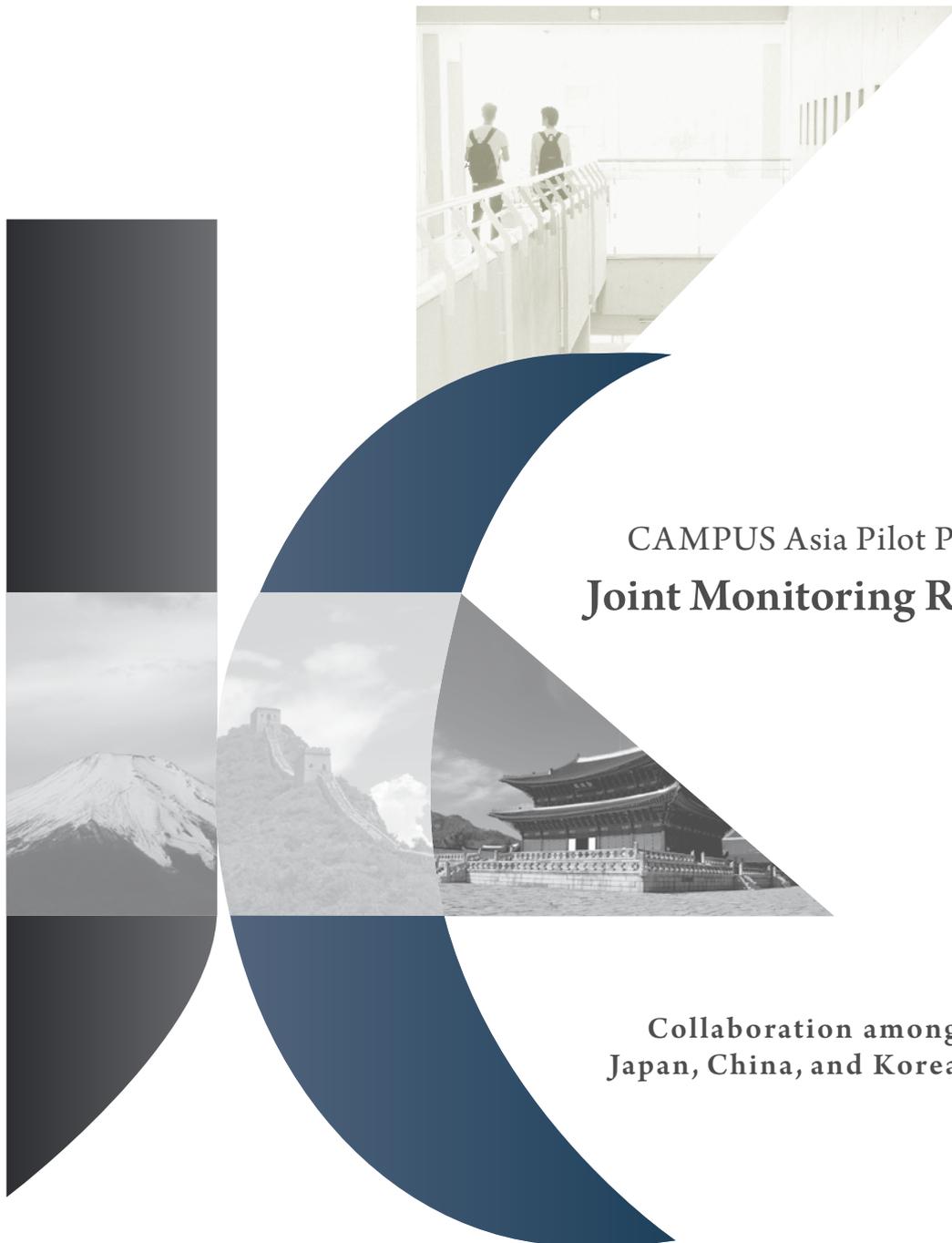


# Useful Tips on How to Design an International Cooperative Academic Program



## CAMPUS Asia Pilot Program Joint Monitoring Report

Collaboration among  
Japan, China, and Korea

October 2016

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National Institution for Academic Degrees and Quality Enhancement of Higher Education(NIAD-QE)

Higher Education Evaluation Center of the Ministry of Education(HEEC)

Korean Council for University Education(KCUE)



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## Preface

CAMPUS Asia is a program launched based on a trilateral summit agreement among China, Japan, and Korea designed to carve out a better future for Asia. The program's objective is to promote exchange and cooperation with quality assurance among universities in China, Japan, and Korea, create a sense of community in terms of history and culture in Northeast Asia and nurture in future leaders a vision of regional peace and coexistence through tri-national education exchanges. Leaders of China, Japan, and Korea agreed to introduce CAMPUS Asia pilot programs in 2010, and 10 consortiums to join the program were selected in October 2011.

The three quality assurance agencies, i.e., Higher Education Evaluation Center of the Ministry of Education (HEEC) in China, National Institution for Academic Degrees and University Evaluation (NIAD-UE) (currently National Institution for Academic Degrees and Quality Enhancement of Higher Education) in Japan, and Korean Council for University Education (KCUE) in Korea, conducted monitoring activities two times on the ten CAMPUS Asia pilot programs.

