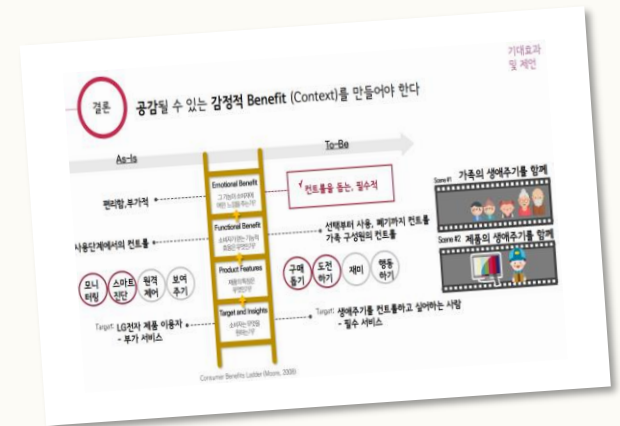
- Collaboration between professor, head of LG Electronics H&A Human Resource Development Team and IC-PBL Center at HYU
  - Design a curriculum tailored to corporate needs and set problem scenario development
  - Diagnose problems and draw solutions thru the design thinking process
  - Interim evaluation by LG mentor and top team selected by LG top management
  - Selected team was given opportunities for internship at LG (Smart Homecare Department)



※ Meeting of LG mentro (LG showroom)



※ Presentation at LG twin tower



※ Top team selected by LG





### TASK

- Solve the marine plastic waste problem from the perspective of the oceanography and underwater sound engineering



### Learning Activities

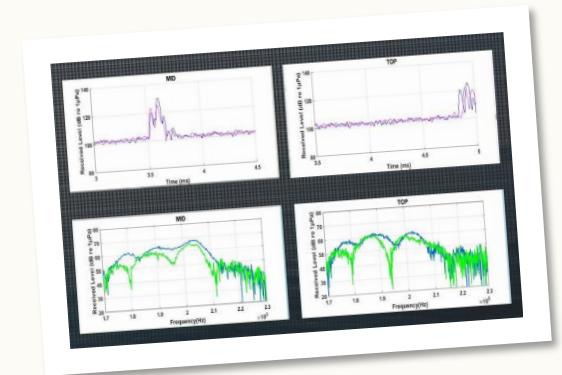
- Scenario development in conjunction with LIG Nex1
- Teaching Fellow and tutors support team discussions and water-tank experiments
- Proposal of plastic waste control system using RFID” presented by students is scheduled to be applied and registered for a patent



※ Meeting with LIGNex1



※ Water-tank experiment



※ Sonar test results

# Department of Political Science

Course title: **Understanding Foreign Policy** (Type C)



## TASK

The research and writings of scholars specializing in international politics within institutional institutions such as universities or research institutes are important. However, considering that various international political issues have a direct and fatal impact on the 'daily lives' of public citizens, research by majors alone is not enough, and there is a need to expand the subject of international politics research from scholars to public citizens. In this class, you will learn about issues related to international politics, select a topic of interest, and write a research paper looking at it from the eyes of a young citizen.



## Learning Activities

- Class outline: IC-PBL, which focuses on research activities on realistic problems selected by students
- Goal of the class: Students act as (co-)producers rather than mere recipients of knowledge and perform critical intellectual reflection
- Main learning activities for problem solving: Team presentation -> Q&A -> Group/whole discussion -> Presentation of research paper draft (proposal) -> Collective critique (comment) -> Posting of revised version -> Completion of research paper -> Peer evaluation
- Outcome of the class: As young citizens, students recognize international politics as their own problem, act as producers of knowledge rather than recipients of knowledge, and act as subjects of narrative, becoming co-authors of books.

**Book name: International politics of 'the public'**

Publisher: Hanyang University Press

Author: Yongsu Eun and 17 undergraduate students, total 18



# I Department of History

Course title: **Understanding Korean History** (Type M)



## TASK

The National Assembly Archives is a permanent records management institution for the Korean legislature and is responsible for preserving and managing Korea's important historical materials. The National Assembly Archives' important task is to select materials that can be permanently remembered and passed down from among the many National Assembly records. Referring to the work of the National Assembly Archives, research your life records by type and develop a management plan.



## Learning Activities

- Research and study on Korea's historical records preservation institutions and preservation status
- On-site visit to the National Assembly Archives: awareness of the importance of selecting historical records, experience with the job, and Q&A with records management experts on record preservation duties
- Special lectures by field workers at the National Assembly Archives and presentation of problem scenarios

### Final Evaluation

· Performance evaluation jointly by professors and National Assembly Archives staff



※ On-site visit to the National Assembly Archives



※ National Assembly Archives preservation facility (only places where photography is allowed)



※ Job description of National Assembly Archives staff

archival research  
of my life

Reconstructing my  
historical records

※ student outcomes

# Department of Music

Course title: **Introduction to Musicology** (Type M)



**Korea Educational Broadcasting System**



## TASK

Create a professional, yet interesting and touching music-related documentary project presentation video that a broadcasting station can produce.



