

## Abstract

## Prospect and Issues of Education Reform (II) : in Higher Education

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This research has been conducted for 2 years in order to develop models that higher education should pursue for the 2030 society. Based on the first year research, the second year research has developed key policy tasks to promote in the field of higher education.

To this end, the research first established specific goals for higher education to 2030 by designing basic models. Second, it analyzed the trend and outcomes of key higher education policy promoted by former administrations to differentiate future policy from the former ones. Third, by analyzing best cases of higher education reformation worldwide, it identified references for future policy tasks. Fourth, it investigated reformation tasks by each field of higher education and policy tasks for higher education to 2030 with delphi method. Finally, the final policy tasks and its road map are suggested based on the research above. The conclusions are as follows.

As the first stage of policy task development, the research selected tasks for developing

details of policy tasks. First, the 28 top priority tasks selected from delphi analysis are selected as the target for development.

The research classified total of 28 policy tasks into higher education policy tasks by areas, higher education 2030 policy orientation, and developed details of policy tasks through collaboration with the expert working group. In the development framework of policy tasks, specific details, such as the title, background, the purpose of promotion, promotion contents, promotion system, expectations and promotion period are suggested to enhance concreteness, availability and possibility of realization of policy promotion. As for promotion period of a policy task, the research allowed overlapping mark in short-term, mid-term and long-term tasks, so that they are utilized in developing policy promotion road map.

The research devised a road map reflecting short-term, mid-term and long-term policy promotion period by collaborating with the expert working group.

Above all, as for higher education policy tasks by areas (A), 9 tasks are suggested as short-term tasks from 16 tasks, including granting autonomy on college curriculum, relaxing regulations by the Ministry of Education, guaranteeing autonomy of student selection, securing fairness and responsibility in selection of students in universities and enhancing efficiency in and unifying compilation and execution of the budget for the whole higher education via the department of finance in the Ministry of Education. 4 tasks are suggested as mid-term tasks, including integration of similar kinds of university evaluation, settlement of principles (philosophy) of university evaluation, maintenance of acts and system to secure financial integrity of universities and creation of the environment (condition) to attract foreign students. There is only one short-, mid- and long-term task, which is education of enhancing problem-solving capacity that requires immediate commencement and continuous promotion.

As for higher education 2030 orientation policy tasks (B), only one of 12 policy tasks, establishment of long-term supporting system for a leading research area, is suggested as a short-term task. 4 tasks are suggested as mid-term tasks, including development

of plans for autonomous management of the number of students with market demand, development of plans to secure multiple sources of fund to support universities, enhancement of autonomy in education and educational management in universities and expansion of international qualification by fields of majors. Globalization of higher education system is suggested as a long-term task.

4 tasks are suggested as short- and mid-term tasks, including enhancing flexibility of academic structure, division of roles between 4-year institutions, plans for guiding soft exit of infirmity universities, liberalization of deciding tuition fee, and enhancement of training human resource in new industry. There is only one mid- and long-term task, which is reorganization of curriculum for the 4th industrial revolution.

The policy road map described above is shown on the following table.

〈 Policy Road Map: Overall Areas〉

Area	Classification	Policy Task	Period		
			Short	Mid	Long
Policy tasks of higher education by areas (A)	college education (curriculum, method) and teaching-learning (A-1)	A-1-1 financial aid to establish infrastructure with smart education			
		A-1-2 granting autonomy on college curriculum and relaxing regulations by the Ministry of Education			
	student selection and guidance (A-2)	A-2-1 guaranteeing autonomy of student selection			
		A-2-2 securing fairness and responsibility in selection of students in universities			
	responsibility and quality assurance of university (A-3)	A-3-1 integration of similar kinds of university evaluation			
		A-3-2 settlement of principles (philosophy) of university evaluation			
	financial aid for university (A-4)	A-4-1 enhancing efficiency in and unifying compilation and execution of the budget for the whole higher education via department of finance in the Ministry of Education			
		A-4-2 maintenance of acts and system to secure financial integrity of universities			
	globalization (A-5)	A-5-1 creation of the environment (condition) to attract foreign students			
		A-5-2 Improvement of living condition of foreign students			

Area	Classification	Policy Task	Period			
			Short	Mid	Long	
	train human resource (A-6)	A-6-1 education of enhancing problem-solving capacity				
		A-6-2 promotion of research on prediction of demand changes according to social changes				
	R & D (A-7)	A-7-1 establishment of system for management of college R&D fund in standards of advanced countries				
		A-7-2 reorganization of research fund aid				
	industry-academy cooperation (A-8)	A-8-1 enhancement of industry-academy cooperation				
		A-8-2 enhancement of the role of businesses in industry-academy cooperation (funding and internship)				
	Higher education 2030 policy orientation (B)	restructuring higher education human resource training system from the macroscopic view (B-1)	B-1-1 flexibility of academic management			
			B-1-2 division of roles between 4-year institutions(vocational institutions vs. universities)			
reconfiguring direction and strategy of structural reform of universities (B-2)		B-2-1 plans for autonomous management of the number of students with market demand				
		B-2-2 plans for guiding soft exit of infirmity universities				
securing financial aid for higher education and strengthening security of distribution system (B-3)		B-3-1 liberalization of deciding tuition fee				
		B-3-2 development of plans to secure multiple sources of fund to support universities				
reestablishing the vision, contents and method of college education related to the future challenge tasks (B-4)		B-4-1 enhancement of autonomy in education and educational management in universities				
		B-4-2 reorganization of curriculum for the 4th industrial revolution				
systemizing the strategy of fostering quality human resource for new growth engine in the future (B-5)		B-5-1 establishment of long-term supporting system for a leading research area				
		B-5-2 enhancement of training human resource in new industry				
globalization of higher education as an innovation strategy for the future (B-6)	B-6-1 globalization of higher education system					
	B-6-2 expansion of international qualification by fields of majors					