
'CAMPUS Asia' Programs in Light of Quality Assurance:
A Collection of Good Practices



November 2014

'CAMPUS Asia' Monitoring Committee
National Institution for Academic Degrees and University Evaluation

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On Completion of “ ‘CAMPUS Asia’ Programs in Light of Quality Assurance: A Collection of Good Practices”

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Japan, China, and Korea have a tradition of lively mutual interaction in the field of higher education, including exchanges between universities and mobility of students and instructors. In Japan, roughly 75% of all foreign exchange students (approximately 130,000

students) come from China and Korea. Meanwhile, initiatives to assure quality in transnational education have become a challenge around the world in recent years together with the globalization of higher education. Likewise in Japan, China, and Korea, addressing quality assurance issues in a unified manner has become an important topic.

Given this situation, Japan’s National Institution for Academic Degrees and University Evaluation (NIAD-UE), China’s Higher Education Evaluation Center of the Ministry of Education (HEEC), and the Korean Council for University Education (KCUE) have been cooperating in an effort to monitor ‘CAMPUS Asia’ pilot programs, which are inter-university exchange projects with assured quality, collaboratively promoted by the governments of the three countries.

The first monitoring was conducted separately in each country from 2013 to 2014 after collaboratively determining the implementation framework. In Japan, NIAD-UE established monitoring criteria for quality assurance based on an exchange of views with program providers. Beginning in April 2013, it conducted self-analysis, written surveys, and site visits, and organized Student Committee activities with Japanese, Chinese, and Korean students participating in ‘CAMPUS Asia’ programs. Later, it prepared a report based on monitoring results compiled in January 2014. The report included good

practices identified from the perspective of the quality of education.

The dissemination and adoption of good practices was defined as one of the major goals of monitoring. In accordance with that goal, NIAD-UE’s Monitoring Committee has prepared a publication called “‘CAMPUS Asia’ Programs in Light of Quality Assurance: A Collection of Good Practices.” As projects selected early on in the Re-Inventing Japan Project, the 10 programs subject to monitoring are all pioneers that faced and overcame various difficulties in planning and running their collaborative international educational programs. The practices introduced in this collection all draw creatively on the individual characteristics and experiences of the programs concerned, and I believe that they contain important hints for facilitating quality assurance in Japanese universities’ collaborative international educational programs.

We will share these examples of good practices with each ‘CAMPUS Asia’ program provider as well as more broadly with people engaged in the implementation of cooperative and collaborative educational programs with foreign universities and with people who want to learn more about ‘CAMPUS Asia.’ It is my hope that the compilation will provide hints for the creation of collaborative international educational programs with assured quality. I hope that as many people as possible will read and make use of this collection of good practices.

Finally, I would like to express my sincere appreciation to those affiliated with the Japanese universities participating in the ‘CAMPUS Asia’ program for their assistance and cooperation in the preparation of this collection. I also offer my thanks to everyone else who offered valuable comments and assistance.

November 2014

A handwritten signature in black ink, appearing to read 'T. Satow', written in a cursive style.



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(April 2013-March 2014) (from JSPS website)

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Chapter 1

1. Introduction

1 Introduction

1-1. Collection of Good Practices: The Selection of Good Practices

The examples introduced in this collection of good practices were selected as outstanding practices of the 'CAMPUS Asia' pilot programs from the perspective of the quality of education after **self-analyses, document studies, and site visits were conducted based on the criteria of the first monitoring in Japan** established by National Institution for Academic Degrees and University Evaluation (NIAD-UE).

The self-analyses covered practices up until the end of the 2012 academic year. This collection of good practices, however, includes **practices up until the 2013 academic year**, during which monitoring was conducted.

These were compiled into monitoring reports for each program and **ultimately finalized by the Monitoring Committee.** In addition to **examples identified as good practices in the monitoring reports, this collection of good practices also introduces various practices confirmed through interviews during site visits.**

1-2. Monitoring Criteria

When preparing to conduct the first monitoring in Japan, NIAD-UE established seven monitoring criteria for quality assurance based on an exchange of views with program providers.

Criteria for the First Monitoring in Japan

Criterion 1: Goals of Academic Program

Criterion 2: Teaching and Learning

- Criterion 2-1: Organization and Staff
- Criterion 2-2: Contents of Academic Program
- Criterion 2-3: Support for Learning and Living
- Criterion 2-4: Credit Transfer and Grading System

Criterion 3: Learning Outcomes

Criterion 4: Internal Quality Assurance System

The criteria were established in keeping with the PDCA cycle (criterion 1 = plan, criterion 2 = do, criterion 3 = check, and criterion 4 = act).

Apart from the monitoring, NIAD-UE has designed an assessment (institutional thematic assessment) of internationalization in education at the individual university level, and the criteria for institutional thematic assessment is also modeled on the PDCA cycle. The criteria for monitoring and institutional

thematic assessment were aligned intentionally to clearly communicate in and outside the country the message that internationalization and the quality of educational programs in Japan are guaranteed.

Each criterion provides **examples of good practices** and **a rubric for analyzing the quality level**.

A detailed point of view has not been added under the criteria in the first monitoring, in order to place importance on explanations from monitored program providers about the kinds of challenges faced in pioneering an international educational program and the kinds of characteristic ways those challenges were resolved. However, examples of good practices are given to make it easier for monitored program providers to describe **practices considered to be excellent and effective measures for resolving challenges in an international educational program** when they perform the self-analysis.

The rubric for analyzing the quality level is intended for use as a tool in the self-analysis to determine **to what extent quality education is assured in the monitored program**. A detailed description (i.e. rubric) is attached to the four dimensions of each criterion so that program providers can judge whether that dimension has been reached based on the kinds of content implemented.

See Chapter 3 for details of criteria for the first monitoring in Japan.

1-3. Purpose of the Collection

This collection was produced in order to contribute to the further development of 'CAMPUS Asia' by sharing examples of good practices among 'CAMPUS Asia' program providers.

The dissemination and adoption of good practices is another major aim of monitoring. We hope that other universities that are currently conducting, or will in the future, cooperative/collaborative educational programs with foreign universities will consult this collection. This collection will also be disseminated to persons involved in higher education in East Asia, including China and Korea, as well as the broader world.

Each program has its own unique characteristics and there is no need to meet common elements. Furthermore, since the fields and faculties involved differ from program to program, it is conceivable that the same practices will not produce the same results in other programs.

Note that the elements and examples introduced in this collection are only those that became apparent at the time of the first monitoring in Japan. We imagine that in addition to the examples given here each program is currently undertaking a variety of initiatives that have been devised creatively. Moreover, the practices introduced here may have evolved further by this time. Indeed, the Monitoring Committee hopes that practices in each program will evolve.

Once again, the elements (perspectives) and examples of good practices included in this collection are NOT norms that must be followed when designing and running 'CAMPUS Asia' programs or other types of collaborative educational programs with foreign universities.

This collection outlines the importance in 'CAMPUS Asia' of the practices identified in the pilot programs through monitoring and introduces specific examples.

The name of the university that carried out the initiative is indicated for each practice. Each program's monitoring results and self-analysis reports are available at the following website for those who would like to read them.

<http://www.niad.ac.jp/english/campusasia/>

(NIAD-UE 'CAMPUS Asia' Monitoring English website)

For a number of practices we have included, with the permission of the relevant program, samples (images) of actual documents and photographs.

1-5. List of pilot programs under the 'CAMPUS Asia' initiative

The programs listed below are 10 trilateral exchange programs among Japan, China and Korea launched in 2011 to enhance the global reach of universities; "monitored programs".

Program provider in Japan	Program name	Partner institutions in China and Korea	
		China	Korea
Graduate School of Public Policy, The University of Tokyo	Beijing-Seoul-Tokyo Dual Degree Master's Program on International and Public Policy Studies (BESETO DDMP)	School of International Studies, Peking University	Graduate School of International Studies, Seoul National University
Interdisciplinary Graduate School of Science and Engineering, Tokyo Institute of Technology	TKT CAMPUS Asia Consortium	Department of Chemical Engineering, Tsinghua University	Department of Mechanical Engineering, KAIST
The Graduate School of International Corporate Strategy (ICS), Hitotsubashi University	Asia Business Leaders Program (ABLP)	Guanghua School of Management, Peking University	Graduate School of Business, Seoul National University
National Graduate Institute for Policy Studies (GRIPS)	Northeast Asian Consortium for Policy Studies	School of Public Policy and Management, Tsinghua University	KDI School of Public Policy and Management (KDI School)
Graduate School of Law and School of Law, Nagoya University	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	Law School, Renmin University of China Law School, Tsinghua University Koguan Law School, Shanghai Jiao Tong University	Law School, Sungkyunkwan University School of Law/ College of Law, Seoul National University
Nagoya University Tohoku University	A Cooperative Asian Education Gateway for a Sustainable Society: Expanding the Frontiers in Science and Technology of Chemistry and Material	Nanjing University Shanghai Jiao Tong University	Seoul National University POSTECH
Graduate School of International Cooperation Studies (GSICS), Kobe University	Program for Careers on Risk Management Experts in East Asia	School of International Relations and Public Affairs (SIRPA), Fudan University	Graduate School of International Studies (GSICS), Korea University
Okayama University (All colleges/schools)	Program for Core Human Resources Development: For the Achievement of the Common Good and a Re-evaluation of Classical Culture in East Asia	Jilin University	Sungkyunkwan University
Interdisciplinary Graduate School of Engineering Sciences, Kyushu University	Cooperational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science and Technology	Shanghai Jiao Tong University	Pusan National University
College of Letters, Ritsumeikan University	Plan for a Joint Campus representing Korea, China and Japan which will foster leaders in East Asian humanities for the next generation	Faculty of Asian Languages and Cultures, Guangdong University of Foreign Studies	Division of Foreign Languages, Dongseo University

* The programs are listed in the order given in the List of Programs Selected for the FY2011 Re-Inventing Japan Project published on the website of the Japan Society for the Promotion of Science.

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Chapter 2

2. Good Practices by Criteria

2

Good Practices by Criteria

2-1.

Goals of Academic Program (Criterion 1)

Overall Trend of Initiatives in ‘CAMPUS Asia’ Programs

When implementing a collaborative academic program with foreign universities, the clear articulation of program goals, including the necessity of international cooperation and a vision for fostering human resources, is an essential element that could determine the success or failure of the program. In many cases, the participating universities deliberated the program goals based on a foundation of past exchange experience with each other, leading to the formation of original programs that make use of each other’s strengths. It was also found that goals were shared among the participating universities through agreements, memorandums of understanding, or regular meetings among the participating universities, and those goals functioned as program operating guidelines. Another important element is to coordinate the goals of the program with the international strategy of one’s own university and to give relevant persons at one’s own university a shared awareness of the goals.

Elements such as the following were seen in good practices related to the establishment and sharing of program goals identified from the ‘CAMPUS Asia’ pilot programs:

Element A Program formation based on a foundation of past exchange experience;

Element B Establishment of original program goals and basic framework;

Element C Specification of desired knowledge, skills, and abilities;

Element D Sharing of goals with participating universities and students;

D-1. ▶ Sharing of goals through agreements and memorandums of understanding;

D-2. ▶ Sharing of goals through regular meetings among the participating universities;

D-3. ▶ Sharing of goals through the compilation of textbooks shared among the participating universities;

D-4. ▶ Sharing of program goals with students; and

Element E Coordination of goals with a university-wide international strategy.

Hopes for Further Initiatives

The following is the list of matters where the monitoring committee hopes to see further development, taken from the description of the features of initiatives for criterion regarding goals of academic program.

▶ **Clear articulation and sharing of the significance of three-way exchanges among Japan, China, and Korea**

It is hoped that universities will do more to share goals with students and relevant parties and to design and implement more student exchanges so that Japanese students wishing to pursue dual degrees will enroll in these programs.

▶ **Clear articulation of the vision of human resources**

The monitoring committee would like to see universities consider and clearly define the specific abilities, attitude, and other attributes needed by human resources the program is trying to develop and to connect that to the monitoring of learning outcomes.

▶ **Sharing of fundamental academic content**

It is hoped that universities will push the development of common curricula ahead further in the future.

Element A

Program formation based on a foundation of past exchange experience

The accumulation of exchanges and networks with partner universities are major advantages when forming a collaborative academic program involving several countries and universities. The participating universities are expected to draw on each other's strengths to crystalize the program and, when actually running the program, to practice decision-making and support each other based on mutual trust.

The 'CAMPUS Asia' program in law at **Nagoya University** was formed on a foundation of accumulated exchange in the fields of law, political research, and the development of legal systems in Asian countries that the university had implemented since the 1990s. The universities in Japan, China, and Korea built upon this accumulation of exchanges to discuss and develop specific academic content and methodologies for 'CAMPUS Asia'. For this program, Nagoya University did not provide a place for learning Japanese law; rather, it established the more universal issue of the formation of a *jus commune* (common law) in Asia, in order to make it easy for universities in other countries to participate.

Before the start of 'CAMPUS Asia', **the Tokyo Institute of Technology** had deepened exchange among its faculty and staff with those of Tsinghua University in China through a dual degree program and KAIST in Korea within the framework of a consortium. The close cooperation that these universities, in three countries, had engaged in before the start of the program became the foundation for the formation of the program.

The program implemented together by **Nagoya University and Tohoku University** was built on a foundation of past short-term student exchanges, the experience and accomplishments of individually dispatched students based on inter-university exchange, and the accumulation of networks among researchers at three universities in Japan, China, and Korea. For the 'CAMPUS Asia' program the universities expanded the number of schools party to an international exchange agreement, forming

a chemistry-focused consortium with the participation of six universities in three countries and establishing a program with a view toward long-term research and education. While the program is up to international standards in terms of fundamental educational content, especially in the field of chemistry, as research at each university and laboratory has its own characteristics, the establishment of a consortium of several universities diversifies students' options for research themes.

Similarly, with the program at **Hitotsubashi University**, the universities in Japan, China, and Korea closely shared information with each other about the program design and deliberated the program goals and vision for fostering human resources based on a framework of agreements, which existed before the start of 'CAMPUS Asia', between Hitotsubashi University and professional graduate schools (business schools) in the three countries.

Element B Establishment of original program goals and basic framework

Since program goals will become the guideline for program implementation, it is necessary for the participating universities to sufficiently discuss and clearly articulate the goals of the program. With respect to international collaborative academic programs in particular, it is essential that **the participating universities establish the clear goal that international cooperation with the foreign universities be required**, in light of the participating universities' unique characteristics and the special features of the field of exchange, and create a shared awareness among each other.

Kyushu University created a highly interdisciplinary program to cultivate young leaders who can play active roles globally in the fields of energy and environmental sciences and technologies. The program consists of collaborative education among the three universities in Japan, China, and Korea coming together and enforcing the strengths of each university's academic roles and disciplines. The goal of the program is to establish a new student-exchange program in master courses in the three universities, Kyushu University, Pusan National University and Shanghai Jiao Tong University, which enables to award double degrees from two universities among the three universities in energy and environmental science and technology. Three universities have agreed in writing to take necessary actions to realize the program keeping consistency among the curricula and diploma policies of each university. Accordingly, the student-exchange program aiming the double degrees has started in 2013.

Aiming to meet the goal of developing global human resources with outstanding science and technology training, **the Tokyo Institute of Technology** has designed a program that starts with courses focusing on lectures and gradually builds up students' research experience, from the undergraduate years through to the acquisition of a master's or doctoral degree, with a view toward the program being able to contribute to the career formation of top leaders.

Ritsumeikan University's program, which provides education for acquiring practical and living humanities knowledge, was established with the goal of becoming a model for international collaborative education that can operate at various universities in East Asia. Based on a sense of purpose to bridge the gap in international collaborative education between language studies and

research, the participating universities are trying to create a curriculum that provides students with a good balance of three competencies—language, specialized knowledge, and communication skills—in light of the vision of human resources the program intends to develop.

Hitotsubashi University's program, which is a collaboration of three professional graduate schools (business schools) in Japan, China, and Korea, aims to establish a new model, including an original program and curriculum as an Asian business school while referring to the initiatives of business schools in other regions (i.e. Europe and the U.S.).

The goal of the program at **Kobe University** is to train graduates capable of being active risk management experts in East Asia and at the global level. Since there is no program that can be provided entirely by a single graduate school, three universities in Japan, China, and Korea have formed a consortium and are cooperating to provide each program with its own unique academic content. This enables participating students to mix and match educational offerings from the three universities, in accordance with their own awareness of issues, in order to design their careers.

Element C Specification of desired knowledge, skills, and abilities

When establishing the goals of an international collaborative academic program, it is important to **clearly articulate and share among the participating universities the learning outcomes, including knowledge, skills, and attitude expected of the human resources the program is trying to develop**, derived from the necessity of international cooperation. The content of specific abilities and attitude defined in the goals indicate a direction for the formation of educational content and can be referred to at different stages of program operation, with a view toward measuring learning outcomes.

The program in law at **Nagoya University** articulated in a concrete manner, as shown below, the vision of human resources it intends to develop, including the desired knowledge, skills, and attitude, and shared this vision among the participating universities. Based on this, the participating universities established common required courses.

1. Human resources who have knowledge of the current situation in law, politics, and society in Japan, China, and Korea and the ability to use that knowledge, and who can actively participate in the formation of a *jus commune*;
2. Human resources who will take charge of a new comparative law aimed at the sharing of legal information and legal terminology, which are the foundation for the formation of a *jus commune*; and
3. Human resources who can apply those outcomes to development of law in other Asian countries (especially countries undergoing a regime shift) and support the formation and operation of new law through assistance for the development of legal systems.

Element D **Sharing of goals with participating universities and students**

It is important for all program members at all participating universities, including faculty, staff, and students, to have a shared awareness of program goals. While **various means of sharing goals, such as in writing and through joint meetings**, are conceivable, it is important to consider and implement measures that enable substantive sharing, in order for goals to function as operating guidelines for the program.

D-1. ▶ Sharing of goals through agreements and memorandums of understanding

In the program at **the National Graduate Institute for Policy Studies (GRIPS)** there is a shared conception that at all of the participating universities the students come from government bodies and private sector businesses in each country and that the program provides education for mid-career professionals. Taking this shared conception as the starting point, in the course of concluding a memorandum of understanding the participating universities engaged in discussions about the goals of the academic program, articulated a vision of global human resources suited to the field of public policy, including realistic problem-solving skills and the ability to form a network of personal contacts. These goals and vision were shared among the participating universities.

For the program at **Hitotsubashi University**, the participating universities established a concrete memorandum and agreement regarding the goals for development of the collaborative academic program and the human resources to be developed and shared these among each other. This work was based on an existing alliance that was formed among business schools in the three countries before the start of ‘CAMPUS Asia’.

In the law program at **Nagoya University**, an agreement establishes that the participating universities will cooperate in conducting exchanges among students, faculty, staff, and researchers, exchanging academic materials and information, conducting joint research, and engaging in other activities. Program goals have been shared and are functioning as operating guidelines.

Similarly, the goals of the program at **Ritsumeikan University** have been shared among the universities in the three countries through an exchange agreement. The agreement clearly states the vision for human resources the program aims to develop, including learning outcomes.

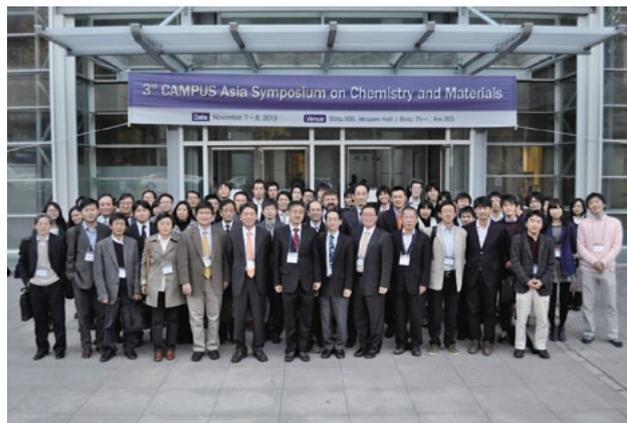
In the program of **Kyushu University**, the three universities have concluded the framework agreement on cooperation concerning the exchange of students aiming to double degrees from two universities. The agreement enables exchange students to enroll at two of the three universities, and to award the double master’s degrees within normal enrollment years of their home universities.

D-2. ▶ Sharing of goals through regular meetings among the participating universities

For the program at **Nagoya University and Tohoku University**, six universities in the three countries that already had exchange experience with each other meet together at a CAMPUS Asia meeting held in China before the start of the program to discuss the program goals. They established the goal of “providing a global education to chemistry students and developing researchers who can demonstrate global leadership.” Subsequently, they have been holding a CAMPUS Asia Symposium once a year in turn

at a university in the three countries. At meetings of program operation committee members from each of the six cooperating universities, they reaffirm the original goals and strive to facilitate student exchange and improve program operation.

In the law program at **Nagoya University**, the participating universities hold a Deans' Meeting on 'Campus Asia' Project once a year and meetings at the instructor level twice a year to review program goals and the framework for cooperation, the results of which are compiled



CAMPUS Asia Symposium at Seoul National University in November 2013
(Nagoya University – Tohoku University)

into reports. In this way they adjust and share their awareness of the program goals among the participating universities. Likewise in the programs at **Kobe University** and **Hitotsubashi University**, a joint symposium (BEST Symposium at Hitotsubashi University's program) and operation committee meetings among the participating universities are held to exchange and adjust information among the participating universities regarding program goals, educational content, curricula, and other matters.

D-3. ▶ Sharing of goals through the compilation of textbooks shared among the participating universities

In the program at **Okayama University**, the participating universities discussed the program goals and other matters in study meetings, starting from the recognition that collaborative education among Japan, China, and Korea is important. The outcomes were written up in the form of common textbooks for the three countries, based on which the program was put together in each country. The common textbooks, called the CAMPUS Asia Common Textbook Series, are produced in four languages: Japanese, Chinese, Korean, and English.

D-4. ▶ Sharing of program goals with students

The program at **the University of Tokyo** was developed into a new specialization—*the Master of Public Policy, Campus Asia Program (MPP/CAP)*—and the program goals are shared not only among the participating universities but also with students through the recruitment and selection of students. The process of student selection focuses on an interview in English. As a result, students have a good understanding of the program, including program goals and the ideal human resources expected in the CAMPUS Asia concept, from the time of enrollment. This arrangement enables the recruitment of students with a high sense of purpose.

Element E **Coordination of goals with a university-wide international strategy**

When program goals fall in line with international strategies at the university-wide level, it becomes possible to obtain university-wide cooperation and assistance in various situations in program operation. At the same time, the program can be expected to have effects inside the university such as the broadening of scholarly horizons and increased motivation for learning as a result of spillover onto institution-wide internationalization efforts and opportunities for exchange among students beyond the program.

The goals of the ‘CAMPUS Asia’ program at **the University of Tokyo** have been placed within the university’s international strategy at the institutional level and ‘CAMPUS Asia’ is worked on within the context of university-wide internationalization. As such, the university-wide international strategy at the University of Tokyo (including more classes taught in English; enhancement of degree courses conducted entirely in English; greater international compatibility of academic systems, including curricula; international cooperation in education, including credit transfer and dual degrees; and strengthened cooperation with Asia) has implemented ‘CAMPUS Asia’ as a pilot program. Similarly, the ‘CAMPUS Asia’ programs at **the Tokyo Institute of Technology** and in law program at **Nagoya University** have been clearly positioned within those universities’ institution-wide international strategies.

