

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

Plan for a Joint Campus Representing Korea, China and Japan which will Foster
Leaders in East Asian Humanities for the Next Generation

Ritsumeikan University

1. Participating universities and academic departments in the project

Japanese University	Ritsumeikan University, College of Letters
Chinese University	Guangdong University of Foreign Studies, Faculty of Asian Languages and Cultures
Korean University	Dongseo University, Division of Foreign Languages

2. Outline and progress of the project

1) Project outline

The program aims to create a joint international campus which will act as a foothold for nurturing global talents. Through the courses offered by each university at the joint campus, students intending to work in the fields of culture and educational research will acquire diverse knowledge of language, culture, literature and history.

The campus aims to build a network connecting Kyoto, cradle of Japan’s traditional culture, with Busan and Guangzhou, two of East Asia's main port hubs. It also aims to foster talented individuals with good communication skills and an understanding of the traditional and modern cultures of Korea, China and Japan.

Talented people are needed

- who possess at least basic knowledge of East Asian traditional cultures and also understand the current trends affecting the East Asian region.
- who can analyze both early recorded data and modern cultural aspects of the three countries (including social lifestyles, recent histories and cultural contents such as literature, film, drama, animation and media) for a better understanding of the East Asian region.
- who can work in an international society and interact with local peoples in East Asia owing to proficiencies acquired in three languages through joint language training programs.
- who can help to peacefully resolve local issues in East Asia and to further the co-existence and co-prosperity of the region.

This training program is unique and truly innovative compared to other current student exchange programs.

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

This program is a new four-year international program designed for undergraduate students. In 2011, as a program preparation period, the university increased the number of faculty members and improved facilities, and in 2012, selected students as the first program participants, also providing learning support. The joint campus program, a unique feature of the overall program, started in the first semester of February 2013. Other activities and services provided in AY 2012 are as follows.

Enhancement of the program:

- Established a common goal among the three universities to develop next-generation leaders in the humanities for East Asia.
- Developed well-balanced curriculums.
- Established the program and goals based on the results of the existing joint program.
- Created the joint campus program where students from the three countries learn and live together in the three countries.

Efforts related to program implementation:

- Held tri-nation joint university faculty meetings, working-level meetings, and program steering committee meetings.
- Established a dedicated faculty system and campus support system.
- Created curriculum and courses tailored for the CAMPUS Asia program.
- Offered full-year history courses.
- Dispatched professors during the joint campus program and provided peer support system.
- Provided special lectures and training programs.
- Provided shared housing for students and opportunities to study languages in a classroom setting and engage in language exchange.
- Created learning agreement and established online course management system.
- Provided laptop computers to students.
- Sent diverse information and collaborated with external organizations.
- Approved all credits earned at the other two universities and distributed learning agreement.
- Assessed grades based on the criteria of the universities offering courses for the program and operated online course management system.

Assessment academic achievement

- Sent out questionnaires for assessing academic achievement to pilot students in three countries.
- Assessed language proficiency on a regular basis.
- Established a network of students who have completed the program.
- Discussed and developed education methods among members in three universities.

System to ensure program quality

- Established internal program steering committee.
- Gathered feedback from students from comments section of questionnaires for assessing academic achievement and from hearings with the students.
- Held an internal evaluation meeting and made preparations for the establishment of an external evaluation committee.