

Perhaps the area in which Korean higher education is particularly vulnerable to charges of ethical abuse relates to the research mission of professors. For example, some professors are cheating their institutions and the students by pushing for lighter teaching loads so as to devote more time to writing research papers—destined for journals created solely as vehicles for these otherwise unpublishable articles. Many professors are currently grappling with the problems associated with government or private-sector funding of research that arise when a given sponsor imposes a demand for secrecy concerning scientific inquiries. That is a situation completely inimical to the tradition of open investigation and the sharing of research findings so crucial to the discovery of new knowledge.

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***In July the Opposition Labor Party issued An Agenda for the Knowledge Nation, a broad set of policies covering all forms of education and research.***

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The faculty recruitment practices at some colleges and universities are another troubling area in need of ethical review. These practices may include the hiring of faculty who are in no way qualified but who are selected because of social connections, monetary contributions, or even academic and social class backgrounds. Another less than totally ethical practice is the failure of some institutions to provide truly open competition for academic positions. Sometimes the department decides on a new faculty member even before the vacant position has been placed on the open market for an official competition.

A third important area of ethical responsibility has to do with extrainstitutional service. In Korean higher education, two out of three academics now engage in some form of paid or unpaid consulting during the year. And consulting constitutes the primary or secondary source of supplementary income. Although a significant segment of the professoriate engages in paid consulting, most professors try to balance consulting with their teaching, research, and other institutional obligations. However, when consulting activity becomes a top priority for faculty members, they are less dedicated and involved in their teaching, research, and other institutional responsibilities.

The current preoccupation with ethics in the conduct of the academic profession is probably a result of the increased complexity and magnitude of the higher education enterprise. It would be nice to view the concerns as an illuminating exercise, one that will lend support to the collective determination of Korean higher education institutions to pay attention to ethical standards, particularly at a point in Korean history when fears are being raised of a moral collapse in society. In con-

clusion, the credibility of Korean higher education rests on the ethical standards of professoriate. Korean higher education must take the initiative in addressing such charges now to avoid future repercussions. Failing to deal with the problems now will only exacerbate them and bring on external regulation and sanctions. The most positive course of action would be to raise such issues openly and aggressively and to promote decision making enlightened by ethical reflection. In practical terms, two basic steps are required. The first of these is to change the criteria by which faculty performance is evaluated. All forms of evaluation—including government evaluation for financial support and institutional faculty evaluation for promotion and tenure—must go beyond merely calculating faculty-student ratios, counting the number of articles and books published, and tallying faculty workload and instead pay more attention to the ethics, values, and integrity of faculty performance in teaching, research, and service. The other necessary step is development of a code of ethics. At present, few Korean institutions of higher education have developed their own code of ethics, including enforcement provisions, for their members.

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## The Knowledge Context in African Universities: The Neglected Link

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The West continues to dominate in the production, organization, and dissemination of the world's knowledge and information. The Third World, and Africa in particular, relies heavily on this knowledge and information.

Scholarly knowledge is conveyed in a variety of ways—including journals, conferences, the Internet, on-line databases, and CD-ROM. Scholarly journals remain the most important channels of communication in the knowledge distribution network. Even in this high-tech era, they continue to be vital and the most reliable avenues of knowledge delivery.

In a recent survey-based study by this author, 80 percent of the nearly 100 respondents reported having access to international journals. But close to 40 percent of the responses were qualified as "limited," "incomplete," "partial," "very few," "very old," and "unreliable access." The inadequate access to current scientific knowledge remains one of the widely

reported challenges to the development of science and technology in Africa. In the study, many respondents also described this problem as their major hurdle. We recognize that the extent of the problem varies across countries, institutions, departments, disciplines, and time periods.

#### *Importing Knowledge*

Numerous regional and international attempts are currently under way to address the problem. Beginning in January 2002, the poorest African countries, along with those in Asia and Latin America, whose per capita income is under U.S.\$1,000, will receive free Internet access to nearly 1,000 scholarly journals. This three-year initiative between six major publishing companies and the World Health Organization is expected to benefit much of Africa.

A joint cooperative initiative between four North European and 10 East African universities is another such example that will use the Internet to provide full-text articles. (For more on this, see the winter 2001 issue of this newsletter.)

The Southern African Regional Education Consortium (SAREC) has been consistently supportive of efforts to increase African universities' access to journals. Addis Ababa and Zambia Universities have received more than 130 and 240 journals, respectively, through SAREC support.

The American Association for the Advancement of Science (AAAS) has also been instrumental in furthering the acquisition of journals and CD-ROM support for numerous African universities. The University of Nigeria Library is reported to have virtually no subscriptions except those 80 journals acquired through the AAAS.

The African Virtual University (AVU), a World Bank initiative, has a major journal distribution component. Kenyatta University (Kenya), one of the institutions where the AVU first started, is currently able to access more than 1,700 journals, and this number is expected to grow to over 2,400 journals.

Cornell University also has a scheme to provide digital journals cheaply to developing countries. Universities and other research institutions in more than 100 developing countries are expected to benefit.

#### *Exporting Knowledge*

On the "exportation" end of the spectrum, a number of initiatives are under way to popularize and disseminate African published materials especially in Europe and North America and also in the region. The African Journals Distribution Program and the African Periodicals Exchange (now merged to form the African Journals Support and Development Center), African Journals Online, the African Books Collective, and the African Publishers Network are part of the drive to improve access, visibility, and distribution of African knowledge and scholarship regionally and internationally.