2-2. Organization and Staff (Criterion 2-1)

Overall Trend of Initiatives in 'CAMPUS Asia' Programs

In international collaborative academic programs, having the organizational structure and faculty and staff system laid out and functioning appropriately among the participating universities is an essential element for the achievement of program goals. Regarding organization and staff, it is important for the participating universities to have deliberated basic policy such as the operating structure, responsibility toward students, and allocation of expenses, and to have clearly articulated those matters in writing, such as in an agreement. In many of the programs observed during the first monitoring, the participating universities hold regular meetings, such as steering committee meetings, to share issues and know-how with each other and to consider the manner of program operation and any challenges. Moreover, they employ diverse systems to implement effective meetings. Having cooperative links with other departments within one's own university is also necessary for smooth program operation. Having faculty and staff with a high level of international competence and developing tools that enable routine sharing of information among all the participating universities are also important for close exchanges with foreign universities.

Elements such as the following were seen in good practices related to the program organizational structure and faculty and staff system identified from the 'CAMPUS Asia' pilot programs:

Element A Organization and staff designated in an agreement or memorandum of understanding;

Element B Effective meetings among participating universities;

B-1. ▶ Joint steering committee meetings held in turn among the participating universities;

B-2. ▶ Convening of steering committee meetings in conjunction with the holding of other meetings;

Element C Organization and staff cooperation with other departments in the university;

C-1. ▶ Reinforce manpower through cooperation with a department in charge of university-wide international affairs;

C-2. ▶ Strengthen support for inbound students through cooperation with a university-wide department in charge of exchange students;

C-3. ▶ Enhance lectures through cooperation with other departments in the university;

Element D Organization and staff enabling close exchanges with China and Korea;

D-1. ▶ Having faculty and staff with a high level of international competence;

D-2. ▶ Routine sharing of information and liaison coordination through the use of diverse tools; and

D-3. ▶ Arrangements enabling all participating universities to refer to program information.

Hopes for Further Initiatives

The following is the list of matters where the monitoring committee hopes to see further development, taken from the description of the features of initiatives for criterion regarding organization and staff.

▶ Sharing of know-how in consortiums of several universities

The monitoring committee would like to see universities advance the joint-establishment of frameworks, such as the sharing of know-how and the preparation of guidelines with their Chinese and Korean counterparts.

▶ Establishment of consultative structure within the university (especially when several faculties are involved)

- It is hoped that universities will more explicitly define the relationship with consultative structures at the highest level within each university, such as deans and vice presidents, and also consider the establishment of a common academic affairs committee.
- It is also hoped that universities clearly establish communication/cooperation system involving other departments (e.g. international affairs, student support, and evaluation).

Element A

Organization and staff designated in an agreement or memorandum of understanding

In international collaborative education involving several countries and institutions, it is important from the perspective of quality assurance for **the participating universities to have deliberated the basic policy for the program**, including its operating structure, responsibility toward students, and division of financial responsibility, and to **have clearly articulated those matters in writing, such as in a formal agreement or guidelines**.

For the program at **the Tokyo Institute of Technology**, the participating universities formulated common Implementation Guidelines. The guidelines cover: implementation structure; forms of exchange; number of exchange students in the entire program; procedures for informing other universities about the programs implemented at each participating university; procedures for making program announcements, selection within the school, sending notifications to partner universities, and final decision-making on adoption or rejection; planning procedures related to taking courses and conducting research; procedures for the use of a Study and Research Plan and a Study and Research Record; issuance by host universities of documents verifying

6. Recognition procedure of the credits obtained at partner univ.		
6-1. Coursework		
 清华大学 Tsinghua University	 KAIST	 東京工業大学 Tokyo Institute of Technology
Similar or related courses and credits earned at partner universities can be transferred and recognized once approved by academic office of related departments.	Credits can be transferred by the University as pass/non-pass base depending on the approval by the professors at the department who are teaching the similar topics or department head.	Before departure, students are requested to consult with department head (UG) or academic advisor (G) concerning the recognition of the credit. After returning to home university, students must submit academic transcript and other documents such as course syllabus, academic calendar, class schedule issued by the host university to the registrar. Credits obtained at partner universities are recognized by the President based on the decision of the faculty meeting. Grading of the recognized credits is "pass".

Part of the Appendix to the Implementation Guidelines (Tokyo Institute of Technology)

that participating students took courses and achieved research results; recognition at the home university of learning outcomes while studying abroad; monitoring and program assessment; cooperation with presiding ministries and quality assurance agencies in each country; accompanying documents; and term of validity.

For the program at **the University of Tokyo**, a memorandum of understanding relating to student exchange and dual degrees as well as a memorandum of understanding that specifies program administration and each university's share of financial responsibility were concluded, based on discussions in BESETO Joint Academic Board meetings held once or twice a year among the universities from the three countries. Likewise at **the National Graduate Institute for Policy Studies (GRIPS)**, **Kyushu University**, and **Hitotsubashi University**, memorandums of understanding were exchanged regarding student-exchange programs aiming the double degree. The memorandums of understanding explicitly stating program frameworks, organization for the program implementation, credit transfer systems, responsibility toward students, quality assurance and sharing of expenses have been shared among participating universities.

Element B **Effective meetings among participating universities**

In international collaborative academic programs, **the holding of regular meetings, such as steering committee meetings, as a place for the participating universities to consider the manner of program operation and educational content**, share issues and know-how with each other, and make adjustments is a necessity for creating an excellent program.

B-1. ▶ Joint steering committee meetings held in turn among the participating universities

As a system for cooperation among the universities participating in the law program at **Nagoya University**, Quality Assurance (QA) Council meetings are held in turn in each country two or three times a year to discuss the manner of program operation and challenges. A detailed agenda is clearly stated for QA Council meetings, which may include such matters as: selection and finalization of outbound and inbound students; educational content in common courses; the preparation and revision of guidelines on grading; checking of participating universities' curricula; grading; and credit recognition.

Similarly, tri-nation joint university faculty meetings are held in turn in each country in the program at **Ritsumeikan University** as a consultation organization pertaining to program administration. The roles of the joint university faculty meetings are clearly defined as: (1) exchanging views and sharing objectives relating to the goals of human resources development; (2) adjustment and deliberation regarding curricula, grading criteria, and credit recognition; and (3) deliberation and adjustment relating to program administration and student support. Moreover, working-level meetings are held in advance using remote systems to coordinate the agenda and ensure smooth joint university faculty meetings. Likewise at **GRIPS**, **the University of Tokyo**, **Kyushu University**, and **Okayama University**, joint steering committee meetings are regularly held among participating universities in the three countries to discuss the manner of program operation and how to deal with challenges.

B-2. ▶ Convening of steering committee meetings in conjunction with the holding of other meetings

In the program at **Nagoya University and Tohoku University**, a CAMPUS Asia Open Symposium

is held once a year in turn in each country. At that time they hold meetings of committee members and personnel in charge of operation at the participating universities. In this program, which focuses on research-based education, each laboratory carries out activities with their own distinctive characteristics. Hence, regularly convening joint symposiums of the participating universities creates a sense of unity among them.

In the program at **Hitotsubashi University**, time is set aside for joint (collaborative) research presentations at the BEST Symposium held once a year, thus creating an opportunity for research exchange among faculty as well. In addition, a steering committee meeting is held in conjunction with the BEST Symposium, providing an opportunity for persons in charge of the program at each university to meet with each other. Steering committee meetings are also held via video-conferencing in an effort to share issues and roles reasonably among the participating universities.

Element C Organization and staff cooperation with other departments in the university

In order to run a program smoothly, it is also important to **clearly establish within one's own university responsibility for conducting the program along with the relationship with and cooperation/support system involving other departments (e.g. international affairs, student support, and evaluation).**

C-1. ▶ Reinforce manpower through cooperation with a department in charge of university-wide international affairs

In running its program, **the University of Tokyo** faced the challenge of having few faculty members who could focus on program administration. In response, it arranged highly professional staff such as Project Specialist and Project Academic Support Specialist from the International Affairs Office in the relevant graduate school to help with the program and strengthened cooperation with staff members in the International Planning Group, which handles university-wide international affairs.

C-2. ▶ Strengthen support for inbound students through cooperation with a university-wide department in charge of exchange students

Seventy percent of all the students studying in the applicable postgraduate course at **Hitotsubashi University** are non-Japanese students, and not all of them are participants in the 'CAMPUS Asia' program. For that reason, the program administrators cooperate with the International Affairs Office, which handles exchange student affairs campus-wide, to put in place a system that gives exchange students who come to Japan on this program access to the same supports as students in regular courses. Take support available to exchange students for finding employment, for instance. Those wishing to find employment in Japan have access to career services in Hitotsubashi University's Graduate School of International Corporate Strategy as well as university-wide employment support staff. Meanwhile, faculty staff members provide individual support to those hoping to find employment outside Japan.

C-3. ▶ Enhance lectures through cooperation with other departments in the university

The program at **Okayama University** established a CAMPUS Asia office in the university-wide International Center (now the Center for Global Partnerships and Education) and arranged for specialized teaching staff to provide lectures and instruction in the fields of Japanese culture, East Asian history, language, natural science, and medical science. Additionally, through cooperation with the university's different faculties and graduate schools, the program selected existing lectures and increased cooperative lectures that crown CAMPUS Asia courses, in order to put together an enhanced curriculum.

In the program at **Ritsumeikan University**, a university-wide support system and cooperative structure have been put in place. For example, the Division of International Affairs handles procedures for inbound and outbound students while the Office of Public Relations handles public relations in and outside the university. Additionally, with the cooperation of the Institute for Teaching and Learning of Ritsumeikan University, questionnaires for assessing academic achievement are conducted in light of the vision of human resources the program aims to develop. Meanwhile, support from the Office of Career Services enables the provision of diverse learning opportunities, including the planning of company visits and internships.

Element D Organization and staff enabling close exchanges with China and Korea

It is important to **have faculty and staff with a high level of international competence** and to **prepare tools that enable routine sharing of information**, in order to ensure smooth communication among participating universities and enrich the quality of learning experiences for students. Moreover, **making arrangements so that all participating universities can refer to information about/from faculty, staff, and laboratories at each university involved in the program** provides underlying support for advancing the program through tri-national cooperation.

D-1. ▶ Having faculty and staff with a high level of international competence

In the program at **Kobe University**, nearly all faculty members from the universities in the three countries involved in the program have abundant experience with education and/or research conducted in English (or another local language) abroad. They placed Chinese and Korean native speakers, with education and research experience in both countries as well as a command of English, as staff members at the "CAMPUS Asia" office, which is in charge of working relations for the program. By using English as the basis of communication and also having professionals who are fluent in the language of each country, it is possible to handle matters directly on the telephone, matters which might be difficult to grasp in writing (documents, emails etc.).

Initiatives such as this have been implemented in several other programs. In the program in law at **Nagoya University**, instructors specializing in Chinese and Korean jurisprudence and political science, instructors with experience studying in China, and Chinese and Korean instructors who earned degrees in Japan form the core of the program, which also has Japanese and foreign instructors who are able to give lectures in English. Additionally, one faculty member each from the participating universities

in China and Korea has been invited to Nagoya University as specially appointed instructors to provide pre-participation education relating to law and politics.

The programs at **the University of Tokyo**, **GRIPS**, and **Hitotsubashi University** can be completed entirely in English at all three universities in Japan, China, and Korea, as each program has faculty and staff members with a high command of English. At GRIPS, 'CAMPUS Asia' staff members are hired based on recruitment standards that place value not only on English abilities but also on having a master's or higher degree and on having Chinese or Korean language abilities. In addition to the existing specialization called *Master of Public Policy, International Program (MPP/IP)* that can be completed entirely in English, the University of Tokyo established the *Master of Public Policy, Campus Asia Program (MPP/CAP)* as a new specialization. It increased its English-based curriculum to around 30% and put in place the structure needed for a dual degree program.

In the joint **Nagoya University and Tohoku University** program, foreign instructors, international coordinators, managers, and administrative personnel have been hired full time for the 'CAMPUS Asia' program. The foreign instructors increase students' abilities to give presentations in English and provide pre-participation training. The international coordinators take care of routine sharing of information among the participating universities and look after exchange students carefully. In the program at **Ritsumeikan University**, internationally proficient Japanese and foreign instructors conduct risk management in life while studying abroad.

The program at **Kyushu University** has hired three full-time teachers (a professor and two associate professors one each with Chinese and Korean nationality) with adequate international competence in academics, education and research. Additionally, the university provides various campus-wide programs for staff members and professors to improve their English skills for administration and education, respectively. It also has programs to teach Chinese and Korean languages.

D-2. ▶ Routine sharing of information and liaison coordination through the use of diverse tools

In the program at **Ritsumeikan University**, tools that the universities in the three countries can use in common were developed to enable the routine exchange of information among the participating universities. These tools are useful for smooth operation of the program. Specifically, there are three tools: a working level mailing list that can be used by the three universities to check the progress of tasks; web storage that enables joint online use and management of all kinds of documents, information, and data; and a remote conferencing system.

D-3. ▶ Arrangements enabling all participating universities to refer to program information

In the joint program at **Nagoya University and Tohoku University**, a list has been made of the laboratories and research themes at the six universities in three countries and shared with the instructors and teaching assistants (TAs) in all laboratories participating in the program. The list includes laboratory names, researcher names, email addresses, research key words, laboratory websites, and other information that is used in deciding study abroad destinations and looking up cooperating laboratories of academic advisors. The list is updated once a year to keep the information up-to-date.

2-3. Contents of Academic Program (Criterion 2-2)**Overall Trend of Initiatives in 'CAMPUS Asia' Programs**

The first monitoring revealed that, with respect to the contents of academic programs, in each program the universities had made thorough preparations before starting the program and that mutual review on a regular basis after starting the program is also important. The importance of appropriate support not only for the program itself but also for individual students at each stage, including preparation for program participation, during participation, and after participation, was also confirmed. In regards to the content of academic programs, it is of overarching importance to maximize the learning outcomes of students from the three countries through negotiation with partner universities in the collaborative academic program while making use of each participating university's uniqueness. Additionally, each program implemented supports to enable participating students as well as other students to interact and deepen mutual understanding through the program above and beyond education in the regular curriculum.

Elements such as the following were seen in good practices related to contents of academic programs identified from the 'CAMPUS Asia' pilot programs:

Element A Mutual cooperation in program establishment;**Element B Establishment of characteristics- and circumstances-conscious curricula;**

- B-1.** ▶ Original program curriculum;
- B-2.** ▶ Content that makes use of the special features of each country and university;
- B-3.** ▶ Content with a strong sense of a vision for the development of professional human resources;
- B-4.** ▶ Holding of symposiums, etc.;

Element C Content that places a high regard on student conditions and needs;

- C-1.** ▶ Program adapted to student conditions;
- C-2.** ▶ Ingenuity in academic programs focused on research activities;
- C-3.** ▶ Understanding student need for certification of learning outcomes;

Element D Measures for effective learning and mutual understanding;

- D-1.** ▶ Provision of classes in English and local languages;
- D-2.** ▶ Pre-departure learning and follow-ups for inbound and outbound students;
- D-3.** ▶ On-site learning of language and culture;

Element E Student recruitment;

- E-1.** ▶ Establishment of original courses and curriculum for the program;
- E-2.** ▶ Student selection method; and
- E-3.** ▶ Dissemination of diverse information.

Hopes for Further Initiatives

In light of the current situation in the 'CAMPUS Asia' pilot programs, the following are the main expectations for future initiatives in regards to the contents of academic programs.

▶ **Articulation of intended learning outcomes and co-development of the contents of academic programs**

- With respect to both the field of natural sciences and the field of human and social sciences, detailed presentation of learning outcomes expected through the international collaborative academic program and joint consideration and implementation by the participating universities of course contents and methodologies aimed at achievement of the defined learning outcomes
- Effort to create a flexible and substantive curriculum, including moving from a short- to a long-term program, allowing the taking of courses outside the program, and encouragement of self-study by presenting learning tasks in the participating universities' mutual course schedule delays
- Arrangement of necessary personnel and stable and continual offering of courses for the program; in this regard, continuing effort to provide more courses in English
- Effort to maintain and increase students' motivation, including through the expansion of learning opportunities outside of on-campus courses, such as internships and participation in long seminars, as well as the development of measures that will allow these opportunities to lead to credits and certificates of completion
- Provision of information in multiple languages from the perspective of participating students, starting before program participation, including not only learning contents but also information related to academic affairs

▶ **Sharing information with partner universities related to degree awarding**

When individual universities independently carry out reviews for degree awarding in double/dual degree programs, promotion of the sharing of information among the participating universities such as review criteria and evaluation perspectives

▶ **Ingenuity in programs focused on research activities**

In programs that focus on learning through activities in laboratories, further promotion of consultation and discussion among the participating universities for the appropriate evaluation of the learning process and outcomes as well as the awarding of credits based on those outcomes

▶ **Encouragement of student participation and interaction**

- Encouragement of student participation in the program through publicity and improvement of student support as well as reinforcement of synergy through promotion of interaction with students who are not participating in the program

- Ingenuity in designing classes to facilitate deeper interaction among students and avoid the tendency of students to engage in collaborative learning only with other students from the same country; continued enhancement of language education, including English, which is necessary for this goal
- Support for the maintenance of networks among students after graduation from the collaborative program

Element A Mutual cooperation in program establishment

In addition to **the close and ongoing deliberation among the universities from the stage of establishment aimed at implementation of an international collaborative academic program**, it is also desirable for **the participating universities to discuss and make adjustments during program operation to matters including the operation of systems related to credits and degrees, grading methodology, and modes of teaching**.

In cases where a framework for coordination among the universities already exists or where experience has been accumulated in research exchange, those resources can be drawn upon. Nevertheless, it can be pointed out with respect to all programs that close contact and discussion after the start of a program is effective and essential. It is also hoped that programs will help promote institution-wide international strategies through cooperation with departments not directly involved in the program.

In the program at **the University of Tokyo**, the participating universities established a joint academic board as a decision-making body. Numbers of discussions among the participating universities have been held even since before the time of signing a memorandum of understanding through after the start of dual degree programs. Adjustments of curriculum at each university were made through sharing information and checking compatibility among the three universities. At **Kobe University**, **Kyushu University**, and **Ritsumeikan University**, the universities in all three countries consulted closely with one another in order to implement programs with a high degree of commonality and they have established common courses specifically designed for ‘CAMPUS Asia’.

In the program at **Ritsumeikan University**, a past record of credit recognition for a course in “Japan-Korea-China Joint Course”, conducted with partner universities since 2003 led to the implementation of a joint campus program and the establishment of a distinctive curriculum. Likewise at **the Tokyo Institute of Technology** and **Hitotsubashi University**, new collaborative academic programs were created on top of frameworks for inter-university cooperation that had already been established.

In the law program at **Nagoya University**, research and support projects conducted on/for Asian countries since the 1990s became the foundation for the current collaborative academic program. When deciding on a university to cooperate with in a collaborative academic program, past agreements and the accumulation of exchanges are major factors in addition to the partner universities’ advanced

aspects of education and learning within the applicable field. Through deliberation at each level within the university, a curriculum incorporated into undergraduate education consisting of common courses and elective courses was developed. The program contents were developed out of consideration for students on a long-term program. The six common courses based on the vision of human resources the program will develop are provided in English at each university.

Element B Establishment of characteristics- and circumstances-conscious curricula

In designing curricula, **each participating university should make use of its characteristics to create added value as an international collaborative academic program.** Additionally, it is hoped that classes provided at each participating university will be structured such that there is consistency as a program and also in such a way that the kinds of learning outcomes expected are clearly defined.

During the monitoring, advantages were noticed in curricula that allowed diverse students to take program courses, including students not participating in the program. With respect to extracurricular activities, **the holding of symposiums related to the program theme** was also seen to be useful.

B-1. ▶ Original program curriculum

In the program at **the University of Tokyo**, the *Master of Public Policy, Campus Asia Program (MPP/CAP)* was launched as a new specialization where all the participating students take courses at campuses in the three countries. The acquisition of credits at Peking University and Seoul National University is part of the completion requirements and degrees and certificates are awarded by each of the three universities on completion of the program. **Kyushu University** has established a new masters course, the EEST international course which started in the 2013 academic year, as a course that enables the exchange of students to award double degrees (two master's degrees) within normal enrollment year of their home university with the aim of cultivating young leaders who can play an active role globally in the fields of energy and environmental sciences and technologies.

In the joint campus program at **Ritsumeikan University**, in which participating students take courses on the campuses of all of the participating universities in Japan, China, and Korea, students take classes that were newly created for the program. In the joint campus program, the percentages of language classes and humanities practicums have been standardized among the participating universities. What is more, classes in which the students learn the histories of each country using textbooks from the applicable country have been incorporated into the first year curriculum, exhibiting the originality of 'CAMPUS Asia' programs conducted jointly in Japan, China, and Korea.

The program at **Hitotsubashi University** is a collaborative academic program made up of MBA programs that have each received specialized international accreditation in the field of business, although the accreditation organizations are all different. Having the common denominator of ensured student diversity and English abilities at each of the participating universities is an advantage for such a program. In the short-term intensive exchange program *Doing Business in Asia*, students from all three

countries take classes together in a short time on the campuses in the three countries, visit leading companies, and engage in group work, all of which facilitates interaction among students.

Further, at **Kobe University**, courses original to the program were newly developed as required core courses. Core courses were also established at Korea University in like manner. In a comparable endeavor, the program at **Okayama University** implemented a campus-wide initiative in which Japanese, Chinese, and Korean students learn their similarities and differences together in pursuit of the common good.

B-2. ▶ Content that makes use of the special features of each country and university

Making use of its unique character, **the Tokyo Institute of Technology** prepared classes in the fields of advanced science and technology for students outside these areas of expertise and provides them for students participating in the program. Additionally, instructors from the universities in all three countries get together and conduct visiting lectures for participating students related to the instructors' unique fields of study.

Kyushu University has developed unique programs and curriculum necessary for exchange students to award double degrees, including a summer school and spring seminar during which students and instructors from universities of the three countries gather together. This program also demonstrates distinctiveness in the provision of opportunities for tours of companies related to each university's characteristic fields.

B-3. ▶ Content with a strong sense of a vision for the development of professional human resources

The law program at **Nagoya University** provides practical training and internships with a strong sense of the field of specialization in and outside the country as well as study tours that make use of the characteristics of each participating university. Aiming to give students specialized knowledge and improve their practical skills, the program at **Kobe University** conducts seminars with professionals invited from in and outside the country as well as initiatives such as overseas practical training in countries besides Japan, China, and Korea.

B-4. ▶ Holding of symposiums, etc.

The holding of symposiums and seminars is something that many programs are engaged in. The program at **Kobe University** in particular provides learning opportunities with international added value beyond the program framework by holding a series of Risk Management Seminars to which it invites professionals from in and outside the country. Kobe University also holds tri-university joint symposiums that include student sessions.

Element C

Content that places a high regard on student conditions and needs

When designing program contents, the universities need to **ascertain the learning progress up to that point and the needs of students at each university**. It is also desirable for the universities to use follow-up questionnaires after program implementation and to conduct regular reviews together.

In addition, in cases where internships and summer schools are conducted, it is hoped that universities will consider ways of increasing student motivation and devices that will be helpful in job hunting, such as grading, the awarding of credits, and the issuance of certificates of program completion.

C-1. ▶ Program adapted to student conditions

Many of the students in the program at **the National Graduate Institute for Policy Studies (GRIPS)** are mid-career professionals from government agencies and other organizations. A consequent trait is that they have limited time to participate in the program. For that reason, diverse programs have been developed that enable short-term participation. Exchange students are accepted in a One-year Master's Program of Public Policy (MP1), in which classes are conducted in English. GRIPS also conducts a development seminar led by a professional currently working in an international organization as well as company visits, thereby providing a program with content that reflects the characteristic traits of its students.

Additionally, the program at **Okayama University**, which is open to all students across the university, is trying out diverse short-term events and hands-on learning sessions.

C-2. ▶ Ingenuity in academic programs focused on research activities

The program at **the Tokyo Institute of Technology** provides programs in three levels to allow student participation from the undergraduate through to the graduate level. While interaction in basic research laboratories is the main component, real experience in advanced applied research in addition to language and cultural studies are incorporated into the program in consideration of students' aims.