The first monitoring was conducted in 2013. It helped to identify and share good practices, and it set the stage for further development. It revealed that some consortiums had already built a systematic infrastructure for student and faculty exchanges, including establishment of double degree programs. Others trailing behind were also confirmed to have raised their understanding on mutual systems and built confidence in each other's education quality through academic exchanges and short-term student exchange programs.

The first monitoring results obtained in each country were collected and shared at the 5th Meeting of the China-Japan-Korea Committee for Promoting Exchange and Cooperation among Universities. At the meeting, an agreement was made to conduct a second monitoring in 2015 when the pilot program comes to an end. The objectives of this paper are to perform an overall stock-taking on the CAMPUS Asia program in the participating institutions and to share exemplary cases identified so far based on the first and second monitoring outcomes.

The identified exemplary cases include each program's establishment of an effective operational structure with a joint academic board and working group in place, which enables close cooperation among the participating universities. Various kinds of student support systems that facilitate inbound and outbound students' studying and living abroad were also confirmed in all of the programs. Initiatives for curriculum integration such as the development of a joint curriculum and common textbooks were conducted in some programs.

In the monitoring process, students from China, Japan, and Korea that took part in the CAMPUS Asia program were interviewed and it is encouraging to learn that their feedback on the effectiveness of CAMPUS Asia was consistently rated high irrespective of their nationalities. Such feedback was collected both from the first as well as the second monitoring. This finding is meaningful since it was relevant across the board, regardless of the program efficacy of each partner institution assessed by the education authorities, implementing organizations, and QA agencies. In other words, it is safe to say that participating students viewed CAMPUS Asia very satisfactorily regardless of the consortium type.

The students answered that CAMPUS Asia exposed them to "close yet unfamiliar" neighboring countries and their education systems, academic traditions, and classroom environments. Also, they commented that their experience during their stay helped them obtain basic information about partner countries and their peoples as well as gain deeper insight into their histories and cultures. All in all, the students acknowledged that CAMPUS Asia offered them a valuable opportunity to discard baseless negative beliefs fed by some media and to gain a new perspective. In many cases, local students accepted foreign students as more than just visitors in exchange but rather as lifelong friends. Such a result may not be evident looking at indexes but it is the most compelling achievement of CAMPUS Asia.

CAMPUS Asia also helped program-level exchanges to begin in earnest among top-notch universities in China, Japan, and Korea based on government support. The CAMPUS Asia program, in particular, is meaningful as it provides an opportunity for universities to reinforce their global competencies by developing joint curriculums, joint/double degree programs, credit transfer system, internship programs, etc.

If CAMPUS Asia gains further momentum following the launch of full-fledged programs in fall 2016 and those programs are implemented as planned, then such relationships can be further deepened so that in the mid-to long-term we can establish a network of future leaders that could lead China, Japan, and Korea. Such a feat could serve as a turning point that transforms the political, economic, and social landscape of Northeast Asia through a paradigm shift from conflict and competition to cooperation and mutual prosperity. This is a clear testament to the significance of CAMPUS Asia in the trilateral relations of China, Japan, and Korea.

*CAMPUS Asia Joint Monitoring Committee members*



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# Contents

<b>1. Japan-China-Korea Quality Assurance Initiative for CAMPUS Asia.....</b>	<b>6</b>
Purpose of the Joint Monitoring Report.....	7
CAMPUS Asia initiative .....	7
CAMPUS Asia pilot program.....	7
CAMPUS Asia monitoring - Quality assurance initiative - .....	8
Next stage of the CAMPUS Asia initiative .....	10
<b>2. Overview of good practices in international cooperative academic programs obtained through the CAMPUS Asia monitoring .....</b>	<b>12</b>
Overview of good practices in international cooperative academic programs obtained through the CAMPUS Asia monitoring.....	13
<b>3. Good practices by criterion obtained through the CAMPUS Asia monitoring .....</b>	<b>20</b>
Layout of this Chapter.....	21
Criterion 1. Objectives and Implementation	
1-1. Achievement of Objectives.....	22
Criterion 1. Objectives and Implementation	
1-2. Organization and Administration .....	25
Criterion 2. Collaborative Development of Academic Program	
2-1. Curriculum Integration.....	29
Criterion 2. Collaborative Development of Academic Program	
2-2. Academic Staff and Teaching.....	33
Criterion 3. Student Support	
3-1. Students Admission.....	34
Criterion 3. Student Support	
3-2. Support for Learning and Living .....	35
Criterion 4. Added-value of the Collaborative Program (Outcomes)	
4-1. Student Satisfaction.....	40
Criterion 4. Added-value of the Collaborative Program (Outcomes)	
4-2. Credit Transfer and Degree Awarding.....	43
Criterion 5. Internal Quality Assurance	
5-1/5-2. Self-assessment/ Continuous Quality Improvement.....	47
<b>4. Appendix .....</b>	<b>50</b>
List of Joint Monitoring Committee /Joint Monitoring Panel Members and Advisors .....	51
Viewpoints for Identifying Good Practices .....	52

# 1. Japan-China-Korea Quality Assurance Initiative for CAMPUS Asia



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# 1. Japan-China-Korea Quality Assurance Initiative for CAMPUS Asia

## Purpose of the Joint Monitoring Report

This is the final report on monitoring, a sort of quality assurance initiative, that three quality assurance agencies in Japan, China, and Korea jointly designed and conducted over a five-year period (2011-2015) for the CAMPUS Asia pilot programs that were selected by the governments of the three countries to promote student exchange and the establishment of joint/double degree programs, etc., among universities in the three countries.