#### *The Significance of the Campaigns*

The aforementioned initiatives have been instrumental largely in the "import" and "export" markets of knowledge products beyond and across the continent. While, the "importation process" has eased the severity of the lack of access to scientific and other scholarly knowledge and information in several universities, the "exportation process" played a role in popularizing and increasing the visibility of African-generated knowledge and scholarship. These initiatives have been vital in transmitting scientific, technological, and other knowledge and information. All these have been good and worthy efforts.

#### *The Neglected Link*

Much of the emphasis currently focuses on the access and delivery of finished products manufactured both externally and, to a lesser extent, internally. Few regional and international schemes are directed at building a local infrastructure to promote the packaging and development of locally generated knowledge. The complex and difficult task of processing knowledge in African universities and institutions has not yet attracted many support schemes.

SAREC, supported by the Swedish International Development Authority, has been one of the few organizations to support local infrastructures. SAREC has long supported (since 1984) schemes to develop locally based scholarly publications in Ethiopia. The support has benefited more than 16 professional publications, most of them university based. Until recently, the International Development Research Centre was also supporting editing and publishing schemes to promote scientific communication in Africa.

While improving access—to international knowledge systems with the concomitant countereffort to popularize regional products—is being stressed, serious endeavors to vitalize the local infrastructure in processing knowledge generated in African universities and research institutions remain largely nonexistent.

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***Regionally, African universities should cooperate to strengthen major publications and launch major database initiatives.***

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While it is crucial to ensure access to international knowledge networks, Africa should also build its own knowledge manufacturing industry and its capacity to popularize its own handiwork. This has to be approached within the context of sustainability, capacity building, and self-sufficiency. Universities and research institutions must encourage their staff to communicate their work in public fora such as conferences, journals, databases, books, and other published formats. African universities should take the lead

in providing technical, logistical, financial, and moral support—not only to create knowledge products, but also process, package, and develop them. The support of donors is vital here.

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At the national level, universities should devote serious attention to their editorial offices and their presses, for these are key to the process of knowledge creation and dissemination. Editors usually work alone, often without secretarial or administrative support in an environment less than appreciative of their work. Editors should be given more recognition; editorial offices should be revitalized in terms of human, material, and financial resources and their status upgraded. The quality and abundance of local knowledge production, organization, and dissemination to a large extent rely on the state of these manufacturing entities. Regionally, African universities should cooperate to strengthen major publications and launch major database initiatives in all streams and disciplines for local, regional, and international consumption. The work of the Association of African Universities to develop a Database of African Theses and Dissertations is one major example. African universities and institutions in collaboration with each other and also institutions overseas should make a conscious and committed effort to take up such initiatives. The initiative to collect, document, package, and dis-

seminate African-generated knowledge, information, and data—both published and unpublished—must be given strong, full, and sustained support.

#### Summary

To reiterate, the initiatives to promote access and delivery must consciously target the development of the infrastructure and the enhancement of the processes that make possible the production and dissemination of knowledge in African universities. Access, delivery, and development ought to be conceptualized as operating in one paradigmatic continuum.

Given the state of most African countries, many journals and university presses have either been terminated or function at their lowest capacity. The current initiatives under way to revitalize African universities should extend to invigorating the processing and development of the neglected link of the knowledge industry in the universities of the region.

#### NEW CENTER-RELATED BOOK

*In Defense of American Higher Education*, edited by Philip G. Altbach, Patricia J. Gumpert, and D. Bruce Johnstone, has been published by the Johns Hopkins University Press. This volume has as its theme the success of the American academic system. Essays on the role of public universities and their service to society, mass higher education, the American academic system in comparative perspective, financing issues, the role of the liberal arts, information technology, presidential leadership, and others are considered—all from the perspective of analyzing the challenges faced by a basically successful academic system. This book is published in paperback and is available from the Johns Hopkins University Press, 2715 N. Charles St., Baltimore, Md. 21218, USA. The paperback edition is \$24.95.

#### New Publications

Boren, Mark E. *Student Resistance: A History of the Unruly Subject*. New York: Routledge, 2001. 307 pp. \$19.95 (paper). ISBN 0-415-92624-6. Address: Routledge Publishers, 29 W. 35th St., New York, NY 10001, USA.

*Student Resistance* provides a broad historical overview of student political activism from the medieval universities to New York and Indonesia in 2000. Nationalist, conservative, liberal, and other student movements in different time periods and geographical settings are discussed.

Brooks, Ann, and Alison Mackinnon, eds. *Gender and the Restructured University*.

Buckingham, U.K.: Open University Press, 2001. 189 pp. £19.99 (paper), £65 (cloth). ISBN 0335206719. Address: Open University Press, 22 Ballmoor, Buckingham MK18 1XW, UK.

Focusing on the impact of globalization and organizational change on the role of women in higher education, this volume provides essays on globalization and gendered work cultures in universities, equity issues in Australian universities, women leaders in higher education, and management issues and women. Much of the book focuses on Australia.

Conrad, Clifton F., Jennifer Grant Haworth, and Lisa R. Lattuca, eds. *Qualitative Research in Higher Education: Ex-*

*panding Perspectives* (2d ed.). Boston: Pearson Custom Publishing, 2001. 710 pp. (paper). ISBN 0-536-62356-2. Address: Pearson Custom Publishing, 76 Arlington St., Boston, MA. 02116, USA.

The focus of this book is on qualitative research methods as they apply to research on higher education. Essays are reprinted from standard sources—providing a background to qualitative research methods, the philosophy of qualitative research, the use of data, issues of fieldwork, and related topics. This volume is in the ASHE Reader Series that brings together key readings on topics relevant to higher education research and teaching.