Likewise in the joint program at **Nagoya University and Tohoku University**, where laboratories are the main venue of student interaction, open symposiums and other opportunities for making presentations are provided to share research results outside of the laboratory and obtain feedback.

C-3. ▶ Understanding student need for certification of learning outcomes

Internships, summer schools, seminars, company visits, and other short activities, whether in the human and social sciences or in the natural sciences, strongly reflect student needs. In many programs, credits are awarded for these kinds of activities and debriefing sessions are held with students. In the program at **GRIPS**, courses for which credits were acquired at a host institution but that cannot be transferred are included on the student's transcript in a separate grades column (NOTE: see 2-5. Credit Transfer and Grading System, A-3. Credit limit management). In the program at **Kobe University**, the grading of internships is based on records from the host institution.

Additionally, in the program at **Ritsumeikan University**, the three universities jointly issue certificates

of program completion to certify participation in the ‘CAMPUS Asia’ program. In the program at **Kyushu University**, a letter of recommendation indicating the participation and completion of ‘CAMPUS Asia’ program is issued to help students’ job hunting.

Element D Measures for effective learning and mutual understanding

Only a few of the universities participating in ‘CAMPUS Asia’ programs had curricula that routinely used English for all classes before the start of the program. **Classes in English** are a new development in the majority of the programs. **Some programs use the language that is normally used in the host institution** in some of their classes after careful preparation.

When dispatching and accepting students, **information must be provided not only about language but also regarding culture and social conditions** as well as grading and other academic affairs, starting before and continuing after program participation.

D-1. ▶ Provision of classes in English and local languages

In the program at **Kyushu University**, all program classes are conducted in English. Guidance regarding daily living and other matters is also all provided in English. In the programs at **Hitotsubashi University** and **GRIPS**, in which all classes are routinely conducted in English, faculty and staff members provide guidance outside of classes also in English.

In the program at **the University of Tokyo**, English courses in politics and international relations have been expanded. At Seoul National University, courses in international relations and economics are offered entirely in English. Students can also take courses in the language of each country (Japanese, Chinese, and Korean) depending on their degree of language mastery.

In the law program at **Nagoya University**, the six common courses discussed in all three countries are provided in English at each university. Additionally, lectures in jurisprudence and political science are provided in English or the local language at host institutions.

D-2. ▶ Pre-departure learning and follow-ups for inbound and outbound students

To prepare students for long-term study abroad, the law program at **Nagoya University** provides a year’s worth of pre-departure education (English, local languages, and education related to the specialty of the host university), regular special lectures given by instructors invited from abroad, a two-week on-site study trip, and learning in pairs with inbound students. As they have acquired a basis in the language and local jurisprudence and political science at the initial stage of studying abroad, these students have been evaluated as



International summer school run by students
(Nagoya University-Tohoku University)

having markedly higher learning outcomes than general exchange students. Additionally, the host institutions provide at least half a year of training in the local language.

In the program at **Ritsumeikan University**, language classes as well as lectures and practicums to acquire knowledge, skills, and grounding in humanities are conducted over the year before departure. Students' capacity to adapt to the local environment is increased by learning debate, presentation skills, and mutual understanding in a global environment.

In the joint program at **Nagoya University and Tohoku University**, preparation for international research exchange, including study abroad, is carried out through oral presentations in English by second year doctoral students, through the planning and running of an international summer school by students, by sending students to the CAMPUS Asia Summer School at Seoul National University (which is a partner university), and by distributing in advance a list of research themes of each laboratory at partner universities. For the benefit of outbound students, a researcher from the upcoming study abroad destination is invited to Japan to give a research presentation and engage in a discussion to help students prepare for studying abroad. Additionally, "Education Research Trips," inter-field seminars, and open symposiums are used as opportunities for students who would like to study abroad to visit laboratories at other universities and conduct pre-research meetings.

At **Kobe University**, students contact their upcoming study abroad destinations to narrow down research themes in advance.

In addition to providing English-language education, the program at **Kyushu University** encourages students to study English by themselves at home using an e-learning system. Their progress in English is monitored by the TOEIC tests, which all students participating in 'CAMPUS Asia' program are asked to take intermittently. The law program at **Nagoya University** also uses an e-learning system so that students can listen to special lectures in Japan while studying abroad.

The program at **Kobe University** offers Japanese education before the start of semesters to inbound students after confirming their intentions.

D-3. ▶ On-site learning of language and culture

In the law program at **Nagoya University**, not only is it possible to learn the local language in each country, but also *Japanese/Chinese/Korean for the Social Sciences* has been established as a common course (one for each language) aimed at language acquisition and learning in the social sciences. Moreover, venues for various extracurricular activities related to the field of specialization have been prepared to provide opportunities to understand the society of the study abroad destination.

In the program at **the Tokyo Institute of Technology**, students can take classes about language and culture at the host universities to enable them to learn the culture and language of the host country, and off-campus programs are provided so that students can experience the local culture. The Tokyo Institute of Technology holds *rakugo* (traditional Japanese comic storytelling) events entirely in English as part of its cultural experience offerings.

In the program at **Kyushu University** as well, exchange students learn the local language and culture during their stay at host institutions. They are encouraged to have cross-cultural exchange and cross-cultural experiences.

In the program at **Okayama University**, learning through experience with Japanese culture and issues in the local community is incorporated into the program itself. In addition to Okayama University, **Ritsumeikan University** provides venues for students to interact with and learn languages from each other by establishing a CAMPUS Asia Cafe and holding language cafe meetings and language exchanges.



Language Cafe (Okayama University)



CAMPUS Asia Cafe (Ritsumeikan University:
A place for language cafe meetings and language exchanges)

Element E Student recruitment

The establishment of original courses and curriculum for the program and creativity in the method of student selection are effective for obtaining the participation of students with clear goals.

Information must be disseminated widely in order to recruit motivated students. Universities need to disseminate detailed information on program contents in several languages in addition to recruitment information. Conceivable publicity measures include a dedicated website and SNS as well as the use of opportunities such as on-campus seminars and symposiums.

E-1. ▶ Establishment of original courses and curriculum for the program

The University of Tokyo established the *Master of Public Policy, Campus Asia Program (MPP/CAP)* as a new specialization, within its professional degree programs, enabling students to study public policy and international relations in East Asia and earn a dual degree. The entrance exam places weight on document screening and an interview in English.

Kyushu University has established the EEST international course to realize double degrees. The EEST course offers specified curriculum in Energy and Environmental Science and Technology including compulsory subjects and a short-term intensive course so that students can earn the double degrees within the normal enrollment years. The course is designed to include students not aiming for a double degree (who will not study abroad), to extend the program to a wider group of students.

E-2. ▶ Student selection method

In selecting students, many programs verify students' English abilities, grades, and motivation for applying to the program. In the program at **Kobe University**, selection reliability is ensured through assessment of documents such as research plans for each candidate as well as interviews conducted

by “CAMPUS Asia” office staff and instructors who are members of the Program Committee. Kobe University also screens the acceptability of inbound candidates from partner universities.

In the program at **Ritsumeikan University**, candidates were recruited in the 2012 academic year and the final decision, on which students would be sent abroad, was made after students spent half a year studying foreign languages and humanities. At **Okayama University**, students who are motivated to continue studying in the ‘CAMPUS Asia’ program after experiencing summer school and other short-term activities as well as a short-term study abroad session are eligible for long-term study abroad.

E-3. ▶ Dissemination of diverse information

In the joint program at **Nagoya University and Tohoku University**, as many opportunities as possible for making presentations, including open symposiums, are established in an effort to share results throughout the program and also to encourage many students, not just those who study abroad, to participate. In this way, mechanisms have been created for students to exchange and share information with each other. Furthermore, study abroad research results have been published as papers in an international academic journal.

The law program at **Nagoya University** and the program at **Okayama University** disseminate program results on and off campus by holding international symposiums.

The program at **Ritsumeikan University** holds special courses open to the public as well as symposiums and conducts training through a close structure of cooperation within the university.

Additionally, in the program at **Hitotsubashi University**, students advertised the program at an International Fair held at a host university. A presentation given from the perspective of students actually participating in the program attracted attention, leading to visits by many students. **Kyushu University** uses a sister city network (the Fukuoka-Busan Forum) to publicize its program.

2-4.

Support for Learning and Living (Criterion 2-3)**Overall Trend of Initiatives in 'CAMPUS Asia' Programs**

All the programs paid careful attention to support for learning and living for students participating in the program. It was noticed that they concentrated time, manpower, and budgets for that purpose. It was obvious that every university took into account the characteristic of international programs that learning outcomes are affected not only by formal education such as classes and research but also by experiences in living, including interaction among students. It is also worth noting that in addition to efforts made by the universities, mutual support and exchange were started under student initiative and developed continuously.

Elements such as the following were seen in good practices related to support for learning and living identified from the 'CAMPUS Asia' pilot programs:

Element A **Housing support;**

A-1. ▶ Shared housing;

A-2. ▶ Provision of student dorms and university-leased apartments;

Element B **Collection and communication of learning information from host institutions;**

B-1. ▶ Sharing of learning information among participating universities and academic advising;

B-2. ▶ Preparation and sharing of joint syllabi;

B-3. ▶ Communication of learning information via online systems;

Element C **Support for inbound students;**

C-1. ▶ Prior sharing among universities of information related to learning and living;

C-2. ▶ Support for inbound students while studying abroad;

Element D **Support for outbound students;**

D-1. ▶ Pre-departure support for students;

D-2. ▶ Support for students while studying abroad;

D-3. ▶ Follow-up with students after returning home;

Element E **Risk management and support for finding employment;**

E-1. ▶ Risk management;

E-2. ▶ Support for finding employment;

Element F **Systems of mutual support among students;**

F-1. ▶ Arrangement of tutors and teaching assistants (TAs);

F-2. ▶ Peer learning, student social events, and alumni associations; and

F-3. ▶ Student clubs, language cafes.

Hopes for Further Initiatives

The following are the main expectations for future initiatives regarding support for learning and living, in light of the current situation in the ‘CAMPUS Asia’ pilot programs.

▶ Utilization of information tools

Promotion of information tools for supporting students remotely, including the exchange of information between students and faculty/staff members using tools such as SNS

▶ Expansion of information provided to students beforehand

- Enhancement of pre-departure learning and guidance
- Establishment of a system for accumulating feedback from students who have studied abroad about living in the host country and for appropriately passing that information on to the next outbound students
- Providing students in advance with information such as the purpose of the program, subjects that students should take and courses that they can take at the partner university
- Clarification of which courses’ credits will be recognized based on agreements among the participating universities in Japan, China, and Korea and making that information clear to students

▶ Interaction among students

Supporting the establishment of systems that encourage interaction among ‘CAMPUS Asia’ students and non-‘CAMPUS Asia’ students

Element A Housing support

With respect to housing support for inbound students, it is important to **provide housing information in advance**, in addition to securing needed housing and providing financial aid for housing, including **shared housing, student dorms, and university-leased apartments**. Likewise with outbound students, universities need to ascertain the situation regarding housing support in the host countries and provide that information to students in advance.

A-1. ▶ Shared housing

In the program at **Ritsumeikan University**, the university leased two buildings as shared housing where students from all three countries live together, thus creating an environment that provides interaction outside the classroom. When the shared



Space for studying in shared housing (Ritsumeikan University)



Touring shared housing in July 2013 during a monitoring site visit (Ritsumeikan University)

housing was monitored, it was found that students had discussed and decided on living rules, including cleaning and eating, and that they live a communal life in which they help each other with things such as shopping and meal preparation. It was concluded that the shared housing is functioning effectively. Students living in shared housing were also participating in community activities, thus making shared housing effective in terms of opportunities to understand a different society and culture.

Similarly at **Okayama University**, the university had leased two buildings that it provided as shared housing and carried out initiatives to encourage interaction among students from the three countries and cross-cultural exchange with the community. (The website below introduces the shared housing for the 'CAMPUS Asia' program at Okayama University. Students' monthly housing reports are also available: <http://campus-asia.ccsv.okayama-u.ac.jp/sharehouse> (Japanese website))



Shared housing (Okayama University)



Students in shared housing (Okayama University)



Sharing of chores in shared housing (Okayama University)

A-2. ▶ Provision of student dorms and university-leased apartments

The program at **Hitotsubashi University** provides housing facilities on campus to inbound students on a term-long exchange program. It also prepares accommodation for students on a short-term intensive exchange program, who stay in a hotel, and is planning to provide an exchange student dorm to students in the double degree program. It also provides housing support from time to time to students who wish to move after arriving.

The program at **Kobe University** has leased a block of rental apartments within commuting distance that it has prepared as lodging exclusively for students participating in the program.

Element B Collection and communication of learning information from host institutions

Before students study abroad they must be given academic advice and provided with information related to studying at the partner university. For that reason, universities must gather learning information from host institutions. The participating universities need to **share and understand information related to each other's class contents and support for learning and to provide academic advice accordingly**. Means of communicating this information to students include translating information in each language related to the universities and classes and **transmitting learning information via online systems**.

B-1. ▶ Sharing of learning information among participating universities and course advising

Kobe University collects syllabi from partner universities that students bring back from studying in China and Korea and makes them available to students in the university's "CAMPUS Asia" office. Academic advice is provided based on this information. Additionally, the university obtains student manuals from the universities in each country and translates them into each language to help students obtain information about host institutions.

Okayama University, which has established university-wide common courses, lists the syllabi of all 'CAMPUS Asia' courses in a 'CAMPUS Asia' program curriculum. Syllabi are prepared in English for natural sciences courses and in English, Chinese, and Korean for humanities and social sciences courses.

In the program at **Hitotsubashi University**, the office staff at each participating university sends students a notice of courses that they can take and other necessary matters. The participating universities share information needed for academic advising to outbound students with each other in advance.

B-2. ▶ Preparation and sharing of joint syllabi

The program at **Ritsumeikan University** published the learning agreement in the pamphlet "Program Guide of CAMPUS Asia" to inform students of the content of the syllabus after the participating universities in Japan, China, and Korea had considered the curriculum and method of credit recognition and prepared a joint syllabus. The Program Guide complies, in the Japanese language, the program objectives, student selection process, program schedule, an outline of the curriculum at the three universities, a list of courses, and the number of credits and requirements needed for graduation, among other things. The Program Guide has been sent to Guangdong University of Foreign Studies in China and Dongseo University in Korea to provide an understanding of the program.



B-3. ▶ Communication of learning information via online systems

Ritsumeikan University designed a joint campus program in which participating students take courses at the universities in all three countries, moving together from campus to campus at the same time. For this program, the participating universities cooperated to build a unified online course management system that can be used in all three languages. Using this system, students can register for courses and check their grades no matter which country they are in.

Element C Support for inbound students

In order to increase the quality of the experience of inbound students, it is important for universities to coordinate with their partner universities and **continuously provide support for learning and living from before until after students arrive.**

C-1. ▶ Prior sharing among universities of information related to learning and living

The program at **the National Graduate Institute for Policy Studies (GRIPS)** makes use of know-how from experience accepting numerous exchange students in the past to provide support for living to inbound students. The participating universities checked in advance with each other regarding information on scholarships and other financial aid for both inbound and outbound students and information about housing support. The contents were shared in a memorandum of understanding and in the minutes of steering committee meetings held among the participating universities. The university's Student Office (SO) sends inbound students from Tsinghua University in China and the KDI School of Public Policy and Management in Korea a manual in English that lists the status of support for living in Japan before they arrive.

C-2. ▶ Support for inbound students while studying abroad

Kyushu University provides exchange students on the 'CAMPUS Asia' program with academic advisors, an individual student supporter for each exchange student, Japanese and English education, and a variety of support for living. Each exchange student is supervised by a professor and staff members. A tutor is assigned to take care of student's study and daily life in the laboratory. In the program at **Kobe University**, the university-wide Exchange Student Center provides Japanese language and cultural education programs for inbound students. In cooperation with each department and program, full-time instructors provide individual guidance in addition to which a teaching assistant (TA) and tutor is arranged for each inbound student. The Exchange Student Center has developed a system for responding individually to consultations in the area of students' mental health. The program at **Okayama University** provides inbound students with a variety of support for learning and living, including an orientation upon arrival, a tutor, assistance with various procedures, and regular individual counseling with a full-time instructor.

In the joint program at **Nagoya University and Tohoku University**, which consists of a consortium of six universities in the three countries, a faculty member in charge of exchange students has been appointed for each partner university to handle various consultations from inbound students. The law program at **Nagoya University** has appointed Chinese and Korean instructors to provide inbound students with academic advice, translate assorted university materials, and help with various procedures.

The program at **GRIPS** has developed a system to provide inbound students with support for general daily life and information in English at all facilities, including the dormitory and medical clinics on and off campus. At **the Tokyo Institute of Technology**, the Life Support Department in the Student Support Center provides everyday student counseling to all students, and this support is also available to students participating in the 'CAMPUS Asia' program. Moreover, telephone consultation service staffed by outside expert counselors is available around the clock and in English.

Element D Support for outbound students

In the 10 programs that were monitored, initiatives seen as **pre-departure support** included the provision of learning and living information from host institutions based on the sharing of information with partner universities, the provision of pre-departure learning including languages, and short on-site visits by faculty, staff, and students. **Support while studying abroad** included sending instructors abroad to ascertain students' learning and living conditions and conduct interviews, communication with students via email, and appropriate responses as needed.

During monitoring, several programs identified **support for students after they have returned home** as a challenge, and so it is hoped that progress will be made in that regard in the future.

D-1. ▶ Pre-departure support for students

In the program at **GRIPS**, pre-departure briefings are held to convey information on living support at host universities to outbound students based on the results of surveys conducted in advance on the student living environments in China and Korea.

In the program at **Okayama University**, outbound students are provided with prior language training in English, Chinese, and Korean and periodic additional one-on-one guidance from a tutor. In the program at **Kyushu University**, full-time professors employed in the 'CAMPUS Asia' program from China and Korea conduct a pre-departure support and orientation, assistance for enrollment, selection of a supervising professor and support for daily life. An expert in English education provides practical English training.

At **the University of Tokyo**, a pre-enrollment preparation orientation is held in October of the year prior to enrollment for students who have been accepted into the program (MPP/CAP). The students are provided with information such as the study abroad procedures and course lists and syllabi from the host universities. Information exchange sessions are held between students planning to study abroad and students who have returned temporarily from Peking University and Seoul National University so that outbound students can obtain information from current exchange students before going abroad. The university conducts consultation meetings for inbound and outbound students about credit accreditation systems and courses to take to meet the requirements. In addition, the summer break is used to hold a rotating summer school at the participating universities, providing an opportunity to actually mix with the local students by sending students, as well as an opportunity of exchanges among faculty and staff members of the three schools. Meanwhile, the program in law at **Nagoya University** has created a training opportunity in which students who hope to participate in the program visit the partner universities beforehand. On top of that, a pre-departure orientation is held for accepted students to convey information about support for living at the host universities.

D-2. ▶ Support for students while studying abroad

In the program at **GRIPS**, Program Coordinators periodically contact students who are studying abroad in China and Korea to provide counseling.

The program at **Hitotsubashi University** cooperates with the university's overseas alumni associations in China and Korea to provide support for students while they are studying abroad. Similarly, the joint program at **Nagoya University and Tohoku University** cooperates with Nagoya University's Office in Shanghai to provide a broad range of support for students sent to the university in China.

About three months after outbound students go to China and Korea the law program at **Nagoya University** sends an instructor to the host institutions to conduct interviews about their living and learning situation. They also conduct interviews with responsible persons and lecturers at the Chinese and Korean universities about the living and learning conditions of the students sent from Japan. Similarly, the program at **Kyushu University** monitors students' learning and living situations while studying abroad. It uses video-conferencing and sends staff and professors to the host universities to make living consultation and learning support. Communications using email and SNS are routinely used as well.

In the program at **Ritsumeikan University**, which is a joint campus program in which students take courses while moving together from campus to campus in the three countries, instructors are sent from the other universities while the students are away to provide support for living and learning. The instructors also conduct overnight fieldwork while they are at the host institutions.

The program at **Okayama University** distributes iPads to outbound students and conducts counseling via Skype or Facetime. Similarly, in the program at **the Tokyo Institute of Technology**, program staff members and the department in charge of international affairs periodically contact students studying abroad in China and Korea via email to check on their safety and take consultations about learning and living. The Tokyo Institute of Technology also requires all outbound students to send regular reports, in response to which international cooperation planners provide comments and replies.

D-3. ▶ Follow-up with students after returning home

In the program at **Okayama University**, a career support class and advanced classes for brushing up language skills are offered to students who have returned from studying abroad in China and Korea. Further, the university established a language cafe on campus as a place where students can study languages with each other after returning to Japan. Japanese students who have returned from studying abroad and foreign exchange students teach English lessons at the language cafe. Lessons in Chinese and Korean are also held at specific times.

Element E

Risk management and support for finding employment

Living in a foreign country and learning at a university with a different education and research culture is attractive and stimulating for students. At the same time, it can induce constant tension in a new environment, and so mental strain can be anticipated. In addition to maintaining systems for individual counseling as already described, programs also need to provide support in terms of **risk management** in a disaster.

With respect to **support for finding employment after graduation**, it is also desirable to have job-hunting support tailored to the characteristics of the program, in addition to utilizing existing career support systems.

E-1. ▶ Risk management

The program at **Okayama University** has prepared order-made insurance for outbound students, including risk management during a disaster, with the cooperation of an insurance company. Based on lessons learned from the Great East Japan Earthquake, the program at **GRIPS** addresses risk management in a disaster or other emergency by conducting emergency escape drills in English, covering skills ranging from checking escape routes to the use of AEDs.

E-2. ▶ Support for finding employment

The program at **Hitotsubashi University** makes use of already established career support systems such as job-hunting seminars and advice. Similar support is also provided to inbound students from Peking University and Seoul National University.

At **Kobe University**, student job placement committee members hold monthly consultation sessions in addition to which human resources personnel from international organizations (e.g. World Bank, Asian Development Bank, African Development Bank) and specialized staff members hold job-hunting seminars. As another means of job-hunting support, the program issues a certificate of completion to students who have completed the program. **Okayama University** also issues certificates of program completion. Meanwhile, in the program at **Kyushu University**, a letter of recommendation indicating the participation and completion of 'CAMPUS Asia' program is issued to help students' job hunting.

Element F

Systems of mutual support among students

In 'CAMPUS Asia' programs, an important goal of which is to deepen international mutual understanding among students, the establishment of systems of mutual support among students from the three countries is an important element. Examples of initiatives undertaken by the program include the use of **teaching assistants (TAs)** and a **tutor system**, the establishment of **language cafes**, and **peer learning**. Student-initiated examples were also seen, such as the creation of **'CAMPUS Asia' student clubs**.

F-1. ▶ Arrangement of tutors and teaching assistants (TAs)

Many programs arrange tutors and TAs. The joint program at **Nagoya University and Tohoku University**, for example, arranges TAs in a man-to-man system to support inbound students in terms of living and research. The law program at **Nagoya University** arranges tutors for inbound students in a man-to-man system to provide face-to-face language and learning support at least once a week. In order to reduce the difficulties students from China and Korea might have in economics courses, **the University of Tokyo** provides supplementary lessons with the cooperation of exchange students studying economics in other programs in addition to the usual TAs. In addition, Japanese students who are planning to study abroad in China and Korea as well as other students serve as supporters who provide supports in daily life and respond to consultations from students newly arrived in Japan.

F-2. ▶ Peer learning, student social events, and alumni associations

In the program at **Ritsumeikan University**, students are required to take courses about the history of the other two countries besides that of their home university. In these history courses, students from the country whose history is being studied, who are therefore not registered for that course, participate as volunteers to support the learning of students from the other countries. Additionally, various tools such as a blog on a ‘CAMPUS Asia’ website, exchange with overseas alumni associations, and the student newsletter “CAP” are used to distribute information about program activities and operation.



