

‘CAMPUS Asia’ 1st Monitoring in Japan
Summary of Self-Analysis Report

Training Human Resources for the Development of an Epistemic Community
in Law and Political Science to Promote the Formation of “jus commune”
in East Asia

Nagoya University

1. Participating universities and academic departments in the project

Japanese University	Graduate School of Law and School of Law, Nagoya University
Chinese University	Law School, Renmin University of China Law School, Tsinghua University Koguan Law School, Shanghai Jiao Tong University
Korean University	Law School, Sungkyunkwan University School of Law/ College of Law, Seoul National University

2. Outline and progress of the project

1) Project outline

Globalization in the field of law has at the same time given rise to regionalization. There have been efforts in China and Korea to search for formation of a “jus commune” in East Asia. This project is aimed at discovering the Western “global standards of law”, and on that basis, promoting human resources for the development of an epistemic community in law and political science, where participants can exchange discussions on the formation of “jus commune” in East Asia. We seek to collaborate with universities in China and Korea to promote three main activities: (1) exchange of legal information in the East Asian region; (2) joint formation of theories on Asian law and legal assistance; and (3) setting common standards for legal education and law school programs. The universities will together develop mutual exchange programs based on reciprocal conference of academic credits to undergraduate students who participate in the exchange program. The partner institutions will also be committed to exchange quality research and educational cooperation.

2) Progress of the project (until the end of March 2013)

[Progress of Fiscal 2011 Efforts to Promote Campus Asia Project]

[Major Activities]

(1) Meetings held to exchange information and ideas with partner universities in China and Korea

Following the adoption of the Campus Asia Project, we held meetings with our partner universities—both lead and member academic institutions—in China and Korea to exchange information and ideas. We met with the School of Law of Renmin University of China, and the School of Law of Tsinghua University in December, and with the Koguan Law School of Shanghai Jiaotong University in January. For partner universities in Korea, we also met in January with Sungkyunkwan University and Seoul National University. The same month, moreover, a meeting for lead academic institutions was convened in Beijing, China to share information—including the institutions' current situations and requests—and enhance shared understanding. As a result, substantial progress was achieved in determining the content of the Project.

(2) Surveys conducted regarding Chinese and Korean universities' preparations for accepting our students, and their responses to our requests

We conducted surveys in China and Korea in January and March, respectively, regarding the progress of preparations for the acceptance of our students, to be sent under a one-year study abroad program and preparatory training/adjunct programs, as well as their responses to our requests. As a result, we were able to better understand the challenges associated with the exchange of students, and improve our efforts to promote the Project.

(3) Quality Assurance Committee launched in the three countries

In Japan, the Quality Assurance Committee was formed in January and engaged in improving systems for curriculums, syllabuses, academic assessment standards, credit granting and credit transfer. In the same month, the Quality Assurance Council, comprised of the Quality Assurance Committee members representing the participating universities, was founded in Beijing, the Council reaching a basic agreement regarding details on common subjects, the granting of credits, academic assessment and credit transfer.

(4) Special classes in English, Chinese and Korean launched for students participating in the Project

In February, we launched English, Chinese and Korean language classes for students participating in the Project, lectures on Chinese and Korean laws by professors/lecturers invited from lead universities, and guidance concerning cultural exchange. Students were given classes of three hours per week on English and on the language of their destination countries, to help them acquire the linguistic ability necessary for campus and everyday life during their study abroad. In addition, we provided lectures on Chinese and Korean laws, to equip students with basic legal knowledge of their overseas study destinations.

(5) Students sent to China and Korea for preparatory education

Four students were sent to Korea in February and seven to China in March, to participate in a nine-day preparatory training program. The program was designed to provide students with prior experience, so as to enhance the educational effects of the full-scale overseas study program. The program included special lectures by prominent academics, visits to law courts and legal offices, visits to the Japanese embassy consular/political section (in China), interactions with local students, history studies and cultural experience.

(6) Japan-China-Korea Quality Assurance Council meeting and international symposium held

In February, at an international symposium held in Nagoya, representatives of partner universities met to discuss the plan, significance and vision of the Project. In addition, the second Japan-China-Korea trilateral Quality Assurance Council meeting was held in January (Beijing), February (Nagoya) and March (Shanghai). Council members engaged in (i) information exchange/discussion of, and adjustments to, partner universities' implementation plans for the Project, (ii) examination of the curriculums, syllabuses and academic assessment of each university, and (iii) examination and adjustment of each university's systems for credit granting, academic assessment and credit transfer.

[Results]

Activities (1) and (2):

By conducting a survey of partner universities in China and Korean regarding their preparations to accept our students and their responses to our requests, we were able to establish a system that enables smoother implementation of student exchange between Japan and China/Korea.

We also confirmed our partner universities' state of preparation both in terms of education and student support systems: the opening of common and elective courses, the current status of lectures given in English, the implementation of internships, the implementation of language classes, arrangements for student accommodation, and the availability of faculty members/tutors to support foreign students in living and campus life. Since the survey found slight differences in preparations to accept our students, we made necessary adjustments to close the differences. As a result, we were able to establish a system for providing students with a uniform, high quality education.

Activities (3) and (6):

Through activities by the Quality Assurance Committee and the Quality Assurance Council, we were able to advance preparations (system development and the appointment of persons in charge) necessary to ensure the implementation of a joint high quality education program.