## Learning Activities

- Special lecture by an expert from the PD of the Documentary Department of the Korea Educational Broadcasting Corporation (topic presentation, expert knowledge related to documentary production, etc.)
- EBS PD experts directly participate in students' video production and problem solving (5 times)
- Students' 15-minute documentary production presentation and evaluation by EBS PD expert.

## Result

- Upload the final video to the Hanyang University Music Research Institute website
- Presentation in front of the EBS documentary production team



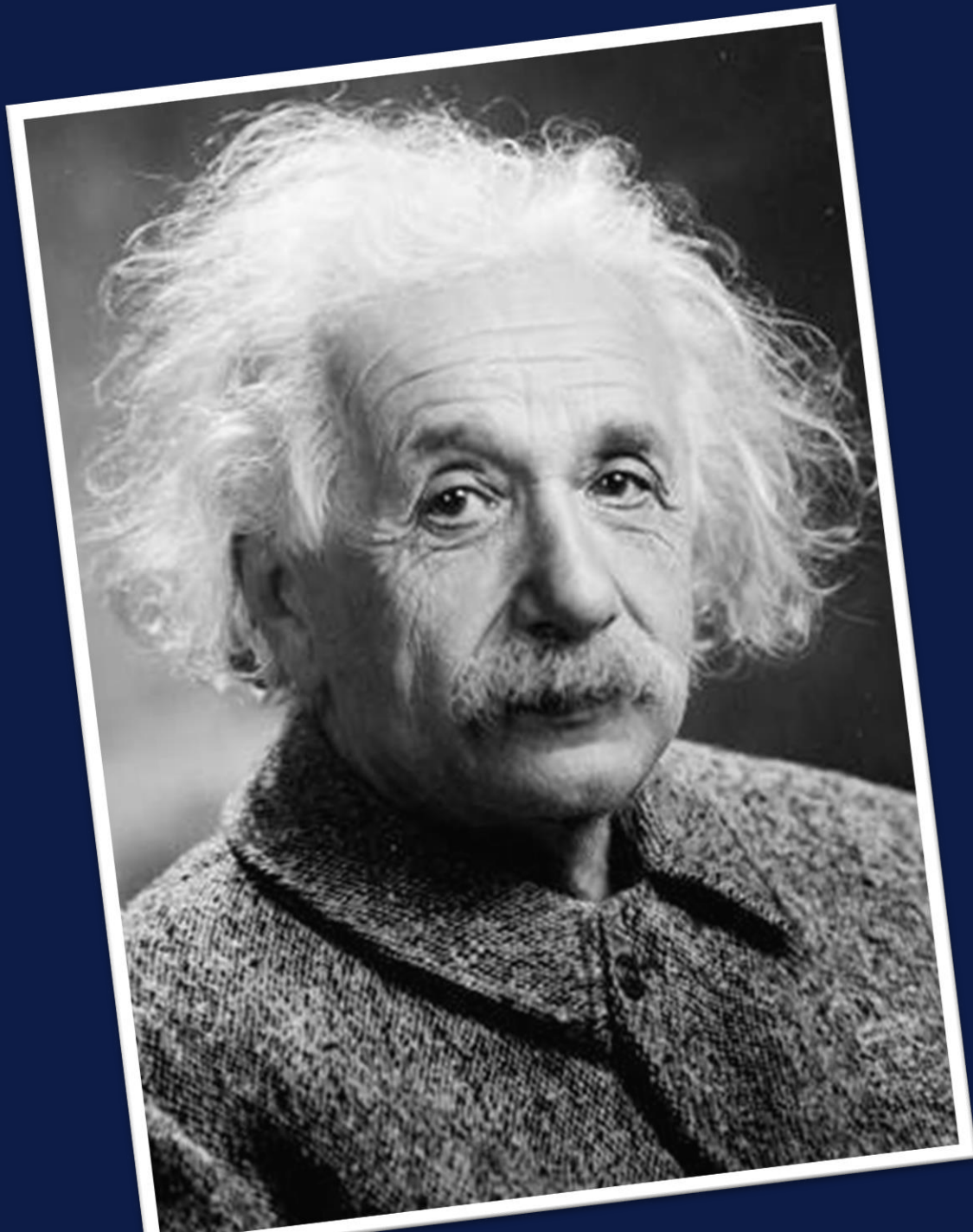
※ EBS Mr. Beak PD Lecture



※Student video results (Part 1 documentary "What is Retro?,  
Group 2 documentary "Music Classification")







## Insanity

Doing the same thing over and over again  
and expecting different results.

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Albert Einstein (1879~1955)



**Thanks!!!**