CAMPUS Asia blog (left) and student newsletter “CAP” (Ritsumeikan University)



The program at **the University of Tokyo** created opportunities for students and faculty/staff members to interact by holding an exchange student trip and year-end party for all exchange students from China and Korea. At these times, faculty and staff members from the universities in China and Korea who had come to Japan to attend joint meetings among the participating universities were invited to the events and interacted with students. Company visits (factory tours) are incorporated into the joint program at **Nagoya University and Tohoku University** with the aim of increasing interest in Japanese companies and promoting interaction among students.

At **Hitotsubashi University**, which has an extensive network of graduates, people who have completed the program utilize their social networks to support current students.

F-3. ▶ Student clubs, language cafes

In the law program at **Nagoya University**, instructors in charge of exchange students and a volunteer club of Japanese students provide support for living and learning and think of ways to facilitate interaction with students besides those participating in the ‘CAMPUS Asia’ program. **Ritsumeikan University** has opened the ‘CAMPUS Asia’ language cafe and language exchange facilities to the entire campus so that graduate students and exchange students who are not in the ‘CAMPUS Asia’ program can also use them. Further, the program at **Okayama University** held a student workshop that brought together students from Japan, China, and Korea. An outcome of the workshop was that students launched the CA Club as an organization for students to think about ‘CAMPUS Asia’. The club is functioning as a place for students to interact and learn with each other.

2-5.

Credit Transfer and Grading System (Criterion 2-4)**Overall Trend of Initiatives in 'CAMPUS Asia' Programs**

Ascertaining the credit systems in the participating universities is essential as the first step in building a foundation for the transfer of credits earned at foreign universities. On top of that the participating universities need to discuss and establish a credit transfer system based on the program's educational content and standards, from the perspective of ensuring credit validity. During the first monitoring observation it was gathered that all programs focused on research activities had a difficult time regarding the recognition of credits for research conducted by students at host institutions. Nevertheless, each program had made efforts aimed at credit validation.

With respect to grading system, it was confirmed that it is important to first ascertain the grading systems in the participating universities and then establish a mechanism for converting grades based on those systems. Programs that award a double degree/dual degree do so based on procedures deliberated and agreed upon among the participating universities from the perspective of the quality assurance of degree awarding.

Elements such as the following were seen in good practices related to credit transfer and grading system identified from the 'CAMPUS Asia' pilot programs:

Element A Conversion methods and limit management in credit transfer;

- A-1.** ▶ Establishment of a foundation for credit transfer through prior adjustment in the participating universities or the home university;
- A-2.** ▶ Establishment through deliberation among the participating universities of a conversion method for credit transfer;
- A-3.** ▶ Credit limit management;

Element B Recognition of research activities (credits for research activities);**Element C** Establishment of a grading system;

- C-1.** ▶ Coordination among participating universities regarding grading system;
- C-2.** ▶ Establishment of a grade confirmation system common across participating universities;
- C-3.** ▶ Issuance of certificates of completion; and

Element D Policy on double degree/dual degree awarding.**Hopes for Further Initiatives**

The following are the main expectations for future initiatives regarding credit transfer and grading system, in light of the current situation in the 'CAMPUS Asia' pilot programs.

▶ **Improvement of credit transfer system between multiple faculties within the university and partner universities**

- Further improvement in the credit transfer system and its operation among the universities in all three countries
- Deliberation of the handling of credit recognition within faculties and laboratories in the Japanese universities and deliberation and coordination among the universities participating in the program regarding the establishment of standards for grading and credit recognition

▶ **Monitoring the content of research activities**

- In programs focused on research activities, appropriate monitoring of the status and outcomes of students' research activities at host universities and further consideration of means of awarding credit
- More effort on the part of the program to adequately communicate information before departure to each country's students about the system of credit awarding and credit recognition

▶ **Development of grade adjustment and transfer method**

- Further consideration of the method of grade transfer
- Consideration of the level of achievement of learning goals needed in grading and further sharing of information on grade distribution in the universities in all three countries

Element A

Conversion methods and limit management in credit transfer

An element of success for 'CAMPUS Asia' programs is to **consider and establish appropriate credit transfer systems among participating universities or at individual universities** so as not to cause disadvantages for students due to differences in the number of classroom hours and in credit transfer methods and limits in the three countries.

A-1. ▶ Establishment of a foundation for credit transfer through prior adjustment in the participating universities or the home university

In the program at **Ritsumeikan University**, courses offered in the joint campus program in accordance with the goals for human resources development were compared and adjusted among the participating universities in Japan, China, and Korea. Adjustments were made to allow courses taken at the other universities to be recognized as language courses or special courses at the home university. Additionally, as classroom hours and standards for credit recognition were different at each university, efforts were made to adjust hours of instruction among the participating universities, including through supplementary classes, to ensure appropriate credit recognition at the home university. The results of these adjustments among the universities were included in the learning agreement "Program Guide of CAMPUS Asia."

There are also cases of individual universities creating a system that enables credit transfer. In the program at **the University of Tokyo**, which offers dual degree programs, a correspondence table was created for core courses offered in Japan and core courses at partner universities as a foundation for credit transfer. This correspondence table, called a “mapping table,” is an effort to achieve a good balance between reducing the burden on students of taking core courses at each university and creating a curriculum that has strengths and unique characteristics in each university.

In the program with **Okayama University**, which is open to the entire student body, courses taken in the ‘CAMPUS Asia’ program are offered under the title of the “CAMPUS Asia core curriculum,” instead of as liberal arts courses, so that credits will be recognized throughout the university, across faculty and graduate school boundaries.

Dual Degree Guidelines GraSPP-GSIS last updated on Dec 23, 2013

Appendix A: Mapping of Core Modules between GraSPP and GSIS

Appendix A-1
Mapping of Core Modules of GraSPP for GSIS Students

	GraSPP - University of Tokyo	GSIS -Seoul National University
Choose 4 courses (8 units)	Introduction to Public Management	Global Business Strategy
	Policy Process and Negotiation	Multilateral Trade Negotiations or International Negotiation Simulation Game
	Japanese Politics or Politics for Public Policy	The Politics and Diplomacy of Japan
	Modern Japanese Diplomacy	Theories and Issues in Contemporary Japanese Politics
	Comparative Analysis of Japanese Economic Policy-Making Process	Comparative Studies in Korean and Japanese Firms
	International Politics in East Asia	Understanding International Relations in East Asia
	Governance and Development	International Development Issues and Development Cooperation or Global Social Governance or Understanding International Cooperation
Choose 2 sets (8 units)	Macroeconomic for Public Policy with PS or	International Economic Relations or Exchange Rates and International Macroeconomics
	Statistical Methods with PS	Research Methodology and Skills or Comparative Methodology
Required (8 units)	Case Study (International Political Economy)	Research Project in Commercial Negotiation
	Case Study (Japanese Foreign Economic Policy)	Special Studies in International Cooperation: Regional Cooperation and Peace Structure in East Asia
	Case Study (Japanese Macroeconomic Policy: Assessment of Monetary and Fiscal Policies)	Research Project in International Area Studies3: Comparative Studies of East Asia
	Case Study (Japanese Macroeconomic Policy: Solutions to Monetary and Fiscal Policy Challenges)	Research Project in International Business
	Case Study (Japan's East Asia Policy)	* Understanding International Relations in

Part of the mapping table of core courses for the University of Tokyo and Seoul National University (University of Tokyo)

A-2. ▶ Establishment through deliberation among the participating universities of a conversion method for credit transfer

In the program at **the University of Tokyo**, a calculation method with a 1:1:1 ratio for credit transfer among the participating universities was established based on the number of classroom hours. Similarly, in the program at **Kobe University** relevant university-wide and department level agreements regarding the method of credit calculation among all the participating universities established that credits are transferable on a 1:1:1 basis.

In the law program at **Nagoya University**, authorization to transfer credits was granted upon careful consideration of the content of academic credits, including the credit systems and classroom hours at partner universities, based on syllabi and other information requested during foreign exchange conducted before the ‘CAMPUS Asia’ program started. The Quality Assurance Council, in which program administrators and faculty and staff members from the participating universities in all three countries regularly discuss challenges and quality assurance in the program, decided on the method of credit transfer after comparing the classroom hours per credit. Based on the conversion formula decided on by the Quality Assurance Council, the university in Japan compared the number of classroom hours per credit and decided to transfer credits on a 1:1 basis between China and Japan and to transfer 4 credits to Japan for every 3 credits earned in Korea.

A-3. ▶ Credit limit management

In the program at **Kyushu University**, which implements a double degree at the master’s degree level, the upper limit of transferable credits earned at the host institution is stipulated in each participating university’s rules. The three universities also deliberated and reached agreement regarding the conversion of class hours to credits and the grading standards. Similarly, in the law program at **Nagoya University**, the upper limit of transferable credits is managed for foreign exchange at the undergraduate

level at a maximum of 22 credits (required courses and electives) per half-term for students from Japan studying abroad in China and a maximum of 21 credits (required courses and electives) per half-term for students from Japan studying abroad in Korea.

At **the National Graduate Institute for Policy Studies (GRIPS)**, courses for which credits could not be transferred because the conversion of those credits earned at the host institution was not approved are indicated in a footnote on transcripts so that a record is kept for those courses. Transcripts are prepared in Japanese and English.

The image shows two sample transcripts from the National Graduate Institute for Policy Studies (GRIPS). The left transcript is a table with columns for Course No., Course Name, Instructor, Grade, Credits, Category, and Status. The right transcript is a similar table but with a large dashed box around the bottom section containing a footnote and a signature.

Sample transcript (GRIPS): Information about courses (when taken, course code, course name, number of credits, and grade) for which credits were earned at a host institution but whose transfer was not approved is indicated in the footnotes at the bottom of page 2 of the transcript.

Element B

Recognition of research activities (credits for research activities)

It is not easy to establish a system for the transfer of credits earned for research activities at a host institution. Nevertheless, it is **important to institute a system that grants credits for students' research activities in international collaborative academic programs** and recognizes them in a visible form.

In the program at **the Tokyo Institute of Technology**, which focuses on research activities, program implementation guidelines common across all three countries were compiled and a policy established regarding the recognition of credits and grades from host institutions. The guidelines indicate that home universities will respect the quality of education, research, credits, and grading at host universities and actively enable the transfer of credits. Accordingly, each university has taken initiatives toward credit validation. With respect to the granting of credits for research activities, the Chinese university in this program established and is using the rule that it will recognize one credit (up to a limit of five credits) per week of research for the research results of students sent to Japan during summer and winter breaks.

In the joint program at **Nagoya University and Tohoku University**, which likewise focuses on laboratory-based research activities, activities in laboratories at host institutions are taken as a concept

similar to a research internship. When the study abroad period and the host institution's semester coincides, credits can be earned at the host university and recognized at the home university. However, where the above method is difficult, a means of awarding credits is adopted based on students' record of activities at the home university. The two universities in Japan both developed several new courses in order to use this method. Nagoya University established International Core Chemistry, International Mentor Course, International Laboratory Course (Graduate School of Science), and International Cooperative Research Project (Graduate School of Engineering) while Tohoku University established "Overseas Internship" (master's program) and "Special Overseas Internship" (doctoral program). Two to four credits are granted for research activities during three months of studying abroad.

In the program at **Kyushu University**, all exchange students belong to their supervisor's laboratory and their study and research work in the laboratory are evaluated and accordingly awarded credits for subjects of a laboratory seminar or experiment/research work.

Element C Establishment of a grading system

It is important for participating institutions to **discuss and coordinate grading methods among each other**, with each institution conducting strict assessments so as to ensure the validity of its awarded credits, so that grading standards and consistency can be maintained, including understanding the grading systems of partner universities.

Another important element is for the participating universities to **develop a system that can be used to check grades and status of course registration**, thereby putting in place an environment in which it is possible to ascertain information related to grades.

C-1. ▶ Coordination among participating universities regarding grading system

In the program at **Kyushu University**, different grading for class subjects among the participating universities is normalized according to marks evaluated with a full mark of 100 for respective subjects as given in the Grade conversion table. The grading standard is also discussed and confirmed by professors of the three universities when they gather together.

Similarly, in the program at **Kobe University**, the Consortium Steering Committee made up of the universities in all three countries discussed each university's curriculum standards and grading criteria and made attempts to ensure the equivalent quality.

The program at **Hitotsubashi University** conducts a term-long exchange program and a double degree program, for each of which a grading system has been established. Regarding the term-long exchange program, a system has been established that recognizes

KU		PNU		SJTU	
評点 Marks	Letter Grading	Marks	Letter Grading	Marks	Letter Grading
90-100	秀	95-100	A ⁺	96-100	A ⁺
		90-94	A ⁰	90-95	A ⁰
80-90	優	85-89	B ⁺	85-89	A ⁻
		80-84	B ⁰	80-84	B ⁺
70-80	良	75-79	C ⁺	75-79	B
		70-74	C ₀	70-74	B
60-70	可	65-69	D ⁺	67-69	C ⁺
		60-64	D ₀	63-66	C
				60-62	C ⁻
60 >	不可	Fail	F ₀	0-59	D
	不合格	Non Pass	N		
	合格	Pass	P	Pass	P

Grade conversion table (Kyushu University)

that some of the mandatory credits at the host university have been fulfilled, based on grading carried out in accordance with the host university's policy. Associated with this system, it became difficult to transfer credits to Hitotsubashi University, as a result of the university actively encouraging students to take courses distinctive to the host university that can only be taken there. The solution adopted was to transfer credits as seminar credits and to grade them as either pass (P) or non-pass (NP). As for the double degree program, the partner universities' grading standards are respected and their grades are accepted, based on the premise that there is global commonality in the academic content of business school programs for earning an MBA. For that reason, instructors and administrative personnel at the home and host universities cooperate closely, giving advice about courses to take at the host universities based on the syllabi, following information on the learning situations of students studying abroad, and carefully taking other steps to ensure appropriate grading.

In the program at **the University of Tokyo**, each university established its own method of recognizing grades. The university in Japan accepts only credits from the universities in China and Korea. The university in Korea, adopted the method of accepting the same grades from the university in Japan, in view of the fact that the university in Japan has set the percentage of A+ and A in total at 30%.

In the law program at **Nagoya University**, the participating universities' joint Quality Assurance Council established guidelines regarding a grading system to which the participating universities have agreed. Based on the guidelines, instructors assign draft grades, which are reported to and approved by the Quality Assurance Council. When the Quality Assurance Council deliberates draft grades, it actually checks the basis of grades, including class attendance, class participation, reports, and written tests, to ensure grading consistency and standards. When authorizing the transfer of grades that are different at each university—such as having a nine point scale or a five point scale—the university in Japan uses a grade conversion table that it prepared to convert the grades from partner universities to grades at the home university (e.g. an A in China is converted to an S in Japan).

C-2. ▶ Establishment of a grade confirmation system common across participating universities

Using an online course management system developed for 'CAMPUS Asia' by the program at **Ritsumeikan University**, not only can grades be looked up, but also faculty and staff members at the universities in all three countries can use their own IDs to upload and make available syllabi and input and present grades in each country's language. Regarding syllabi, the participating universities deliberated and standardized the items to include. They also put together information on grading systems into a format that can be provided to students before they participate in the joint campus program. By building an online environment, the program enabled grades to be posted immediately at the

キャンパスアジアポータル			
コースコード	R131001	専攻	2019-2学期
授業名	中国語(キャンパスアジア)	評定	評価
担当	渡部	シラバス	シラバス
クラス名	LA		
担当			
担当			
担当			
コースコード	R131001	専攻	2019-2学期
授業名	中国語(キャンパスアジア)	評定	評価
担当	渡部	シラバス	シラバス
クラス名	LA		
担当			
担当			
担当			
コースコード	R132001	専攻	2019-1学期
授業名	中国語(キャンパスアジア)	評定	評価
担当	渡部	シラバス	シラバス
クラス名	LA		
担当			
担当			
担当			
コースコード	R132001	専攻	2019-2学期
授業名	中国語(キャンパスアジア)	評定	評価
担当	渡部	シラバス	シラバス
クラス名	LA		
担当			
担当			
担当			
コースコード	0021001	専攻	2019-1学期
授業名	中国語(キャンパスアジア)	評定	評価
担当	渡部	シラバス	シラバス
クラス名	LA		
担当			
担当			
担当			
コースコード	0021002	専攻	2019-1学期
授業名	中国語(キャンパスアジア)	評定	評価
担当	渡部	シラバス	シラバス
クラス名	LA		
担当			
担当			
担当			

Online course management system (Ritsumeikan University)

conclusion of each term, without waiting for the grade announcement period at the home university, and also enabled students to easily check syllabi and their own grades no matter which country they are in.

C-3 ▶ Issuance of certificates of completion

The program at **Kobe University** separates course grades and determination of program completion. Each university uses the standards of its own country to evaluate and recognize lecture courses taken at each participating university and performance in internships. The program ultimately issues a certificate of completion upon approval by the Program Management Committee on completion of the course.

Similarly, **Okayama University** issues a CAMPUS Asia certificate of completion signed and sealed by the president of the university (a certificate of completion for students who studied abroad for half a year to one year and a summer school certificate of completion for students who participated in summer school). The universities in China and Korea also issue certificates of completion.

In the program at **Kyushu University**, a letter of recommendation indicating the participation and completion of 'CAMPUS Asia' program is issued to help students' job hunting.

Element D Policy on double degree/dual degree awarding

When implementing double/dual degree programs, it is important for **the participating universities to first of all adequately discuss and agree upon a policy for degree awarding**. Regarding the review method as well, it is important from the perspective of quality assurance in degree awarding for the participating universities to deliberate the method, establish rigorous procedures, and to put them into practice responsibly.

In the program at **Kobe University**, a policy common to the participating universities was established whereby degrees are awarded from two universities after a degree awarding review in both universities if a student has obtained the necessary credits at both the home and host universities and passed a thesis defense, based on double degree agreement among the participating universities and provisions specified by each university. At the university in Japan, in order to guarantee quality assurance on a university-wide basis, the university's top committees (Committee for Promotion of Higher Education, International Affairs Committee) doubly review the awarding of double degrees, after which the decision is made in a board meeting.

In the program at **the University of Tokyo**, each university has its own completion requirements in the dual degree program and method of degree awarding. Likewise, each university takes responsibility for grading.

Overall Trend of Initiatives in 'CAMPUS Asia' Programs

During the monitoring it was found that by coming into actual contact with different cultures and societies through participation in 'CAMPUS Asia' programs, students gain learning outcomes in terms of awareness and attitude, including expansion in outlook, greater international awareness, and greater appetite for learning, in addition to improved language abilities. This was a result seen in many students participating in the programs, regardless of whether they had experience studying abroad at a foreign university participating in 'CAMPUS Asia'. The presence of older students from one's own university with study abroad experience as well as exchange students who had come to Japan from China and Korea is stimulating and the interaction with these students nurtures a well-rounded character.

As for initiatives related to learning outcomes, each program established, either among the participating universities or within one's own university, an appropriate method to measure learning outcomes in light of the program's purpose and the characteristics of its field. In this way, each program monitored students' learning progress.

Elements such as the following were seen in good practices related to learning outcomes identified from the 'CAMPUS Asia' pilot programs:

Element A **Monitoring of learning outcomes;**

- A-1.** ▶ Use of achievement questionnaires in all three countries;
- A-2.** ▶ Use of course study and research plans common across participating universities;
- A-3.** ▶ Periodic reports by students while studying abroad;
- A-4.** ▶ Use and analysis of follow-up questionnaires after studying abroad;
- A-5.** ▶ Reporting by students at symposiums and/or forums; and
- A-6.** ▶ Monitoring of results through language proficiency tests.

Hopes for Further Initiatives

The following are the main expectations for future initiatives regarding learning outcomes, in light of the current situation in the 'CAMPUS Asia' pilot programs.

▶ **Measuring of learning outcomes as a program**

Measuring of learning outcomes as a program and deliberation among the participating universities as to whether the outcomes are appropriate as learning outcomes for the program. The following are conceivable specific initiatives:

- Language abilities: Validation through language exams of program participation requirements

- Courses: Standardization of evaluation criteria by the participating universities in all three countries
- Achievement of the human resources goals being pursued: Adoption of an evaluation system common to all three universities, such as through reports, papers, or presentations based on a program's theme and students' satisfaction and feeling of growth

▶ **Measurement of learning outcomes as a program, for programs focused on research activities**

- Measurement of learning outcomes in programs focused on research activities, based on academic goals and the vision of human resources
- In graduate school education based on collaborative research, more detailed discussion of how to treat learning outcomes and how to evaluate them

▶ **System to make use of the results of learning outcome monitoring in making improvements**

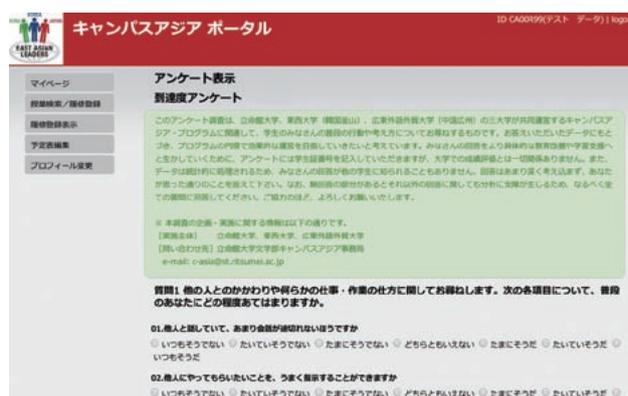
Ongoing enhancement of methods for making use of learning outcome monitoring through student reports as well as systems to share and improve identified issues

Element A **Monitoring of learning outcomes**

Demonstrating a program's added value and monitoring whether results are being produced appropriately by **measuring expected learning outcomes using an appropriate method** are important elements in terms of quality assurance. It is important to establish a valid method, either through deliberation among the participating universities or independently by the Japanese university, in light of the characteristics of the program, and to continuously employ that method while periodically reviewing it.

A-1. ▶ Use of achievement questionnaires in all three countries

In the program at **Ritsumeikan University**, questionnaires for assessing academic achievement are used simultaneously in all three countries in collaboration with institutional research on education and learning within the university, and the results are analyzed. The questionnaires were designed to verify student achievement over four years in international communication skills and leadership (e.g. hours spent preparing for and reviewing lessons, awareness of managing schedules for studying and other aspects of life, group and social awareness, and international sensibility), which



Sample response screen on a questionnaire for assessing academic achievement (Ritsumeikan University)

are difficult to measure, keeping in mind the type of human resources the program hopes students will grow to become through 'CAMPUS Asia'. These questionnaires have been translated into Chinese and Korean and, having been posted to an online system, are given in cooperation among the three countries. An expert analyzes the results of the collected questionnaires, thereby objectively verifying the level of achievement of students in each country. These questionnaires were jointly developed by the department in charge of 'CAMPUS Asia' at the Japanese university and the Institute for Teaching and Learning of Ritsumeikan University, but the content of the questionnaires was finalized through close consultation with the participating universities and after trial and revision (*a questionnaire for assessing academic achievement has been included at the end of this chapter for reference).

A-2. ▶ Use of course study and research plans common across participating universities

In the program at **the Tokyo Institute of Technology**, which focuses on research activities, implementation plans, including goals, are designed through repeated close discussion among the participating universities. In particular, the universities deliberated measures and agreed to use a *Study and Research Plan* and a *Study and Research Record* for students (see the reference below). These Plans and Records are used for coordination by both inbound and outbound academic advisors in providing research guidance and are also used in common by the participating universities when giving guidance and advice to students before studying abroad and when checking learning results after studying abroad.