Specifically, we determined the content of common courses and consolidated systems for students participating in the Project: the required number of class subjects, the recognition of credit/academic results and the presentation of diplomas to students completing the Project. In response to these systems, we initiated a revision of the rules and regulations of the Nagoya University School of Law.

Activities (4) and (5):

The short-term stay program for our students in Korea in February and China in March gave participants a taste of study abroad and provided partner universities in the two countries with an opportunity for hands-on practice in sending and accepting students.

The short-term stay program (preparatory training program) gave students a glimpse of reality in terms of law and politics in China and Korea. This program not only enhanced participants' desire to study, but also influenced non-participating students. Moreover, it encouraged faculty members to improve preparatory education programs on languages, law and political science, positively influencing their attitudes toward the Project.

Activities (6):

The international symposium held in Nagoya in February played an important role in disseminating information on our efforts to promote the Campus Asia Project to those engaging in education inside and outside Japan, thereby raising interest in and support for our activities.

The Second Deans' Meeting on Campus Asia Project was held in Nagoya with more than 50 participants, including persons from lead and member universities. This meeting was taken up by the Nikkei newspaper, and after the meeting closed we received many email inquiries about the Project.

[Progress of Fiscal 2012 Efforts to Promote the Campus Asia Project]**[Major Activities]****(1) A briefing session on the Campus Asia Project was held for freshmen and other students, and language education and preparatory education were offered to students participating in the Project**

A briefing session on the Campus Asia Project was held for students newly enrolled in 2012; in October we began offering preparatory education to those wishing to participate in the Project.

(2) Quality Assurance Council meetings held (July in Seoul and March in Beijing)

Students desiring to study abroad under the Project in 2012 were screened by their universities; the list of students was then deliberated and finalized by the Quality Assurance Council. The Council also confirmed the content of common education offered under the Project, guidelines on academic assessments and their areas for improvement, and curriculums provided by each university.

(3) Sending and acceptance of students for long-term study commenced

In August and September, universities dispatched students to each other for long-term study.

(4) Students from China, Korea and ASEAN nations accepted by Nagoya University under adjunct program and preparatory training program

As part of an adjunct program and preparatory training program, we held an international summer seminar in August, in which international students were given an opportunity to experience education and life in Japan. Vietnamese and Cambodian student members of the Research and Education Center for Japanese Law, established in those countries by Nagoya University, were

invited; the aim was to further expand the Campus Asia Project through the exchange of students from Southeast Asia and Northeast Asia (Japan, China and Korea).

(5) Third Deans' Meeting on Campus Asia Project held

The Third Deans' Meeting on Campus Asia Project was held, with partner universities in Japan, China and Korea participating. At the international symposium, participants discussed the significance and progress of their efforts to promote the Project and confirm the international outcomes of the Project from a long-term perspective.

(6) Problems with overseas study identified, and arrangements made for internships

Problems students have faced while studying abroad were identified, and solutions were sought. Moreover, we made arrangements to provide students with internship opportunities in their destination countries, so that they could receive practical work experience. (December)

(7) Students sent to China and Korea under adjunct and preparatory training programs

New students who received preparatory education for the Campus Asia Project were given an opportunity to experience education and life in their destination countries, with the aim of enhancing the effects of their education. Under an adjunct program, four students from the Nagoya University Graduate School of Law were sent to China and Korea each to promote exchange with local law students. (February to March)

[Results]

Activities (1):

Proactive efforts to enhance new students' awareness of the Campus Asia Project expanded opportunities for students to participate in the Project and enabled us to secure better-qualified human resources for the Project. The preparatory education and language education, designed for students participating in the Project, made the education provided in their destination countries smoother and more productive.

Activities (2):

Through activities by the Quality Assurance Committee and the Quality Assurance Council, we were able to develop and improve systems necessary to enable the joint implementation of quality-guaranteed education.

Activities (3):

This was the first attempt of partner universities to dispatch students to each other under the Project since it was launched. This experience encouraged further preparation and contributed to system improvement for the Project.

Activities (4):

Our program of selecting partner university students from among those wishing to study in Japan and providing them with an opportunity to experience education in Japan increased their motivation for learning, while enhancing the quality of education provided to those sent to our university in the following year. This student exchange also acted as a trigger for developing an environment where people who play a leading role in developing an epistemic community in law and political science

to promote the formation of a “jus commune (common law)” in East Asia can meet each other.

Activities (5):

The Third Deans’ Meeting on Campus Asia Project disseminated information on the Project, thereby increasing interest and support for the Project both in Japan and abroad. The meeting’s more than 50 participants included persons from lead and member universities. Information (including reports and questions/answers) on the past three Deans’ Meetings on Campus Asia Project was compiled and disseminated to further enhance the quality of the Project.

Activities (6):

We conducted an intermediate survey of our students when they had spent one semester in Chinese and Korean universities, by which means we were able to identify and remedy problems students face in pursuing study abroad. Moreover, we provided our students with an internship opportunity in their destination countries, enabling them to gain practical work experience and make use of their knowledge of law and political science.

Activities (7):

As part of our preparatory training program, we sent students to universities in Korea (February) and China (March) to provide them with a flavor of the real world of law and politics through experiencing education abroad. The impact of the program on participants was sufficient to increase their awareness and motivation, influencing non-participating students as well. Moreover, this program encouraged faculty members to improve preparatory education on languages, law and political science, thus positively influencing their attitudes toward the Project.