Reference

About the Study and Research Plan and Study and Research Record at the Tokyo Institute of Technology

Distinctive universities that reflect the unique educational philosophies of each of the three countries participate in the program at the Tokyo Institute of Technology. For that reason, it is difficult to establish a system for automatically recognizing credits based on a simple credit conversion formula.

Accordingly, the universities developed forms that record students' learning progress in each country, enabling them to be referenced by both students and instructors before, while, and after studying abroad, so that the courses taken by students and the results of their research activities do not come to nothing.

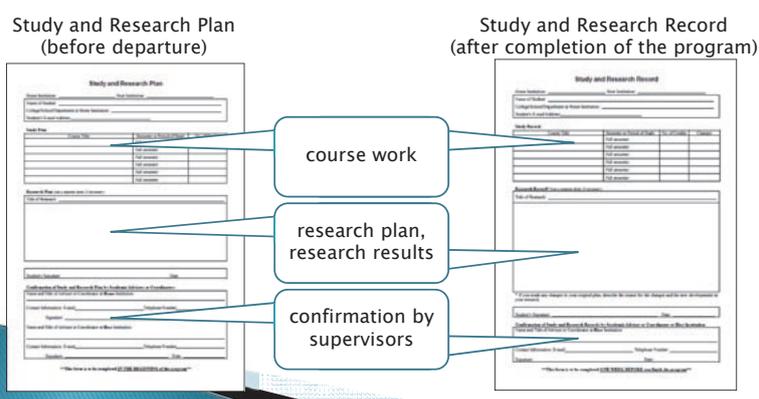
Before studying abroad, students prepare a plan for study and research activities based on advice from their academic advisor. Following the plan, they conduct research while studying abroad and compile their results after returning from abroad.

Instructors at the home and host universities exchange these plans and use them to check students' study situation and learning outcomes when offering study and research advice to students.

5. Tokyo Tech's Efforts toward Quality Assurance under the "TKT CAMPUS Asia Consortium"

(2) Study and Research Plan/ Record

All participating students use "Study and Research Plan/Record". This form is used not only to do course work (which is similar to the "Learning Agreement"), but also to plan and implement research activities, which are supported by faculty members of both universities.



8

About the Study and Research Plan/Record

(NIAD-UE International Seminar: Understanding QA Mechanism, Empowering HE Exchange in East Asia (November 2012), page 8 of presentation materials by the Tokyo Institute of Technology)

A-3. ▶ Periodic reports by students while studying abroad

The program at **Kobe University** monitors students' learning progress and outcomes through the submission of monthly reports by outbound and inbound students. The accumulated information is used, as necessary, for periodic assessments of matters that do not show up in numbers, such as credits, and for understanding problems in learning. Several other 'CAMPUS Asia' programs as well make use of periodic reports from students for following students' learning progress and checking their learning outcomes.

A-4. ▶ Use and analysis of follow-up questionnaires after studying abroad

The program at **the Tokyo Institute of Technology** gives follow-up questionnaires to inbound students after studying abroad to monitor matters such as the recognition of credits at their home universities for research activities conducted as an exchange student. Questions related to outcomes expected on a program that emphasizes research include: "Were (your research activities) recognized as credits after returning home?" and "Was the research you conducted while studying abroad helpful toward earning a degree?" Questionnaires are also given to inbound students' laboratory academic advisors. The opinions of both students and academic advisors are taken together to analyze students' learning progress. Additionally, questionnaires that include items such as credit acquisition, credit transfer, and suggestions for program improvement, are given to students from Japan who returned after studying abroad in China and Korea. Similarly, the joint program at **Nagoya University and Tohoku**

University conducts a questionnaire survey of students who have returned from studying abroad. The questionnaires ask students to write out important considerations and hardships based on their experiences from the stage of preparation through the time studying abroad. This information is shared with students who will study abroad in the future, thereby helping to improve the program.

The program at **the University of Tokyo** gives class questionnaires to students. Additionally, after completion of a study abroad session, students' opinions are gathered regarding their activities and outcomes, and the results are used to improve future program plans.

There was also an example of a program attempting to monitor students' learning outcomes through surveys conducted following program completion. The program at **Kobe University** awards a certificate of completion, upon confirming the status of credit acquisition at the host institution, to students who have completed the program and monitors their subsequent employment situation.

A-5. ▶ Reporting by students at symposiums and/or forums

The program at **Kobe University** holds student panel sessions at international symposiums jointly organized by the participating universities in Japan, China, and Korea for students who are or who have finished participating in the program to report their research results. In the program at **Okayama University**, a student forum on the theme of exploring mutual understanding in East Asia by students participating in a long-term exchange program in Japan, China, and Korea is conducted as a student forum that serves as a summarization of their learning. The conference results are compiled in a Conference Anthology that is used to check students' results.

A-6. ▶ Monitoring of results through language proficiency tests

The program at **Ritsumeikan University** uses Chinese and Korean language proficiency tests commonly given in Japan to objectively verify the results of language learning through the program. The results are compared and analyzed against those of students not on the 'CAMPUS Asia' program. Different from ordinary students, the 'CAMPUS Asia' students score higher on listening tests than grammar tests, verifying that the program's characteristics are reflected in their results.

Efforts to make broad-ranging use of diverse methods to measure learning outcomes were also seen. The program at **the University of Tokyo** uses a variety of methods to monitor learning outcomes, depending on the class format, such as the submission of term papers, degree of class contribution, written tests, degree of contribution to group work, and presentations. The method of measuring learning outcomes for each class is indicated on the syllabus. In addition, the university has developed its own system for managing the status of students' earned credits, which can be checked at any time on their grade transcripts.

Overall Trend of Initiatives in 'CAMPUS Asia' Programs

The question of how to achieve quality assurance in a collaborative academic program with foreign universities is an essential point in these kinds of programs, and so it is important for the participating universities to deliberate and come up with solutions. Many attempts to utilize feedback from participating students, such as student questionnaires and course progress surveys, were seen as methods to inspect and evaluate the quality of programs. It is also important to make use of regularly convened joint academic board and steering committee meetings among the participating universities to review the status of program implementation and discuss challenges. Additionally, reviews by external experts are also important in terms of internal quality assurance and the promotion of improvements. Another important element is to disclose and disseminate in appropriate form information on the academic content of the program, learning outcomes, and educational effects so as to encourage wide understanding of the program within society.

Elements such as the following were seen in good practices related to the internal quality assurance system and improvement initiatives identified from the 'CAMPUS Asia' pilot programs:

Element A Establishment of a review system and use of results in improving the program;

- A-1.** ▶ Student questionnaires, etc.;
- A-2.** ▶ Regular joint academic board and steering committee meetings;
- A-3.** ▶ External reviews (external evaluations, advisory committee, accreditation of professional graduate schools); and

Element B Dissemination of information (PR and promotion).

Hopes for Further Initiatives

The following are the main expectations for future initiatives regarding internal quality assurance system, in light of the current situation in the 'CAMPUS Asia' pilot programs.

▶ **Use of questionnaire results for solving issues**

- Sharing of questionnaire and external evaluation results among participating universities and effort to use them collaboratively in improving the program
- In programs involving several faculties and postgraduate courses in one's own university, development of an organization for considering within the university issues that became clear from questionnaires, etc.
- Wide-ranging use of various quality assurance techniques to accumulate a record of students' experiences

▶ External reviews and dissemination of information

- Evaluations/reviews by outside experts
- Effort to increase awareness of the program through PR and promotion

Element A Establishment of a review system and use of results in improving the program

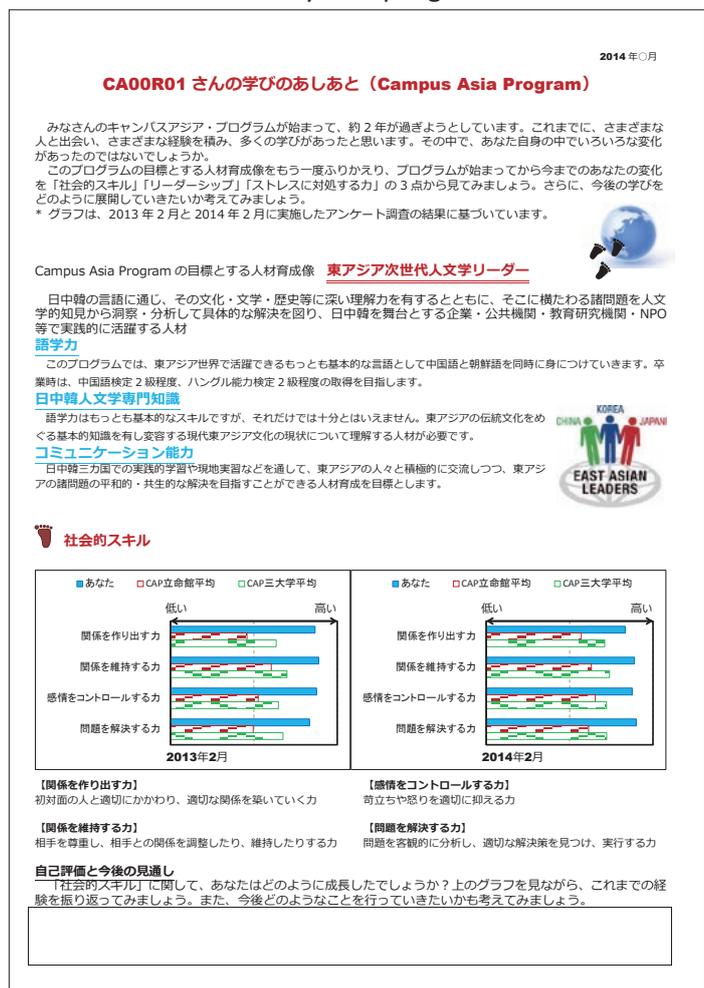
The first step is to gather feedback from participating students through **student questionnaires** as a method of inspecting and evaluating the quality of the program. It is also important to **make use of joint academic board and steering committee meetings** regularly convened by the participating universities to make systems for discussing program improvements with partner universities work substantially. **Program reviews that use an external evaluation committee system** are also an ambitious initiative in terms of internal quality assurance and the promotion of improvement.

A-1. ▶ Student questionnaires, etc.

The questionnaires for assessing academic achievement used by the program at **Ritsumeikan University** include a space at the end for students to write their opinions and requests, so that the questionnaires can also be used for program review. The student feedback is shared among faculty and staff members and reflected in program operation.

The law program at **Nagoya University** carries out wide-ranging reviews through questionnaire surveys and reviews of outbound and inbound students as well as students who participate in supplementary programs such as prior education and summer seminars. It also analyzes learning progress and grades to check whether outbound and inbound students are learning appropriately. Similarly, the program at **the Tokyo Institute of Technology** gives inbound and outbound students questionnaires while and after studying abroad.

The programs at **the University of Tokyo** and **Kyushu University** conduct class



Analysis of questionnaires for assessing academic achievement (individual sample) (Ritsumeikan University)

questionnaires at the conclusion of each class, which they use to improve program contents. The opinions of participating students are also gathered through summer school, social gatherings, orientations, individual emails, and other means, and shared among all participating universities. The program at **Hitotsubashi University** uses questionnaires for students to evaluate class contents and instructors in all courses at the university. Instructors use the questionnaire results to revise and enhance the contents of future classes.

The program at **Kobe University** tries to ascertain problems in educational content through monthly reports submitted by students participating in the program. Sometimes the university's "CAMPUS Asia" office asks partner universities to make improvements based on issues and requests included in the reports. Report information is accumulated in the "CAMPUS Asia" office, provided to the university's Consortium Steering Committee as needed, and used to provide guidance to students before they study abroad. The joint program at **Nagoya University and Tohoku University** conducts questionnaire surveys of exchange students and students who serve as their TAs and uses the information in running the program.

A-2. ▶ Regular joint academic board and steering committee meetings

In the program at **Hitotsubashi University**, feedback from students who participated on a short-term intensive exchange program was shared in administrative personnel meetings and steering committee meetings among the participating universities in discussions about improvements to future modules. The results of the discussions led to changes in the procedure and timing for implementing the intensive program and enabled clarification of the educational contents.

Similarly, the joint program at **Nagoya University and Tohoku University** periodically holds a Campus Asia Committee Meeting of persons responsible for running a program among six universities in the three countries to discuss issues in the program, including student exchange and recognition of credits, and to make improvements. In the program at **the University of Tokyo**, program contents are reviewed and discussed in a CAMPUS Asia Joint Meeting held once or twice a year among the universities in all three countries.

In the law program at **Nagoya University**, by including the 'CAMPUS Asia' program in the institution's self-assessment and certified evaluation and accreditation processes and integrated into its quality

Summary of Answers to questionnaires on Lecture and Discussion and Debate sessions				
On lectures				
Are you satisfied with the lectures given in the spring seminar?	Very much 14	Well 8	Poor 0	
Are there anything depressed you and why?	Yes 2	Non 9		<ul style="list-style-type: none"> ➢ Too detailed and similar data were used: 1 ➢ Nuclear energy depressed:1
Which lecture was the most impressive for you and why?	Lecture A 4	Lecture B 5	Lecture C 9	all 2
Please give comments or claims for improvement of the lectures	Very good 1	Non 5		<ul style="list-style-type: none"> ➢ Requires time for Q & D :2 ➢ Introduction of new technology :2 ➢ Too many materials :1 ➢ More lectures:1
On Discussion Session				
Are you satisfied with the discussion session	Very much 11	Well 11	Poor	
How do you like the subject?	Very good or satisfied well 14			<ul style="list-style-type: none"> ➢ Good to hear other students' opinions: 3 ➢ Subject should be more specific : 2 ➢ Gave us a good chance to think of: 2
Please give comments or claims for improvement of the discussion session	Non 3	Great 1		<ul style="list-style-type: none"> ➢ Time was too short: 13
On Debate Session				
Are you satisfied with the debate session?	Very much 15	Well 2	Poor	
How do you like the subject?	Very good or satisfied well 19			<ul style="list-style-type: none"> ➢ Subject should be more specific:1
Please give comments or claims for improvement of the debate session	Non 6	Great 4		<ul style="list-style-type: none"> ➢ Requires another debate:5 ➢ Time is too short:5 ➢ Surrounding conditions (Wi-Fi etc.) were not well prepared: 2 ➢ Every student should have time to speak at least once:1 ➢ Grouping should be according to one's opinion:1 ➢ Requires some rules for time to speak: 1

Results summary of a spring seminar questionnaire (Kyushu University)

assurance system, the program is incorporated within the institution's overall quality assurance mechanism.

In the program at **Kyushu University**, an international PDCA committee is convened from time to time among the universities in all three countries to solve problems appeared, discuss issues to be agreed and to improve the program. Similarly, a domestic PDCA committee consisting of Kyushu University faculty members holds meetings periodically to share information and ensure smooth program implementation within the university.

A-3. ▶ External reviews (external evaluations, advisory committee, accreditation of professional graduate schools)

In the program at **the Tokyo Institute of Technology**, an advisory board meeting with outside evaluation committee members was held in the first year of the program. During the meeting, these members reviewed what had been achieved and not achieved since the program was launched and exchanged opinions with attendees from the university.

Similarly, in the program at **Kobe University**, an external evaluation committee meeting is held at the end of the academic year with the participation of external evaluators from in and outside Japan, the International Exchange Office, including trustees and a vice president, and other departments. The committee reviews the status of implementation of the program and its educational content. The content of the review is documented and translated into English, and a portion of it is disclosed on the program's website.

Three professional graduate schools (business schools) from Japan, China, and Korea participate in the program at **Hitotsubashi University**. Each graduate school in the three universities has been accredited by an international accreditation organization (Hitotsubashi University by ABEST21, Peking University by EQUIS, and Seoul National University by AACSB).

Element B Dissemination of information (PR and promotion)

Disseminating information such as a program's educational contents and learning outcomes widely on and off campus through websites, events, and other means is important in terms of quality assurance. Greater awareness of the program can lead to the acquisition of students and support from society (e.g. financial assistance from industry, the political world, and alumni). It is also an important element in terms of continuation and development of the program.

The law program at **Nagoya University** disseminates information about educational contents and learning outcomes on and off campus through seminars for high school students and poster presentations at homecoming days and at incoming workshops. It also discloses reports prepared by students who participate in prior education, summer school, and other associated programs about the results of those programs.

Many 'CAMPUS Asia' programs have developed their own website, which they use to disseminate

information about the program's education, research, and events. Each website has been created in Japanese and English. The 'CAMPUS Asia' websites for the programs at **Nagoya University and Tohoku University, Kobe University**, and **Ritsumeikan University** provide information in four languages: Japanese, English, Chinese, and Korean. Some websites introduce the learning and living situations of exchange students at the host institutions through blogs written by students while studying abroad.

問1 他の人とのかかわりや何らかの仕事・作業の仕方についてお尋ねします。次の各項目について、普段のあなたにどの程度あてはまりますか。該当する番号にそれぞれ一つ○印をつけてください。

	いつもそうでない	たいていそうでない	たまにそうでない	どちらともいえない	たまにそうだ	たいていそうだ	いつもそうだ
01. 他人と話していて、あまり会話が途切れないほうですか	1	2	3	4	5	6	7
02. 他人にやってもらいたいことを、うまく指示することができますか	1	2	3	4	5	6	7
03. 他人を助けることを、上手にやれますか	1	2	3	4	5	6	7
04. 相手が怒っているときに、うまくなだめることができますか	1	2	3	4	5	6	7
05. 知らない人とでも、すぐに会話が始められますか	1	2	3	4	5	6	7
06. まわりの人たちとの間でトラブルが起きても、それを上手に処理できますか	1	2	3	4	5	6	7
07. こわさや恐ろしさを感じたときに、それをうまく処理できますか	1	2	3	4	5	6	7
08. 気まずいことがあった相手と、上手に和解できますか	1	2	3	4	5	6	7
09. 仕事や作業をするときに、何をどうやったらよいか決められますか	1	2	3	4	5	6	7
10. 他人が話しているところに、気軽に参加できますか	1	2	3	4	5	6	7
11. 相手から非難されたときにも、うまくそれを片付けられますか	1	2	3	4	5	6	7
12. 仕事や作業をする上で、どこに問題があるかすぐにみつけることができますか	1	2	3	4	5	6	7
13. 自分の感情や気持ちを、素直に表現できますか	1	2	3	4	5	6	7
14. あちこちから矛盾した話が伝わってきても、うまく処理できますか	1	2	3	4	5	6	7
15. 初対面の人に、自己紹介が上手にできますか	1	2	3	4	5	6	7
16. 何か失敗したとき、すぐに謝ることができますか	1	2	3	4	5	6	7
17. まわりの人たちが自分と違った考えを持っていても、うまくやっていけますか	1	2	3	4	5	6	7
18. 大局的な見地から物事を考えられる	1	2	3	4	5	6	7
19. 相手の立場になって問題を考えることができる	1	2	3	4	5	6	7
20. 問題の原因を検討しどのようにしていくべきかよく考える	1	2	3	4	5	6	7

(次ページに続く)

問2 グループで行動するときのことについてお尋ねします。普段のあなたは次のような行動をどの程度とっていますか。該当する番号にそれぞれ一つ○印をつけてください。

	いつもそうでない	たいていそうでない	たまにそうでない	どちらともいえない	たまにそうだ	たいていそうだ	いつもそうだ
01. 失敗した時など、失敗した人を責めるのではなく技術について注意を与える	1	2	3	4	5	6	7
02. 所属するグループのみんなができるような計画を立てる	1	2	3	4	5	6	7
03. 所属するグループの目標を中心となって立てる	1	2	3	4	5	6	7
04. 反省したことは次に生かすように指導する	1	2	3	4	5	6	7
05. 活動の内容や計画を所属するグループのみんなが分かるように教える	1	2	3	4	5	6	7
06. 新しい仲間が馴染めるような雰囲気を作る努力をしている	1	2	3	4	5	6	7
07. 所属するグループの仲間の悩みには親切に相談に乗るようにしている	1	2	3	4	5	6	7
08. 失敗した時など冗談を言ったりしてみんなを励ます	1	2	3	4	5	6	7
09. よい行動をとったり、よい結果が出たらほめる	1	2	3	4	5	6	7
10. 気まずい雰囲気があると解きほぐす	1	2	3	4	5	6	7
11. 活動に対する態度が悪い時には注意する	1	2	3	4	5	6	7
12. チームワークを乱す行為を見たときに、それとなく注意をする	1	2	3	4	5	6	7

(次ページに続く)

問3 あなたの興味・関心や考え方についてお尋ねします。次の各項目を読んで、該当する番号にそれぞれ一つ○印をつけてください。

	全くあてはまらない	あてはまらない	あまりあてはまらない	どちらともいえない	ある程度あてはまる	あてはまる	とてもあてはまる
01. 色々なことにチャレンジするのが好きだ	1	2	3	4	5	6	7
02. ものごとに対する興味や関心が強い方だ	1	2	3	4	5	6	7
03. 慣れないことをするのは好きではない	1	2	3	4	5	6	7
04. 新しいことをやり始めるのはめんどろうだ	1	2	3	4	5	6	7
05. 自分の感情をコントロールできる	1	2	3	4	5	6	7
06. いつも冷静でいられる	1	2	3	4	5	6	7
07. 私はねばり強い人間だ	1	2	3	4	5	6	7
08. 気分転換がうまくできない	1	2	3	4	5	6	7
09. 動揺しても、自分を落ち着かせることができる	1	2	3	4	5	6	7
10. その日の気分によって行動が左右される	1	2	3	4	5	6	7
11. 私はあきっぽいほうだ	1	2	3	4	5	6	7
12. 怒りを感じるとおさえられなくなる	1	2	3	4	5	6	7
13. つらい出来事があると耐えられない	1	2	3	4	5	6	7
14. 自分の将来に希望をもっている	1	2	3	4	5	6	7
15. 自分の目標のために努力している	1	2	3	4	5	6	7
16. 自分には将来の目標がある	1	2	3	4	5	6	7
17. 失敗した経験を次に生かそうとする	1	2	3	4	5	6	7
18. 自分の興味のないことに時間を割くことは無駄だ	1	2	3	4	5	6	7
19. 知らない人が多い集まりにはできれば出たくない	1	2	3	4	5	6	7

(次ページに続く)

問4 次の各項目について、普段のあなたにどの程度あてはまりますか。該当する番号にそれぞれ一つ○印をつけてください。

	全くあてはまらない	あてはまらない	あまりあてはまらない	どちらともいえない	ある程度あてはまる	あてはまる	とてもあてはまる
01. いろいろな国の人たちと知り合いになるのは楽しい	1	2	3	4	5	6	7
02. 自国以外で起きたいくつかの歴史的イベントについて自分なりの意見を述べることができる	1	2	3	4	5	6	7
03. 自国以外の歴史についての本は読まないほうである	1	2	3	4	5	6	7
04. 自国以外の遺跡や歴史的建造物などに関する番組をよく見る	1	2	3	4	5	6	7
05. 各国に見られる独自の習慣を尊重したい	1	2	3	4	5	6	7
06. 自国とは異なる習慣を持つ国の人々は理解できない	1	2	3	4	5	6	7
07. 原始的な生活をしている民族は、近代的な生活様式に変えた方がいいと思う	1	2	3	4	5	6	7
08. 飢餓に苦しんでいる人たちのために何ができるかを考えることがある	1	2	3	4	5	6	7
09. 国際政治に関する新聞記事やテレビ番組には関心がない	1	2	3	4	5	6	7
10. 国際的なボランティア団体の活動内容に興味はない	1	2	3	4	5	6	7
11. あいさつくらいなら、いろいろな外国語で言うことができる	1	2	3	4	5	6	7
12. 中国語・朝鮮語（国毎に変更が必要）の新聞の見出しの意味が理解できる	1	2	3	4	5	6	7
13. 語学教室に通いたいとは思わない	1	2	3	4	5	6	7
14. 外国語で書かれた新聞や雑誌には関心がない	1	2	3	4	5	6	7
15. 気に入った外国の歌を自国語に訳すことがある	1	2	3	4	5	6	7
16. 外国映画を見る時に、字幕を見なくても筋が分かるようになりたい	1	2	3	4	5	6	7
17. 今後、本プログラム以外で外国語検定（英検、仏検、TOEFL、TOEIC など）を受験する予定である。	1	2	3	4	5	6	7
18. 自国以外の人に、素直に自分の感情や気持ちを表現することがある	1	2	3	4	5	6	7
19. 外国語で自分の将来の夢を説明することができる	1	2	3	4	5	6	7
20. 困っているとき、自国以外の人に外国語で協力をお願いすることができる	1	2	3	4	5	6	7
21. メールや電話を使って連絡を取り合う、自国以外の知人がいる	1	2	3	4	5	6	7

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	全くあてはまらない	あてはまらない	あまりあてはまらない	どちらともいえない	ある程度あてはまる	あてはまる	とてもあてはまる
22. 国際的な問題を自国以外の視点から考えることがある	1	2	3	4	5	6	7
23. 生まれた国や人種によって、待遇が異なるのはおかしいと思う	1	2	3	4	5	6	7
24. 各国の発言権は、その国の経済状態に応じて与えられるべきだと思う	1	2	3	4	5	6	7
25. 先進国の人々は、発展途上国の人の意見を聞いた方がよいと思う	1	2	3	4	5	6	7
26. 自分の主張を母国語以外の言語で相手に適切に伝えることができる	1	2	3	4	5	6	7
27. 外国語で話しかけられると、大体の意味は理解できるし、簡単に答えることもできる	1	2	3	4	5	6	7
28. 他国の文化を理解しようと努力している	1	2	3	4	5	6	7
29. 他国で将来を過ごしたい	1	2	3	4	5	6	7
30. 他国の文化は自国の文化と違う面が多いと思う	1	2	3	4	5	6	7
31. 外国語での会話は楽しい	1	2	3	4	5	6	7
32. 外国語での会話がうまくできる	1	2	3	4	5	6	7
33. 外国人とうまく会話できないと落ち込む	1	2	3	4	5	6	7
34. 自分の外国語レベルは現地での日常生活に問題ないと思う	1	2	3	4	5	6	7
35. 通訳のない授業や会議でもその内容を理解し、自分の意見を外国語で表現できる	1	2	3	4	5	6	7
36. 将来、自分がやりたい分野が決まっている	1	2	3	4	5	6	7
37. 自分の関心分野について情報を収集している	1	2	3	4	5	6	7

問5 キャンパス・アジアプログラムについて、期待していることや疑問に思うこと、あるいは不安に思っていることなどがあれば、自由に書いてください。

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アンケート調査は以上です。ご協力ありがとうございました。

'CAMPUS Asia' Programs in Light of Quality Assurance:

A Collection of Good Practices



Chapter 3

3. Criteria for the First Monitoring in Japan

Following English document is from the Handbook for 'CAMPUS Asia'
Monitoring -Criteria and Methods of the 1st Monitoring in Japan-.

Criterion 1: Goals of Academic Program

Are goals for the transnational collaborative program clearly articulated and shared among the participating institutions in the three countries?

Examples of good practices

a) Setting goals for the academic program (including a vision for fostering excellent students)

- Societal and academic needs for fostering excellent human resources (e.g., the need for global talent within East Asia) are articulated in the program goals. The program goals have been set through deliberation and analysis among the participating institutions and other stakeholders.
- The goals are clearly articulated including expected learning outcomes with respect to knowledge, skill, and attitude acquisition by the students.
- Strengths and weaknesses of the institution and its partner institutions are considered using as a benchmark those of other local and overseas institutions, and unique goals are set for the program.
- The goals clearly state the need for a transnational collaborative program with overseas institutions.
- When a program leads to an academic degree, the degree is clearly established within the institution and its title and level are suitable for the program.
- When a double-degree or a jointly-delivered program is newly established within the program, clear goals are set based on the above viewpoints.

b) Sharing goals among the participating institutions

- The goals for the collaborative academic program are shared among participating institutions and function as guidelines for implementing the program.
- The goals for the program fall in line with the objectives and global strategies at the institutional level, and are shared in common with related divisions in the institution.
- When the academic program is a component of another degree program or crosscuts a multi-degree program, its positioning within the goals is clearly stated.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	<ul style="list-style-type: none"> The program goals and vision for fostering excellent human resources are not clearly established. The goals are not suitable for transnational program nor awarded degrees. The goals are not widely recognized by the staffs of the participating institutions.
Average	<ul style="list-style-type: none"> The program goals are clearly set with a vision for fostering human resources and stipulate the need for the transnational collaborative program. Participating institutions commonly recognize the program goals. When the program is a component of another degree program or leads to other degree awards, the relationship between the programs is articulated within their goals.
Advanced	<ul style="list-style-type: none"> The program goals and vision for fostering human resources have been established via discussion among the participating institutions. Expected learning outcomes are articulated with respect to knowledge, skill, and attitude acquisition by the students. The program goals are shared among staffs and students of the participating institutions, and a consensus is formed.
Highly Advanced	<ul style="list-style-type: none"> The program goals and vision for fostering human resources have been clearly established via deliberation and analysis carried out with the participating institutions and other stakeholders. A periodical review of them is also conducted. The program goals have been jointly developed and are shared among the participating institutions, and they function as guidelines for developing and implementing the academic program.

*How to use the rubric

“High advanced” is a measure used by the monitoring organization, which will indicate in the monitoring report initiatives considered to be outstanding as “highly advanced” initiatives.

For monitored program providers, please give a self-assessment on a **three-point scale (needs improvement, average, or advanced)** of the state of quality initiatives in the program. Those that judge an initiative as “highly advanced” during their self-analysis, should describe it as “advanced” in their self-assessment.

The monitoring organization determine to give a judgment of either of **“needs improvement,” “average,” “advanced,” or “highly advanced,”** based on the self-analysis report.

Criterion 2-1: Organization and Staff

Is a framework for achieving the program goals established and functioning effectively among the participating institutions?

Examples of good practices

a) Organizational framework

- Basic policies on the multi-institution operational structure, institutional responsibilities with regard to students, and the allocation of cost and budget are clearly articulated in a written agreement among the participating institutions and put into effect by them.
- Periodic meetings are held among the participating institutions, and a mechanism for reviewing the program implementation and related issues is established and functioning effectively.
- When research supervision is applicable, an appropriate supervisory system is established and carried out in cooperation among the participating institutions.
- Within the institution, responsibility for conducting the transnational collaborative program is clearly established along with a support system involving other divisions (e.g., international affairs, evaluation, student support).

b) Academic and supporting staffs

- The teaching and supporting staffs are well-suited for the goals, contents and standards of the transnational collaborative program. Globally capable academic staff is especially provided with members who have teaching experience at overseas institutions or experience of teaching in English at Japanese institutions, including internationally recruited overseas educators.
- Faculty/staff development (FD, SD) for attaining global capabilities is carried out.
- Guidelines are drafted and efforts made to treat the cultural and religious attributes of students.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	<ul style="list-style-type: none"> Neither the organization, responsibility for students, nor the allocation of funds are clarified among the participating institutions. The program's operation is dependent on specific teaching staff and is not understood among related divisions. There are not enough qualified teaching and supporting staffs to implement the transnational program.
Average	<ul style="list-style-type: none"> Responsibilities among the participating institutions are stipulated in a written agreement. The institutions periodically discuss the program operation. The program is operated systematically in the institution and a common understanding of the operation exists among the related divisions. An adequate number of qualified teaching and supporting staffs has been secured to implement the transnational collaborative program.
Advanced	<ul style="list-style-type: none"> The participating institutions periodically discuss the program operation and they share responsibility for solving common issues. Support for the program is provided by related departments within the institution. There are many teaching and supporting staffs with competencies appropriate for carrying out the transnational program. A development program is provided for faculty and staff to acquire international capabilities.
Highly Advanced	<ul style="list-style-type: none"> Meetings, including online meetings, are regularly organized among the participating institutions, and a mechanism is operational for jointly reviewing and improving the contents of the academic program. The framework for operating the program is stipulated within the institution's global strategy and effectively carried out in collaboration with related divisions. Incentives and a support system are provided to attract internationally excellent academic and supporting staffs who can contribute positively to the program's implementation. Faculty/staff development is carried out to enhance their international capabilities.

Criterion 2-2: Contents of Academic Programs

Do the participating institutions work together in designing the contents and methods of academic program and implementing the program appropriate to achieving the program's goal?

Examples of good practice

a) Contents and methods of academic program

- The educational contents are configured in line with expected learning outcomes (e.g., student knowledge, skills, attitudes) - such as a need for global talent within East Asia, and have been systematically analyzed by the institution.
- Information on the program contents, especially on curriculum structure and courses offerings, is shared among the participating institutions, with each program component integrated and systematically structured.
- It is clear that through international collaboration, the program adds value to education in the participating institutions and enhances their international competitiveness.
- Teaching methods effective for meeting the program goals, including internship at overseas companies and public agencies, are adopted.
- Education on the languages, cultures and societies of each country is effectively carried out within the program.
- Teaching methods, such as offering classes in English, to facilitate learning by international students are introduced.
- Teaching modes that facilitate student mobility (e.g., e-learning, joint supervision by dispatching academic staff) are adopted.

b) Student admission

- The student selection process (selection criteria and system) is based on the program's educational objectives and contents, and is jointly established and carried out by the participating institutions.
- There is an appropriate number of students wanting to participate in the program, and the actual number of in/outbound students is balanced.
- The composition of admitted students and their academic levels (including language skills) are in line with the program's objectives and contents.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	<ul style="list-style-type: none"> Information on curriculum structure and course offerings at each institution is not mutually shared across the participating institutions. The relationship between the program contents and expected learning outcomes is not clear. The method for recruiting students is not clearly defined. The expected number of students has not been secured, and an imbalance in the number of in/outbound students exists among the participating institutions.
Average	<ul style="list-style-type: none"> Information on curriculum structure and course offerings at each institution is shared across the participating institutions, and the program elements are coordinated. The program content is designed in line with the expected learning outcomes. A teaching method appropriate for the transnational collaborative program is in place. The expected number of students has been secured along with a level of student proficiency (including language skills) suitable for carrying out the educational program.
Advanced	<ul style="list-style-type: none"> The curriculum is jointly designed by the participating institutions, with contents suited to achieving the program goals. Education meeting program objectives is carried out through international collaboration. Teaching methods effective for internationally collaborative education are introduced. The relationship between the program methods/contents and its learning outcomes is clearly analyzed. The expected number of students has been secured, and the student-selection policy is well coordinated among the participating institutions.
Highly Advanced	<ul style="list-style-type: none"> The curriculum of the collaborative program is systematically designed to reflect the strengths of each institution. It has been given excellent international features through transnational cooperation. The relationship between the program methods/contents and expected learning outcomes is analyzed and periodically reviewed. Both the number and quality of students wanting to join the program is high. Student selection is carried out based on a policy and method set jointly among the participating institutions.

Criterion 2-3: Support for Learning and Living

Has an appropriate learning environment been established for the students and support provided to meet their studying and living needs?

Examples of good practice

a) Support for learning

- A course syllabus is prepared and used, and pre-departure guidance is provided students on curriculum content/flow and credited courses, facilitated by sharing such information among the participating institutions.
- In the case of different academic calendars, the institutions take measures to mitigate obstacles to learning such as offering a special calendar for the program, providing intensive lectures, and offering supplemental classes.
- The policy for the case where students fail to complete the course is clearly defined.
- Various forms of learning support are provided to outbound students, including language training, supplemental classes and additional pre-departure guidance, and distance learning support from the home institution.
- Various forms of learning support is provided to inbound students, including course guidance, providing academic support staff and teaching assistants (TAs), additional language training, supplemental classes, translated documents and materials, and support for carrying out administrative procedures.
- An appropriate learning environment is provided that allows participating students to use libraries, IT equipment, and research facilities.

b) Support for living

- Information on financial support, including scholarships, and accommodations is provided students prior to departure, with most of participating students receiving such support.
- For inbound students, information on living support is accurately provided prior to departure. Living support is provided them during the program, such as an on-arrival orientation, language support, counseling, disaster-risk management, and after-graduation career support.
- For outbound students, information on living support offered in the host country is accurately provided prior to departure. Various forms of living support are offered including distance counseling, risk disaster-management, and after-graduation career support in the host county.
- Support for exchange among the participating students is provided as well as for establishing alumni associations (when applicable).

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	<ul style="list-style-type: none"> • Pre-departure course guidance is insufficiently provided. A learning support system, such as supplemental classes, is not provided among the participating institutions, nor are details on the support they offer shared or coordinated. • Scholarships and accommodation support are insufficient, placing a heavy burden on students themselves. A system of responsibility for students' living support is not clearly established, nor are counseling and risk-management services for in/outbound students offered.
Average	<ul style="list-style-type: none"> • The participating institutions share in advance information on their curricula and provide course guidance. Some training and/or supplemental classes are provided to participating students. A learning environment including libraries, IT equipment and experimental facilities is sufficiently provided. • Scholarships and accommodation support are provided to many students. The institutions collaborate and share roles in providing living support, and counseling services are provided at students' request.
Advanced	<ul style="list-style-type: none"> • The participating institutions share in advance information on their curricula and offer appropriate course guidance. Training, supplemental classes, and support by teaching assistants (TAs) are provided to participating students in collaboration among the institutions. A learning environment (including extra-curriculum learning) replete with facilities/equipment is provided. • Scholarships and accommodation support are provided to most students. Various forms of living support (including counseling) are provided in collaboration among the institutions, with related information shared across the program. Career support is provided.
Highly Advanced	<ul style="list-style-type: none"> • The participating institutions share in advance information on their curricula and appropriately provide course guidance. By adjusting and coordinating the academic calendar and course period, disadvantages for participating students are mitigated. Training, supplemental classes, and support by TAs are available at all the institutions, and students make active use of them. Counseling, including using distance communication, is carried out. A superior environment for learning (including extra-curriculum learning) replete with the latest facilities/equipment is provided and used. • Scholarships and accommodation support are provided to all students. Various forms of living support are fully provided at all the participating institutions, and faculty/staff members provide informed advice about them to the students. Students make full use of this support, and data are collected on it for use in systematically improving living support services. Career support is provided with full collaboration among the participating institutions. The institutions support exchange among the students and alumni.

Criterion 2-4: Credit Transfer and Grading System

Are systems in place and functioning for credit earning/transferring and grading/conversion with overseas partner institutions?

Examples of good practice

a) Recognition and transfer of credits

- A system, based on the academic program, for transferring credits earned at partner institutions is in place. In particular, an appropriate transfer process is developed and operational for interfacing different credit mechanisms and curriculum flows among the participating institutions. When appropriate, an existing international framework for credit transfer is utilized.
- A maximum limit for credit transfer is properly managed in each institution.

b) Grading and award of academic degrees

- Grading methods are coordinated among the participating institutions, with each institution conducting strict assessments so as to ensure the validity of its awarded credits.
- A system is established, based on standardized criteria, for converting grades obtained at partner institutions. In particular, the participating institutions unify their assessment criteria and grade distribution within the exchange program.
- In a double degree program, the participating institutions coordinate and implement an examination process for awarding degrees, including inviting faculty members from partner institutions as examiners.
- In a double degree program, a diploma supplement (a document attached to the diploma) containing a program overview and outcomes achieved is used and its format coordinated among the participating institutions. Even when a double degree is not awarded, measures are taken to allow students to utilize such information.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	<ul style="list-style-type: none"> • A grasp of each credit system is not held among the participating institutions. Credits are transferred exceeding the maximum number stipulated under each country's laws. • Information on grading methods is not shared among the institutions, with grading conducted independently. Examinations for awarding degrees are carried out separately, and simply confirmed later by the other institutions.
Average	<ul style="list-style-type: none"> • The credit systems of the partner institutions are mutually understood and a program-based credit transfer system established. • A system is established for converting grades based on a grasp of the grading methods used by partner institutions.
Advanced	<ul style="list-style-type: none"> • Various measures are taken by each institution to ensure credit validity, and a credit transfer system is established based on the program's educational content and standards. • A method for carrying out strict grading is employed by each university, and based on it, grades are converted.
Highly Advanced	<ul style="list-style-type: none"> • Credit validity is secured at each institution, and a credit transfer system based on the program's contents and standards is established. When appropriate, a credit transfer method is systematically established using an internationally recognized credit-computation system. The appropriateness of the credit transfer method is checked and reviewed periodically. • Grading criteria are clearly articulated at each institution, and agreed upon across the faculty. A mechanism reflecting these criteria is in place to convert grades. When appropriate, a systemic method, employing unified grading standards, is adopted. The appropriateness of grading and conversion methods is checked and reviewed periodically.

Criterion 3: Learning Outcomes

Is a mechanism established for measuring the learning outcomes in line with the academic program's goals, and are positive outcomes obtained?

Examples of good practice

a) Measurement and achievement of learning outcomes

- Progress in student learning is analyzed by monitoring and assessing the state of credits earned by participating students.
- Based on the expected learning outcomes, a suitable method for measuring learning outcomes is established, and student learning outcomes are continuously measured (e.g. by surveying student achievement levels and learning experiences, and by utilizing rubrics, learning portfolios, capstones such as theses or projects, and standard or common achievement tests).
- Measured outcomes meet the expected international level of learning outcomes.
- The achieved learning outcomes (added value) are obtained through international collaboration.

b) Graduate tracking

- When students graduate from or complete the program, their progress is tracked over a period of a few years.
- For students who already graduated from or completed the program, a student satisfaction survey is administered regarding the program contents and a survey is conducted of their employers, the results of which are used in reviewing the learning outcomes.
- With short-term study-abroad programs (e.g., one-semester exchanges, summer programs), a post-program survey (e.g., a satisfaction survey, learning progress tracking) is conducted, the results of which are used to improve the program contents and teaching methods.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	<ul style="list-style-type: none"> • A system for measuring student learning outcomes across the overall program is not established, nor is an information gathering method and measurement criteria developed or functioning. • The institution does not track the progress of students who have graduated from or completed the program.
Average	<ul style="list-style-type: none"> • The state of learning and credit earning is analyzed. A method for measuring learning outcomes is established and pertinent information collected. Suitable learning outcomes are achieved toward receiving an academic degree. • The institution tracks the progress of students shortly after they graduate from or complete the program.
Advanced	<ul style="list-style-type: none"> • A detailed method for measuring learning outcomes is provided to academic staff, supporting staff and students, and information germane to performing measurements is gathered. Learning outcomes are assessed using the same criteria across the participating institutions. Suitable learning outcomes are achieved in light of the program goals. The relationship between students' course enrolment and credit acquisition and their learning outcomes is analyzed, with the results utilized to improve the program contents and teaching methods. • The status of graduates is tracked regularly and related reports shared.
Highly Advanced	<ul style="list-style-type: none"> • An appropriate method for measuring learning outcomes is established and shared among academic staff, supporting staff and students in the participating institutions, and a periodic review is carried out. When possible, benchmarks are used to show that the learning outcomes are internationally high in standard vis-à-vis other programs/institutions. Added value is obtained through transnational collaboration in education under the program. • Students who already graduated from or completed the program are tracked and surveyed with regard to their learning outcomes. Based on a firm grasp of the learning outcomes, the institution takes further steps to improve teaching and learning.

Criterion 4: Internal Quality Assurance System

Is a systematic approach to internal quality assurance and improvement established and functioning in collaboration with the other participating institutions?

Examples of good practice

a) Internal quality-assurance system

- Feedback from students is periodically gathered (by student questionnaires, interviews, and participation in review committees).
- A program review is carried out based on an analysis of information gathered on learning progress and learning outcomes achieved.
- An external review (including an advisory committee) is conducted periodically in collaboration with the participating institutions.
- The program is incorporated within the institution's overall quality assurance mechanism. The program is included in the institution's self-assessment and certification processes and integrated into its quality assurance system.
- The program is widely recognized by the public as a result of information published and disseminated by the institution. Information on the program contents, student learning outcomes and teaching effects is appropriately issued.

b) Improved practices and future plan

- The review results are shared across participating institutions and used to make program improvements.
- The review results are checked by the institution's internal divisions of international affairs, quality assurance, and student support, and necessary measures are taken on the institutional level.
- The collaborative program is intended to advance the institution's internationalization and impact of its educational activities, thus exerting a campus-wide positive influence.
- The institution considers measures for sustaining the program even after public funding has ended.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	<ul style="list-style-type: none"> A program review has not been carried out, nor is information on student feedback and learning outcomes available. The program is reviewed; however, the results are rarely used by the participating institutions.
Average	<ul style="list-style-type: none"> An internal review of the program is carried out based on information gained from student feedback (including a learning survey) and learning outcomes. Program-related information is adequately disseminated. The review results are conveyed to related divisions within the institution and to the participating institutions, and are used to take appropriate actions.
Advanced	<ul style="list-style-type: none"> The institution elicits student views through in-depth interviews and analyzes their learning outcomes. Conducting a review in cooperation with partner institutions, issue awareness is shared with them. An external review is carried out, with recommendations applied to making improvements. Based on the review results, the participating institutions work together to draft a plan for improving the program, which is provided to related divisions in the institution. Feedback is provided by those divisions. Some effects of the program's implementation are seen in students who don't participate in it. The institution considers a plan for sustaining the program.
Highly Advanced	<ul style="list-style-type: none"> The institution conducts a variety of analyses jointly with its partner institutions, including in-depth exchanges of views with students, analyzing the measurement results of learning outcomes, and benchmark comparisons with other institutions. The relationship between learning outcomes and student experiences is analyzed; issues are clarified and an awareness of them shared. An effective review methodology is established, and external experts (including experts from overseas) specialized in international education and students are invited to participate in the review committee, which issues recommendations. A systematic process for using the review results to make program improvements has been developed by the participating institutions, and put into practice for solving issues. Improvement measures are taken at the institutional level in collaboration with the related divisions. All students, including those who don't participate, are positively influenced by the campus-wide internationalization engendered by the program. The institution establishes a system for sustaining the program, and schedules periodic reviews of it.

'CAMPUS Asia' Programs in Light of Quality Assurance:

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Chapter 4

4. Overview of CAMPUS Asia Pilot Programs (April 2013-March 2014)

Following English documents are available from JSPS* website.

* JSPS: Japan Society for the Promotion of Science

【Name of project】 (Adopted year: FY2011, Type A – I)
Beijing-Seoul-Tokyo Dual Degree Master's Program on International and Public Policy Studies (BESETO DDMP)

【Project Aim】
To foster global human resources and nurture in Asia a generation of future world leaders through dynamic cross-border educational cooperation

【Summary of project】
The University of Tokyo (UTokyo), Peking University (PKU) and Seoul National University (SNU), formed a Consortium to offer a reciprocal three-way exchange of students in the field of public policy and international studies through programs taught in English.

■ Forming the University Network with Quality Assurance

○ Process of Accreditation, Grade Control and the Awarding of Degrees

- Reach agreement on how to count credits based on the class contact hours
- Compare completion requirements of each school
- Make Mapping Tables (tables of equivalent courses) for core courses
- Show a model study plan.

○ Summer School, Language Education and Internships

Intensive courses held during the summer vacations (CAMPUS Asia Summer School), Language classes in Chinese, Japanese or Korean offered at each of the participating schools.

Students are encouraged to take internship whenever possible

○ Human resource capabilities

The program will foster individuals with a multicultural perspective who can play an active role internationally in the fields of public policy and international relations and, in particular, promote cooperation in politics, economics and culture between Japan, China and South Korea.

■ Activities in the Academic Year 2013 and Progress Report

〈 Hachioji Conference〉



- **Dual Degree:** Received the first 5 dual degree students from SNU in April.
- **Summer School:** CAMPUS Asia Summer School was held at UTokyo in August.
- **Master of Public Policy, Campus Asia Program (MPP/CAP):** Commenced a new program where credits earned at all three schools (UTokyo, SNU and PKU) are required.
- **Students' Activity:** A student-led conference, CAMPUS Asia Trilateral Conference 2014—CAMPUS Asia Initiative for the Better Future of East Asia—was held in January. [Hachioji Agreement: PDF\(51.7KB\)](#)

〈 Summer School 2013 in Tokyo〉



■ Student-Mobility

○ Outbound

A student enrolled at UTokyo will typically spend their first year of study in Japan, followed by one semester each at PKU and SNU (as a Foreign Exchange student), or spend their second year at either PKU or SNU, with an additional semester of study in the third country.

○ Inbound

“Foreign Exchange” Students from SNU and PKU will spend one semester at UTokyo. DD students will spend a full year at UTokyo in order to meet the degree requirements.

	2011	2012	2013	2014	2015
Accepted number in Japan	C0 K0	C5 K3	C19 K15	C11 K11	C12 K12
Accepted number in China	J11 K0	J3 K5	J5 K6	J11 K5	J14 K5
Accepted number in Korea	C0 J11	C10 J18	C10 J7	C5 J11	C5 J15

Note : FY2011-2013 results, FY2014 -2015 planned
Number of students attending only summer school included.

■ Flexibility, Expanding Options and Support

○ **Japanese Language Course:** Original Japanese Language Course in the Graduate School of Public Policy (GraSPP), UTokyo is planned to avoid time conflicts with other classes.

○ **Internship:** The number of companies and organizations offering internships for incoming students is increasing.

○ **Monthly Stipend, Accommodations & Air Tickets:** A monthly stipend of JPY80,000 and accommodations are provided for inbound students. Air tickets are provided for outbound students.

<http://www.pp.u-tokyo.ac.jp/campusasia/index.html>

■ Visualization of the Content of Education, Dissemination of the Outcomes

○ Syllabus on the website/ Questionnaire for students/ Joint Academic Board

Program requirements and syllabus are published on the website. A questionnaire for each course is conducted on completion. A joint Academic Board Meeting is held to discuss policy and management issues arising in the CAMPUS Asia Pilot Program.

Project Name: TKT CAMPUS Asia Consortium
Year adopted: FY2011, Type A-1

Summary:

This project provides a research-oriented education program conducted in cooperation with Tsinghua University and the Korean Advanced Institute of Science and Technology (KAIST). The project provides a framework for the recognition and evaluation of the quality of both coursework and research through (1) programs for undergraduate and graduate students built around core curriculum courses and laboratory experiments; and (2) a research-focused education program aimed at graduate students.

■ **Project Aim and Global Human Resource Ideals**

○ **Development of global human resources with in-depth knowledge in the fields of science and technology**

The project aims to develop human resources who will become global leaders. Such human resources will have in-depth knowledge in the fields of science and technology and will be active, international leaders in academia, industry, government and other organizations. To achieve this objective, the project offers start-to-finish career guidance that begins with motivating students.



■ **Forming a University Network with Quality Assurance**

○ **Approach to the assurance of quality**

The project's basic approach is to construct a system that allows participating students to effectively learn through coursework, with partner universities verifying each other's quality assurance systems. Toward that end, the project has established a joint committee and is working toward the assurance of quality.

○ **Recognition of credits, management of grades, and student considerations**

With regard to individual participants in the program, the project has constructed a system, in which (a) participating universities exchange Study and Research Plans/Records, and (b) students engage in coursework under the guidance of academic advisors before and during the exchange period as well as after returning to their home countries. Moreover, grade management takes place through the issuing of transcripts. For students from partner universities, Tokyo Institute of Technology provides English-language information, such as a coursework guide, before their arrival in Japan. Upon arrival, the Institute takes responsibility for their academics through steps such as the appointment of academic advisors and tutors.

○ **Development of a framework for higher-level exchange**

While still in the development stages, in the near future the project is expected to include programs of a more advanced nature, such as dual degree programs. In addition, Tokyo Institute of Technology, Tsinghua University, and KAIST have been working with the Hong Kong University of Science and Technology and Nanyang Technological University in a university consortium called the ASPIRE League. The project will go beyond its current exchanges and quality assurance and include exchanges between technical universities in Asia such as ASPIRE League member universities. At the same time, the project is also improving the quality of its exchanges with major US universities and with the universities in the IDEA League, a consortium of top European technical universities.



Summer Program students in group work

■ **Making Educational Content Visible**

○ **Web-based provision of information and development of outstanding human resources**

In implementing the program, the Institute has established a unique website associated with the existing Tokyo Institute of Technology English website and partner universities' websites, providing information to a wide demographic community extending beyond participating students. Moreover, to assist partner universities with the possibility of credit transfers, the Institute uses Study and Research Plans/Records as well as a grade management system showing strong commonalities between partner universities.

■ **Promotion of a Student-Friendly Environment for International Exchange**

○ **Preparations to support outgoing Japanese students**

The project has established an English intensive course to boost the language skills of students wishing to study abroad. It also academically advises students through the appointment of study abroad advisors at each partner university. While studying abroad, the project offers academic consultation and advice by email on everyday living, as well as advice by career advisors.

○ **Support structure for incoming international students**

In addition to posting program content on its website, the project is working toward the smooth acceptance of international students through close communication with partner universities. While in Japan, international students are provided with Tokyo Institute of Technology tutors (students in related fields), advice from career advisors, and 24-hour counseling.

■ **Student Mobility**

○ **Outgoing Japanese students**

In fiscal year 2013, the project sent 4 students to Tsinghua University and 5 students to KAIST (for a total of 9 students).

○ **Incoming international students**

In fiscal year 2013, the project received 8 students from Tsinghua University and 8 students from KAIST (for a total of 16 students).

	2011	2012	2013	2014	2015
Accepted number in Japan	0	C7, K8	C8, K8	C5, K5	C5, K5
Accepted number in China	0	J4, K5	J4, K6	J5, K5	J5, K5
Accepted number in Korea	0	C5, J7	C22, J6	C5, J5	C5, J5

Note: FY2011-2013 results; FY2014 -2015 forecast

【Name of project】(Adopted year: FY2011, Type A — I)
Asia Business Leaders Program

【Aim of project, Ideals of Global Human Resource on the project】

PKU, ICS, and SNU will collaborate to develop a program to educate students to become business leaders who will guide the future economic relationship between China, Japan, and South Korea. This program will build knowledge of the business systems of the three countries.

【Summary of project】

This program involves students in the Masters of Business Administration (MBA) programs. It includes a double degree program, a term-long exchange program, and short-term intensive exchange program.

■ Forming the University Network with Quality Assurance

○ Double Degree Program

Double Degree Program at MBA level (2 participants per a school in a year)

○ Exchange Program

Exchange Program at MBA level (3month-long, 4 students per a school in a year)

○ Short-term Exchange Program

Short-term Exchange Program at MBA level called Doing Business in East Asia (three weeks, 10 students per school per year).

〈BEST Symposium in SNU, Nov 2013〉



■ Contents of the Programs, Preparation for the Start of the Programs

〈DBiA, Tokyo Module, Aug 2013〉



○ Short-term Exchange Program “DBiA”

“Doing Business in Asia (DBiA)”, the intensive program which had kicked off in August 2012 had completed again in great success in August 2013. 10 participants from ICS, PKU and SNU traveled, studied, worked on field study and group project together, wrapping up with final group presentation. The team of 30 students built strong bond, and the program received another raving reviews.

■ Student-Mobility

○ Outbound from ICS

For Double Degree Program, 1 student each to PKU and SNU. For Exchange Program, 2 students each to PKU and SNU. For Short-term Exchange Program, up to 10 students are selected from each schools.

○ Inbound to ICS

For Double Degree Program, 1 student each from PKU and SNU. For Exchange Program, 2 students each from PKU and SNU. For Short-term Exchange Program, up to 10 students are selected from each schools.

	2011	2012	2013	2014	2015
Accepted number in Japan	C 0	C 10	C 11	C 13	C 13
	K 0	K 10	K 10	K 13	K 13
Accepted number in China	J 0	J 12	J 11	J 13	J 13
	K 4	K 11	K 10	K 13	K 13
Accepted number in Korea	J 1	J 12	J 11	J 13	J 13
	C 0	C 11	C 10	C 13	C 13

Note : FY2011-2013 results, FY2014 -2015 planned

■ Promotion of Student-Mobility Environment

○ Travel Fee will be covered for outbound Students from ICS

Travel fee will be covered by ABLP for ICS students going outbound for Double Degree Program, Exchange Program, and Short-term Exchange Program. Also, scholarship will be awarded by ABLP. Students will have full assistance by ICS staffs and faculty members from very first step of applying for each programs, to after their return.

○ Travel Fee will be covered for inbound Students from PKU and SNU

Travel fee will be covered by ABLP for PKU and SNU students coming inbound for Double Degree Program, Exchange Program, and Short-term Exchange Program. Also, scholarship will be awarded by ABLP. Students will have full assistance by ICS staffs and faculty members to ensure the students can concentrate on academic achievement.

■ Visualization of the Content of Education, Dissemination of the Outcomes

○ Development of Curriculum and Joint Research Projects

ICS at all times work to develop curriculum to offer better learning environment for students who participate in all programs of ABLP. Also, faculty from the three schools collaborate in joint research projects on business issues related to the three countries.

○ Alumni Network and Reuniting Events for ABLP

Alumni Network will be established to continue the strong relationship among the participants of ABLP. Alumni students will have privilege of participating in symposiums and forums with business leaders, and Short-term Exchange programs.

【Name of project】(Adopted year: FY2011, Type A — I)

Northeast Asian Consortium for Policy Studies

【Aim of project, Ideals of Global Human Resource on the project】

To enhance practical solution-oriented skills rooted in the social sciences. To encourage networking among policy professionals who share a common social scientific background and knowledge. To foster the consortium of Japan, China, and Korea as Asian and global intellectual hub.

【Summary of project】

GRIPS, the KDI School (KDIS) in Korea, and the School of Public Policy and Management (SPPM) at Tsinghua University in China jointly conduct global-standard public policy education for mid-career professionals in the public sector and key private sectors, centered on the social sciences.

■ Forming the University Network with Quality Assurance

○ Strengthened Academic System

To ensure smooth operation of the CAMPUS Asia Program, we hired a full-time staff in April, who is experienced in organizational management and negotiation. To ensure the provision of high-quality academic support, we hired a research associate in July, who is a Ph.D. holder and is fluent in Japanese, English, and Korean.

○ Summer Program and Short-Term Seminars Promoting Student Exchange

Organized short-term programs particularly aiming at students who are mid-career government professionals. Organized a CAMPUS Asia Fortnight (Summer Program), short-term visits (around 3 days), and special lectures, enabling students with time constraints to participate in each program at partner schools.

〈Group photo from the CAMPUS Asia Fortnight 2013〉



■ Contents of the Programs, Preparation for the Start of the Programs

〈Joint Seminar at KDI School〉



○ CAMPUS Asia Fortnight(Summer Program) Held at GRIPS (Aug 12-22, 2013)

Five participants from SPPM and nine participants from KDIS took part in the CAMPUS Asia Fortnight at GRIPS where they took a regular, credit-bearing course on FDI, participated in field trips to the Bank of Japan and Nippon Koei Co., Ltd., and attended special lectures, and a reception.

○ CAMPUS Asia Seminar Held at SPPM (Oct 29-Nov 1, 2013)

Eight Japanese students participated in regular SPPM courses and a cultural exchange event aimed at deepening friendship and cultural understanding between Japanese and Chinese students.

○ CAMPUS Asia Field Trip Held at GRIPS (Jan 31-Feb 1, 2014)

Five students each from CAMPUS Asia and GRIPS's Japanese Language Program went on a field trip to Yamanashi and Shizuoka prefectures. They learned about the local government's initiatives to promote tourism and visited a strawberry farm and Yakult Factory.

○ CAMPUS Asia GRIPS-KDIS Joint Seminar at KDIS(Mar 16-19, 2014)

Five Ph.D. students from GRIPS and KDIS made presentations about their studies and dissertation. The students also audited a special lecture, took regular KDIS classes, and participated in an international students-exchange reception.

■ Student-Mobility

○ Inbound

Double degree program students from KDIS and SPPM. Special Research Scholars from SPPM. CAMPUS Asia Fortnight at GRIPS from KDIS and SPPM.

○ Outbound

To KDIS Summer Program. Short-term visits to both KDIS and SPPM.

■ Promotion of Student-Mobility Environment

○ Amendments to the MOU between GRIPS, KDIS, and Tsinghua

The MOU has been amended to promote student exchange. Participants are no longer required to complete one semester of study at the parent institution before applying to the host institution. The period of stay at a single host institution has been extended from six to twelve months.

○ Revised System for Recording Courses

We improved and clarified internal Credit Transfer Procedure. The new system allows recording on the transcript courses for which credit transfer has not been approved.

■ Visualization of the Content of Education, Dissemination of the Outcomes

○ CAMPUS Asia Promotion Using the Internet and Other Media

To promote the CAMPUS Asia Program and attract more students, the Program's website on GRIPS' homepage has been revamped and the voices and photos of participants have been updated. Promotion articles about CAMPUS Asia has been published in the "International Development Journal" and on the "Shinken-Ad" website.

	2011	2012	2013	2014	2015
Accepted number in Japan	C0, K0	C0, K23	C8, K15	C10, K10	C10, K10
Accepted number in China	J7, K1	J11, K3	J8, K6	J10, K5	J10, K5
Accepted number in Korea	J9, C0	J20, C0	J16, C4	J10, C5	J10, C5

Note : FY2011-2013 results, FY2014 -2015 planned

【Name of project】(Adopted year: FY2011, Type A – I)

Training human resources for the development of an epistemic community in law and political science to promote the formation of "jus commune (common law)" in East Asia

【Aim of project, Ideals of Global Human Resource on the project】

The objective of the project is to develop suitable human resources in order to enable the formation and operation of the East Asian "jus communes" for closer economic, diplomatic and political cooperation in the region.

【Summary of project】

This project is aimed at developing, on the basis of an understanding of the Western "global standards of law," human resources for an epistemic community in law and political science that can take an active role in discussions with a view toward forming a jus commune (common law) in East Asia. Collaborating with partner universities in China and Korea through exchange programs for undergraduate students based on reciprocal conferment of academic credits, as well as other forms of exchange of quality-assured research and education, the participating universities thus exchange legal information in East Asia, together working toward forming theories on Asian law and assistance for legal infrastructural development, as well as establishing common standards for jurist training and law school education.

Forming the University Network with Quality Assurance

〈 4th Dean's Meeting in Nagoya 〉

○ Japan, China, and Korea Quality Assurance Council

The council was held in July 2013 (Seoul) and in February 2014 (Nagoya). In July, common diploma and common courses were discussed, and common textbook for common courses and the possibility of implementing a dual degree program were discussed in February.

○ Dean's Meeting

The 4th Deans meeting was held in Nagoya on February 2014. The future of the Campus Asia program was discussed, along with a recapitulation of the past two years.

○ Conferment of Common Certificate

A common certificate from all three countries was decided to be given for graduating students who studied abroad for a year and received credits for common courses. In March 2014, one student each in Japan and Korea received this certificate.

○ External Evaluation

In February 2014, the Campus Asia Program was evaluated by the Nagoya University Graduate School of Law Assessment Committee, which consists of external experts.



Contents of the Programs, Preparation for the Start of the Programs

〈 Short-term program to China 〉

○ The 1st Student Symposium and Foundation of Alumni Association

To build a community and to follow up with students who finished their one year study abroad, students from the three countries gathered and held a Student Symposium and established the Alumni Association in February 2014.



○ Short-term program

In addition to the "prerequisite program" for undergraduates and "adjunct program" for graduates, a "follow-up program" for students who returned from their one year study was held, providing students an opportunity to reflect upon the experience and knowledge they earned from studying abroad.

Student-Mobility

○ Outbound

From September 2013, ten students were sent to China and Korea's affiliated schools as second term students. 6 students to China and 3 to Korea were sent for the prerequisite program, 2 each to China and Korea for the adjunct program, and 2 to china were sent for the follow-up program.

○ Inbound

From the end of September 2013, 5 students from China and 4 from Korea were accepted. In August 2013, 9 students each from China and Korea were accepted for the International Summer Seminar.

	2011	2012	2013	2014	2015
Accepted number in Japan	C0, K0	C14, K14	C19, K18	C15, K15	C15, K15
Accepted number in China	J7	J21, K5	J20, K9	J19, K5	J19, K5
Accepted number in Korea	J4	J14, C3	J15, C8	J19, C5	J19, C5

Note : FY2011-2013 results, FY2014-2015 planned

Promotion of Student-Mobility Environment

○ Utilizing Student Feedback

A survey on the quality of support, registration procedures, and daily life was given to all inbound and outbound students and has been used to analyze the results and improve the quality of the program.

○ Improvement of preparatory education

For the preparatory education class, syllabuses are handed out before every semester and a class survey for each classes are taken. Results from the survey help provide feedback to the instructors to assure and improve the quality of the preparatory education.

○ Utilizing Students association

Outbound students are being placed in the center of publicity activities to recruit new students, manage events such as Student Symposiums, and create a community for inbound and expected outbound students. Such activities are contributing to helping students feel more comfortable participating in activities.

Visualization of the Content of Education, Dissemination of the Outcomes

○ Report of return from abroad

To visualize and disseminate the program outcomes, students who finished their one year study abroad reported on their academic performances in a presentation.

○ Preparation of Report

The results from the results of the project and student surveys were amalgamated and analyzed in the "Japan-China-Korea CAMPUS Asia Jus Commune Triangle Exchange Program Report". Also, a bidirectional report that includes feedback from CAMPUS Asia related professors and students reports for the Student Symposium is in process of editing.

【Type of Project】 (Adopted year: AY2011, Type A - I CAMPUS Asia Pilot Program)

A Cooperative Asian Education Gateway for a Sustainable Society: Expanding Frontiers in the Science and Technology of Chemistry and Materials

【Project Aim】

In the 21st century the relative role and importance of Asian science, technology and economic power in the World is constantly increasing. Accordingly, the current program is targeted at the education of globally thinking and acting specialists in Chemistry and Material Science

【Summary of project】

To carry out scientific exchange between Japan (Nagoya University, Tohoku University), China (Nanjing University, Shanghai Jiao Tong University) and Korea (Seoul National University, POSTECH), aiming for the establishment of a leading Asian educational cluster in the field of Chemistry and Material Science that will become a key point in the creation of a sustainable society.

■ Forming a University Network with Quality Assurance

○ Consortium of 6 Top-Level Universities (2 each from Japan, China and Korea) in the field of Chemistry and Material Science

Shanghai Jiao Tong University, Nanjing University, Seoul National University and POSTECH are participating in the Project on the Chinese and Korean sides, respectively. Together with Nagoya University and Tohoku University, these 4 universities from China and Korea have agreed to exempt tuition fees for the Project's exchange students. The universities of the Consortium unified their approaches to the credit and grades system for the exchange students under a "Joint Exchange Agreement".

Research Seminar (Shanghai Jiao Tong University, Mar. 2014)

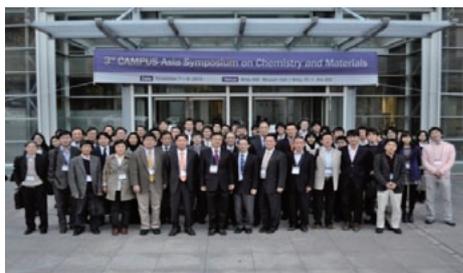


○ Exchange of Top-Class Students

Each country chooses its best students to participate in the Project. This Program involves improvement of language abilities that will help to break through any language barriers on the road to nurturing globally thinking chemists. An Associate Professor with experience of teaching in English is hired by our Program to give lectures in English. Besides this, along with the Joint Symposia, "Educational Research Trips" to China and Korea are offered. A "D2 Conference" is also organized to give an additional opportunity for D2 students to hone their skills in oral English presentations.

■ Outline of exchanges accomplished and preparation for future activities

Participants of the 3rd Joint Symposium (Nov. 2013, Seoul National University)



○ 3rd Joint Symposium

The 3rd Joint Symposium took place on November 7-9, 2013 at Seoul National University (Korea) and brought together over 100 participants. The next Joint Symposium will take place in November 2014 at Tohoku University.

○ Intensive Lectures at Collaborating Universities

The Campus Asia Program also supports smaller meetings and activities (e.g. lecture tours) stimulating joint research. Besides this, professors from the collaborating universities deliver lectures to the students visiting their universities during educational research trips.

	2011	2012	2013	2014	2015
Accepted number in Japan(J)	C1,K0	C15,K7	C11,K9	C6,K6	C6,K6
Accepted number in China(C)	J0,K0	J19,K3	J24,K2	J6,K5	J6,K5
Accepted number in Korea(K)	J0,C0	J12,C3	J27,C7	J6,C5	J6,C5

J=Japan, C=China, K=Korea AY2011-2013: Results, AY2014-2015 : Planned
Note: The number of students for educational exchanges is included in these figures

■ Student Mobility in Terms of Exchange Programs

○ Outbound

As a rule, graduate students are selected for the exchange program. They can choose a laboratory for their visit. Together with their research activities, they attend specialized courses at the universities they and receive credits. In 2013, 13 students were sent abroad.

○ Inbound

Foreign students are encouraged to visit Japanese Universities. In 2013 the total number of visiting students from China and Korea was 20.

■ Promotion of Student Mobility Environment

○ Summer Schools Promoting International Student Exchange

The students of Tohoku University are gaining invaluable experience of international activities by organizing the Summer Schools. They carry out all necessary arrangements, including inviting the overseas students, providing accommodation, directing the conference, etc.

○ Improvement of Education Environment

At both Nagoya and Tohoku Universities English classes are available, led by foreign teachers via the G30 Program. Wider international activities are promoted in terms of intensive internationalization, and international dormitories are provided for the visiting students.

■ Visualization of the Content of Education, Dissemination of the Outcomes

○ Direct Dissemination of Information via Home Page and Joint Symposia

The Campus Asia home page is periodically updated for the rapid and effective exchange of information. Such important events as the "Joint Symposia" and "educational research trips" are promoted on the home page. Materials prepared with the help of the visiting students from abroad help to extend the bounds of scientific cooperation and student exchange.

URL Campus Asia Home Page
Tohoku University Campus Asia Home Page

<http://campusasia.apchem.nagoya-u.ac.jp/wordpress/eng/>
<http://web.tohoku.ac.jp/project-chem/>

Participants of the Summer School (Aug. 2013, Tohoku University)



【Name of project】 (Adopted FY 2011) Type A-I CAMPUS Asia Pilot Program
“Program for Careers as Risk Management Experts in East Asia”

【Aims, Ideals of Global Human Resource on the project】

Kobe University Graduate School of International Cooperation Studies (GSICS), Fudan University School of International Relations and Public Affairs (SIRPA), and Korea University Graduate School of International Studies (GSIS) have formed a consortium that aims to develop risk management experts in East Asia through the world-class graduate school education offered at these three universities.

【Project summary】

- (1) Fostering technical knowledge and practical skills for risk management-related matters at times of not only natural disasters but also economic and social crises;
- (2) Building expertise in social sciences, including economics, political science, human resources, and development management, mainly related to Japan, China, and South Korea;
- (3) Imparting a level of communication skills sufficient to support policy implementation in English and the local language in addition to their own native language; and
- (4) Promoting understanding of different cultures; capability of working at a public institution, international organization, or NPO to analyze issues and situations at the time of crises; and abilities in global leadership in policy formulation and in decision making with courage and determination in the face of crises.

■ Forming a University Network with Quality Assurance

○ Agreeing on the mutual recognition of credits, the management of academic records, and the accreditation process: A method for calculating credits among the three universities and the basic principles for obtaining a master’s degree in one year were agreed upon at a steering committee and were established as specific bylaws in the student exchange agreement and the double-degree agreement. The future course of action and a foundation for faculty exchanges among the three participating universities have also been established.

Additionally, all double-degree students who were accepted in 2012 (four inbound and four outbound students) successfully obtained their master’s degree from their host university.



■ Program Content and Preparation



○ Organizing an international symposium: Joint international symposiums were held annually by the three universities in Shanghai on November 9, 2012, and in Seoul on November 1–2, 2013. The next symposium is planned to be held in Kobe in November 2014.

○ Frequent holding of risk management seminars: Experts in various field of risk management from international organizations such as the UN to NPOs working in Kobe were invited, and seminars were frequently organized at the GSICS, Kobe University (six seminars in 2012, five in 2013). This facilitates the development of professional networks and the sharing of research and practical results.

○ Researching and interacting with universities outside of the consortium: The activities of the other CAMPUS Asia consortiums’ programs were researched and referred through interaction with the participating universities such as Peking University and Seoul National University.

■ Student Mobility

○ Outbound (including three foreign national students) :
In 2013, Kobe University sent two double-degree students (one year) and two exchange students (half a year) to Fudan University, and two double-degree students (one year) and three exchange students (one for one year, two for half a year) to Korea University.

	2011	2012	2013	2014	2015
Accepted number in Japan	0	C3, K5	C5, K5	C8, K8	C8, K8
Accepted number in China	0	J3, K3	J4, K7	J8, K8	J8, K8
Accepted number in Korea	J1	J3, C3	J5, C6	J8, C8	J8, C8

○ Inbound : Since September 2013, Kobe University has accepted two double-degree students (one year) and three exchange students (half a year) from Fudan University and three double-degree students (one year) and two exchange students (half a year) from Korea University.

Note: FY 2011–2013, actual results; FY 2014–2015, planned.

■ Promotion of the Student Mobility Environment

○ Attentive support to students through the CAMPUS Asia Office: The CAMPUS Asia Office was launched with dedicated personnel who have education experience in China, South Korea, and the United States to provide multilingual academic and personal support to CAMPUS Asia students and potential candidates.

○ Development of a pre-education curriculum: The CAMPUS Asia office offered students pre-education programs, such as language training programs and seminars for research plan preparation. Its curriculum is designed each year based on the individual needs expressed by students.

○ Launching of risk management-related courses and the issuing of certificates: The GSICS of Kobe University launched new courses titled “Risk Management”, “Disaster Risk Reduction Strategy for Mega Earthquakes”, and “Disaster Management” as risk management-related courses to enhance the content of the educational program. In addition, the three universities issue a certificate in a common format as proof of program completion.

■ Visualization of Education Content and Dissemination of Results

○ Setting up an information sharing platform: The program’s brochure and newsletter were published in both English and Japanese. The program’s website (<http://www.edu.kobe-u.ac.jp/gsics-cp-asia/index.html>) was developed in four languages (Japanese, English, Chinese, and Korean) to serve as a platform for publishing and promoting results.

○ Evaluating the Kobe University’s CAMPUS Asia Program from a global perspective: The third meeting of the external evaluation committee was held in February 2014 to share the knowledge of globalization practices in higher education across the world. Also, the issues to consider about the future operation of the CAMPUS Asia Program in Kobe University were identified through feedback from evaluation committee members.

Re-Inventing Japan Project

Okayama University
CAMPUS Asia Pilot Program

【Name of project】(Adopted year: FY2011, Type A - I)

“Program for Core Human Resources Development: For the Achievement of the Common Good (*Bonum Commune*) and Re-evaluation of Classical Culture in East Asia”

【Aim of project, Ideals of Global Human Resource on the project】

The program aims to develop future leaders in various areas such as regional public service, medicine, environmental studies, energy, technology, business, and so on, who embody the intellectual understanding of shared Asian values, histories and cultures with broad international/regional perspectives

【Summary of project】

In order for the creation of a shared Asian value system and the human resource development such as regional officials, medical professionals, and business leaders, the program aims to establish a joint education system in East Asia.

■ Forming the University Network with Quality Assurance

○ Improving the Common Good Education & Human Resource Development

Three universities are working towards establishing a co-curriculum based on research activities. Cross-disciplinary education is in the process of being structured. Each university takes advantage of its strengths and areas of focus for the program.

○ Enhancing Partnership and Experimental Classroom

While sustaining unique characteristics of each university, development of a triangular partnership strengthens the system. Phronesis Education is the basis of the whole program. A multi-lingual workshop has been experimentally introduced.

○ Established Nano-biology Course Opened to Exchange Students Majoring in Natural Sciences

Programs have been made more inclusive to students majoring in natural sciences. Workshops for students majoring in natural sciences and the Nano-biology course for medical, dentistry, and pharmaceuticals students have been re-designed to expand more exchange programs of natural sciences among partnering universities.

〈Summer School 2013, group discussion〉



■ Contents of the Programs, Preparation for the Start of the Programs

〈Student Workshop in China & Korea 2013〉



○ Establishing an Education System for Global Liberal Arts in East Asia

Summer seminars, language seminars, China-Korea workshops, lectures on the Common Good, and the Nano-biology course have been re-structured into a whole educational system for global liberal arts in East Asia.

○ Experimental Classrooms Developing Phronesis Education

Student forums, Regional Conferences, the Midtown Campus, and China-Korea workshops have been offered as a trial of new educational methods such as multi-lingual workshops, in order to deal with common challenges in East Asia and to develop Phronesis Education.

○ Sustainable Development of the Program

Three universities are preparing for making the current program into a joint degree program and a joint graduate school. CA student association and CA alumni have been established for sustainable exchange.

■ Student-Mobility

○ Outbound (179 Japanese students in total)

Dispatched long-term: 30 students to Jilin University (China) and Sungkyunkwan University (Korea).

SV: 149 students to partnering universities.

○ Inbound (131 Chinese and Korean students in total)

Accepted Long-term: 30 students from Jilin university and Sungkyunkwan university.

SS: 101 students from partnering universities.

	2011	2012	2013	2014	2015
Accepted number in Japan	C0, K12	C6, K27	C37, K49	C24, K43	C34, K33
Accepted number in China	J14, K4	J34, K15	J36, K7	J37, K15	J37, K15
Accepted number in Korea	J5, C5	J47, C5	J43, C17	J32, C5	J32, C5

Note : FY2011-2013 results, FY2014 -2015 planned

■ Promotion of Student-Mobility Environment

○ Sending Japanese students to partnering universities

Language seminars for the pre-departure education, China-Korea workshops in order to let students interested in studying in China and Korea and to promote the long-term exchange program have been provided to students.

○ Receiving Chinese and Korean exchange students from partnering universities

The program has offered more classes as well as more support for receiving students and been re-structured into a whole educational system. Share-house project has begun in order to broaden student exchange in their everyday life.

■ Visualization of the Content of Education, Dissemination of the Outcomes

○ Transmission of information and dissemination of the results through various reports

The program activities have been regularly publicized on the website (<http://campus-asia.ccsv.okayama-u.ac.jp/en/>) and Facebook (<https://www.facebook.com/CAMPUSAsia.okayama>) as well as in various reports.



【Name of project】(Adopted year: FY2011, Type A — I)

Cooperational Graduate Education Program for the Development of Global Human Resources in Energy - Environmental Science and Technology

Energy-Environmental Science and Technology, Advanced School of International Alliance (EEST ASIA)

【Aim of project, Ideals of Global Human Resource on the project】

To foster scientists and Engineers in leadership positions with 1)highly specialized expertise and outstanding skills for research development, 2)deep knowledge and understanding of EEST field, 3)a good command of English and 4)global view in regional issues.

【Summary of project】

To cultivate new leaders participating actively in global field of EEST awarded Double Degrees under the cooperational Graduate Education Program by Shanghai Jiao Tong University(SJTU), Pusan National University(PNU), and Kyushu University(KU).

■ Construction of the framework of DD course with quality assurance

○ Establishment of EEST course and enrollment of DD students

Following the establishment of the EEST course at April 2012, the first grade students from PNU and SJTU were enrolled and those from KU were registered as EEST course students aiming Double Degree(DD). (The first DD students will be graduated at March, 2015)

○ Management and control of on-going program by PDCA committee

Both international and domestic PDCA meetings were occasionally held to manage and control the program. The detailed way for the final approval of DD is still under discussion.

○ External evaluation of the EEST program for improvement and quality assurance

External evaluation of the EEST program by International exchange planning committee of KU was carried out. The committee gave quite high mark and encouraged to continue the program.



〈Int'l PDCA meeting at SJTU〉

■ Contents of EEST course program

○ Students exchange and enrollment aiming DD

KU dispatched each 5 students to PNU and SJTU, while accepted 4 and 5 students from PNU and SJTU respectively. All exchange students were enrolled in two universities among three as a regular student aiming DD.



〈 Opening 2nd Summer school 〉

○ Summer School

KU hosted the 2nd Summer School for 10 days in the mid of Aug. Total of 91 students participated, including DD students, non DD students and 10 students invited from Asian countries to make the program more international. 3 credits and the Certificate of the completion were awarded to them.



〈Spring Seminar Filed trip to Nagasaki〉

○ CSS - EEST#15 (Autumn Seminar)

To enhance international students exchange, SJTU hosted CSS (Cross Straights Symposium) EEST #15 in Nov. Total of 138 graduate course students (KU49, PNU 68, SJTU 21) including 11 EEST course students attended and enjoyed presentations/discussions among them.

○ Spring Seminar

All DD course students met together at Spring Seminar hosted by KU to encourage their study and had supplemental lectures in the EEST course and enjoyed field trip to Nagasaki visiting the first shipyard of Japan and Atomic bomb museum.

	2011	2012	2013	2014	2015
Accepted number in Japan	C10,K10	C25,K41	C30,K46 Others 10	C27,K27 Others 5	C7,K7
Accepted number in China	0	J3,K3	J54,K71	J7,K7	J7,K7
Accepted number in Korea	0	J24,C13	J5,C2	J7,C7	C25,J37

■ Promotion of Student-Mobility Environment

○ Promotion and Encouragement

- All students belonging to EEST course will be awarded the certificate of "Completion of the EEST course" signed by three representatives of KU, PNU and SJTU. Special care and a recommendation letter were given for their Job hunting.
- Some orientations for dispatching/accepting students were held to ensure their academic achievement.
- In cooperation with Short Stay(SS) program, KU invited each 2 students from Bangladesh, India, Indonesia, Malaysia and Thai to the Summer School. The SVSS program will be further used in 2014 to make this program more expanded.

○ Students care system in KU

Three teaching staff (one Prof. and two Assoc. Profs) and three administrative staff specialized to CAMPUS Asia are always supporting EEST course students, responding to their requests, and encouraging their studies.

■ Public information (Content of Education, Dissemination of the Outcomes)

○ Publicity Activities

- In addition to posting program contents on our websites such as Homepage and Facebook, a series of annual report of FY2013 was published.
- The joint symposium with other programs in KU supported by MEXT was held to promote the networking.

Note : FY2011-2013 results, FY2014 -2015 planned

【Name of project】 (Adopted year: FY2011, Type A-I)
Plan for a Joint Campus representing Korea, China and Japan which will foster leaders in East Asian humanities for the next generation.

【Aim of project, Ideals of Global Human Resource on the project】
The program is designed to nurture East Asian leaders for the next generation who have insight into regional issues, knowledge of humanities, and a good command of three languages: Korean, Chinese and Japanese.

【Summary of project】
With the network established with Guangdong University of Foreign Studies (Guangzhou, China, hereinafter referred to as “GDUFS”) and Dongseo University (Busan, Korea, hereinafter referred to as “DSU”) in 2003, the three universities select pilot students from each country and jointly run a 4-year curriculum with a campus mobility system as the core of the program.

■ Forming a University Network with Quality Assurance

○ Tri-nation joint university faculty meeting

The three universities jointly hold faculty meetings to discuss the operation of the campus mobility system, the core of the program, as well as the course policy, and the internship. (Held three times: Jul. 2013 in Ritsumeikan University (RU), Sep. 2013 in DSU, Feb. 2014 in GDUFS)

(Joint faculty meeting held at GDUFS)



○ Working-level meetings using remote system

On-site staff members at each university conduct meetings with the use of a remote system in preparation for the Tri-nation joint university faculty meetings. (Held five times: Apr. May, Jul. Sep. and Oct. 2013)

○ Questionnaire to assess academic achievement

In February of 2013 and February of 2014, questionnaires to assess academic achievement were given to students using the joint online management system. We also interviewed students to see if they had any problems on the program. The comments and requests from the students were shared among faculty and staff and are being reflected in the management of the program.

■ Contents of the Programs, Preparation for the Start of the Programs

(Visits to historical and cultural places)



○ Joint-campus program

In 2013, the program was held at GDUFS (Feb. – Apr.), at RU (May – Jul.), and at DSU (Sep. – Nov.). The program will take place according to the same schedule in 2014. It offers language courses, seminars and specialized courses on culture, history and other topics at each university. The participating students visited Zili Village in China, areas affected by the Great East Japan Earthquake, and Cheongsando Island in Korea.

○ Career development program

Through providing the opportunity to learn about Ritsumeikan graduate school, hear about the customs and strategies of Japanese companies. Attending corporate tours and academic conferences, the program provides participants with useful experiences to reflect upon when considering their careers. A business etiquette seminar was held in May and a lecture by a corporate executive took place in June. There are plans for a company tour and internship-style experience.

■ Student-Mobility

○ Outbound

In 2013, RU sent 10 students to each of DSU and GDUFS in the Joint-Campus Program, and sent 11 students to GDUFS as part of the “Japan-Korea-China Joint Course – Spring Seminar” in February 2014. RU sent 12 students to Seoul and Busan in Korea in September 2013 and 23 students to Guangzhou, Shenzhen and Hong Kong in China in March 2014 as part of the “East Asia Field Study Program (short stay)” for first- and second-year students of the College of Letters.

○ Inbound

In 2013, RU received 16 students from GDUFS and 15 students from DSU as part of the “Japan-Korea-China Joint Course – Summer Seminar”. In May 2013, RU received 10 pilot students each from the two universities during the second semester as part of the “Joint-Campus Program”.

	2011	2012	2013	2014	2015
Accepted number in Japan		C40, K34	C26, K25	C35, K30	C30, K25
Accepted number in China	K20, J16	K25, J29	K22, J44	K10, J10	K25, J25
Accepted number in Korea		J41, C33	J22, C10	J30, C35	J5, C5

Note : FY2011-2013 results, FY2014 -2015 planned

■ Promotion of Student-Mobility Environment

○ Shared accommodation and language cafe

RU provided shared housing (2 buildings). Through sharing living spaces – kitchen, study room, etc. – and helping each other not only in studies but in daily life too the students from China, Korea, and Japan enhanced their mutual understanding. The housing was located in the heart of the cultural center that is Kyoto, giving students from China and Korea the opportunity to learn about and understand the society and culture of Japan. Holding “Language Cafe” and language exchange at CAMPUS Asia Cafe daily also helped improve linguistic abilities and promoted interaction with international students at RU.

(Living with students at shared housing)



■ Visualization of the Content of Education, Dissemination of the Outcomes

○ Development of joint classes and media coverage

The course with content most in line with the objective of the program – to develop the next-generation of leaders for East Asia – the year-round course covering the history of the three countries, where students are taught in the language of each country, has received a lot of media coverage.

Contact information of 'CAMPUS Asia' program providers in Japan

As of end of October 2014

The University of Tokyo

Beijing-Seoul-Tokyo Dual Degree Master's Program on International and Public Policy Studies (BESETO DDMP)

International Planning Group, International Affairs Department

■ E-mail: intpl-a@ml.adm.u-tokyo.ac.jp

■ Tel: +81 (0)3 5841 2094 ■ Fax: +81 (0)3 5689 7344

<http://www.pp.u-tokyo.ac.jp/campusasia/en/index.html>

Tokyo Institute of Technology

TKT CAMPUS Asia Consortium

Exchange Project Group, International Student Exchange Division, International Affairs Department

■ E-mail: ryu.jig@jim.titech.ac.jp

■ Tel: +81 (0)3 5734 2984 ■ Fax: +81 (0)3 5734 3677

<http://www.ipo.titech.ac.jp/campusasia/index.html>

Hitotsubashi University

Asia Business Leaders Program (ABLP)

International Affairs Office

■ E-mail: int-gj.g@dm.hit-u.ac.jp

■ Tel: +81 (0)42 580 8765 ■ Fax: +81 (0)42 580 8922

<http://www.best-alliance.org/>

National Graduate Institute for Policy Studies (GRIPS)

Northeast Asian Consortium for Policy Studies

Academic and Student Affairs Division

■ E-mail: campusasia@grips.ac.jp

■ Tel: +81 (0)3 6439 6038 ■ Fax: +81 (0)3 6439 6040

<http://www.grips.ac.jp/campusasia/en/>

Nagoya University

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

International Planning Division, International Affairs Department

■ E-mail: intl@adm.nagoya-u.ac.jp

■ Tel: +81 (0)52 788 6122 ■ Fax: +81 (0)52 789 2045

<http://www.law.nagoya-u.ac.jp/project/en/index.html>

Nagoya University, Tohoku University**A Cooperative Asian Education Gateway for a Sustainable Society: Expanding the Frontiers in Science and Technology of Chemistry and Material**

International Planning Division, International Affairs Department

■ E-mail: intl@adm.nagoya-u.ac.jp

■ Tel: +81 (0)52 788 6122 ■ Fax: +81 (0)52 789 2045

<http://campusasia.apchem.nagoya-u.ac.jp/wordpress/eng/>

Kobe University**Program for Careers on Risk Management Experts in East Asia**

International Affairs Department, International Affairs Planning Division

■ E-mail: intl-plan@office.kobe-u.ac.jp

■ Tel: +81 (0)78 803 5043 ■ Fax: +81 (0)78 803 5049

<http://www.edu.kobe-u.ac.jp/gsics-cp-asia/en/index.html>

Okayama University**Program for Core Human Resources Development: For the Achievement of the Common Good and a Re-evaluation of Classical Culture in East Asia**

CAMPUS Asia Promotion Office, Center for Global Partnerships and Education

■ E-mail: campus.asia@cc.okayama-u.ac.jp

■ Tel: +81 (0)86 251 8532 ■ Fax: +81 (0)86 252 5022

<http://campus-asia.ccsv.okayama-u.ac.jp/en/>

Kyushu University**Cooperational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science and Technology**

International Exchange Section, International Affairs Division, International Affairs Department

■ E-mail: intlkkoryu2@jimu.kyushu-u.ac.jp

■ Tel: +81 (0)92 642 7354 ■ Fax: +81 (0)92 642 4242

<http://www.tj.kyushu-u.ac.jp/campus-asia/en/>

Ritsumeikan University**Plan for a Joint Campus representing Korea, China and Japan which will foster leaders in East Asian humanities for the next generation**

College of Letters, Office of Campus Asia Program

■ E-mail: ca-staff@st.ritsumeai.ac.jp

■ Tel: +81 (0)75 465 8187 ■ Fax: +81 (0)75 465 8188

<http://www.ritsumeai.ac.jp/campusasia/english/>

Composition of the 'CAMPUS Asia' Monitoring Committee and Subcommittees

As of January 2014

'CAMPUS Asia' Monitoring Committee

(◎ Chairperson, ○ Vice chairperson)

Committee:

- | | |
|--------------------|---|
| ◎ SATOW Toyoshi | Chancellor, J.F.Oberlin University and Affiliated Schools |
| TANAKA Akihiko | President, Japan International Cooperation Agency (JICA) |
| NAKASHIMA Hideyuki | President, Future University Hakodate |
| NINOMIYA Akira | President, Hijiyama University & Hijiyama University Junior College |
| HIRANO Shin-ichi | Chair Professor and Director of Hirano Institute for Materials Innovation at Shanghai Jiao Tong University, Emeritus Professor of Nagoya University |
| MUTA Hiromitsu | Executive Board Member, International Development Center of Japan |
| ○ OKAMOTO Kazuo | Vice-President, National Institution for Academic Degrees and University Evaluation (NIAD-UE) |
| HAYASHI Takayuki | Associate Professor, National Institution for Academic Degrees and University Evaluation (NIAD-UE) |

Representatives of the monitored program providers:

- | | |
|------------------|---|
| TAGUCHI Masahiro | Professor, Graduate School of Humanities and Social Sciences, Okayama University |
| HIROSE Ayano | Adjunct Assistant Professor, International Business Strategy, Hitotsubashi University |

‘CAMPUS Asia’ Monitoring Subcommittees (Subcommittee A&B) (◎ Chairperson, ○ Vice chairperson)

OSHIMA Nao	Administrative Manager, Academic Office, Division of Academic Affairs, Ritsumeikan Asia Pacific University
○ OBI Shinnosuke	Professor, Department of Mechanical Engineering, Keio University
KATAYAMA Eiji	Senior Consultant, Regional Financial Institutional and Public Sector Clients Consulting Dept., Nomura Securities Co.,Ltd.
KARIMA Fumitoshi	Professor of Cultural Studies, Chinese Language & Literature Dept. of Cultural Representations, Graduate School of Arts and Sciences, The University of Tokyo
KISHIMOTO Kikuo	Dean, Graduate School of Science and Engineering/Dean, School of Engineering, Tokyo Institute of Technology
SUZUKI Michiko	Executive Director, Student Exchange Department, Japan Student Services Organization (JASSO)
○ TAKENAKA Toru	Professor, Graduate School of Letters, Osaka University
◎ NAKASHIMA Hideyuki	President, Future University Hakodate
NINOMIYA Akira	President, Hijiyama University & Hijiyama University Junior College
◎ MUTA Hiromitsu	Executive Board Member, International Development Center of Japan
YAMASHITA Hitoshi	Principal Research Manager, Benesse Educational Research and Development Center, Benesse Corporation

Subcommittee Coordinators:

OKAMOTO Kazuo	Vice-President, National Institution for Academic Degrees and University Evaluation (NIAD-UE)
HAYASHI Takayuki	Associate Professor, National Institution for Academic Degrees and University Evaluation (NIAD-UE)

List of 'CAMPUS Asia' Monitoring publications

As of end of October 2014

- *Handbook for 'CAMPUS Asia' Monitoring -Criteria and Method of the 1st Monitoring in Japan-*, National Institution for Academic Degrees and University Evaluation, March 2013. (Japanese and English version)
- 『「キャンパス・アジア」日中韓三国における質保証の取組みー日本における1次モニタリングの報告書ー』大学評価・学位授与機構「キャンパス・アジア」モニタリング委員会（2014年3月）(This is a full report of the 1st CAMPUS Asia monitoring in Japan (report in Japanese language published by NIAD-UE in March 2014).)
- *'CAMPUS Asia' Monitoring on Quality Assurance -Collaboration among Japan, China, and Korea- Overview of the First Monitoring in Japan*, National Institution for Academic Degrees and University Evaluation, March 2014. (English summary of the Japan's 1st CAMPUS Asia monitoring report)

NIAD-UE has launched 'CAMPUS Asia' Monitoring website in Japanese and English. All documents above can be downloaded from this website.

- http://www.niad.ac.jp/n_kokusai/campusasia/ (Japanese)
- <http://www.niad.ac.jp/english/campusasia/> (English)

'CAMPUS Asia' Programs in Light of Quality Assurance:

A Collection of Good Practices

'CAMPUS Asia' Monitoring Committee
National Institution for Academic Degrees and University Evaluation

1-29-1 Gakuen-nishimachi, Kodaira, Tokyo 187-8587 Japan

<http://www.niad.ac.jp>