The three quality assurance agencies, i.e., NIAD-UE in Japan, HEEC in China, and KCUE in Korea, conducted monitoring activities twice on the ten CAMPUS Asia pilot programs, which are international cooperative academic programs, once in 2013 and once in 2015. The three agencies conducted the first monitoring separately on all the universities in their own country and conducted the second monitoring jointly for all participating universities from the three countries on a program-base (see the following pages for details).

Good practices obtained through the monitoring are arranged by ten criteria in this report, including the practices that were carried out by the three countries' universities as they collaboratively designed programs, recruited students, and struggled to run and improve the program by trial and error. While some initiatives are conducted individually by a single university, most initiatives are jointly designed or conducted by all participating universities from the three countries, overcoming the different systems, languages, and cultures. In addition to good practices, this report also includes hopes for further initiatives.

We hope that this report will contribute to further development of the CAMPUS Asia programs. Furthermore, it is also hoped that this report will offer useful tips to other universities that are currently making efforts or planning to conduct cooperative academic programs with foreign universities.

Note that we do not intend to recommend following the good practices and examples given in this report when designing and running an international cooperative academic program without considering the characteristics and background of each university. Also, we do not intend to indicate that doing the same good practices will lead to good results in evaluation or monitoring. It is our hope that universities or consortiums will make use of this report to find hints to foster the kind of human resources articulated in their respective goals and to obtain the learning outcomes intended for students. For that purpose, this report will be disseminated to persons involved in higher education around the world, including those in Japan, China, Korea, and other Asian countries.

In some instances, two or more programs implemented the same good practices introduced in this report. In those cases, one or two examples were chosen among them and presented in this report.

## CAMPUS Asia initiative

CAMPUS Asia is a government-led joint initiative with the aim of promoting exchange and cooperation with quality assurance among universities in Japan, China, and Korea. CAMPUS Asia stands for "Collective Action for Mobility Program of University Students in Asia."

The CAMPUS Asia initiative can be traced to a proposal for high-quality inter-university exchange made at the second Japan-China-Korea Trilateral Summit held in Beijing, China in October 2009. In response to this proposal, the Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities launched in April 2010, and discussed the concept of CAMPUS Asia.

## CAMPUS Asia pilot program

The CAMPUS Asia initiative inaugurated a trilateral exchange program on a pilot basis (2011-2015), launching ten exchange programs among Japan, China, and Korea, which are shown on the following page, in 2011 through joint screening by the three countries. The International cooperative academic programs finally started toward the promotion of student exchange, mutual recognition of credits, establishment of multiple degree programs, etc., at the consortiums consisting of universities in the three countries.

## List of pilot programs under the CAMPUS Asia initiative

Program name/abbreviation	Consortiums		
	Japan	China	Korea
Beijing-Seoul-Tokyo Dual Degree Master's Program on International and Public Policy Studies (BESETO DDMP) / <b>BESETO</b>	The University of Tokyo	Peking University	Seoul National University
TKT CAMPUS Asia Consortium / <b>TKT</b>	Tokyo Institute of Technology	Tsinghua University	KAIST
Asia Business Leaders Program (ABLP) / <b>ABL</b>	Hitotsubashi University	Peking University	Seoul National University
Northeast Asian Consortium for Policy Studies / <b>Policy Studies</b>	National Graduate Institute for Policy Studies (GRIPS)	Tsinghua University	KDI School of Public Policy and Management (KDI School)
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 / <b>Jus Commune</b>	Nagoya University	Renmin University of China Tsinghua University Shanghai Jiao Tong University	Sungkyunkwan University Seoul National University
A Cooperative Asian Education Gateway for a Sustainable Society: Expanding the Frontiers in Science and Technology of Chemistry and Materials / <b>Chemistry and Materials</b>	Nagoya University Tohoku University	Nanjing University Shanghai Jiao Tong University	POSTECH Seoul National University
Program for Careers on Risk Management Experts in East Asia / <b>Risk Management</b>	Kobe University	Fudan University	Korea University
Program for Core Human Resources Development: For the Achievement of the Common Good and a Re-evaluation of Classical Culture in East Asia / <b>Common Good</b>	Okayama University	Jilin University	Sungkyunkwan University
Cooperational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science and Technology / <b>EEST</b>	Kyushu University	Shanghai Jiao Tong University	Pusan National University
Plan for a Joint Campus representing Korea, China and Japan which will foster leaders in East Asian humanities for the next generation / <b>Joint Campus</b>	Ritsumeikan University	Guangdong University of Foreign Studies	Dongseo University

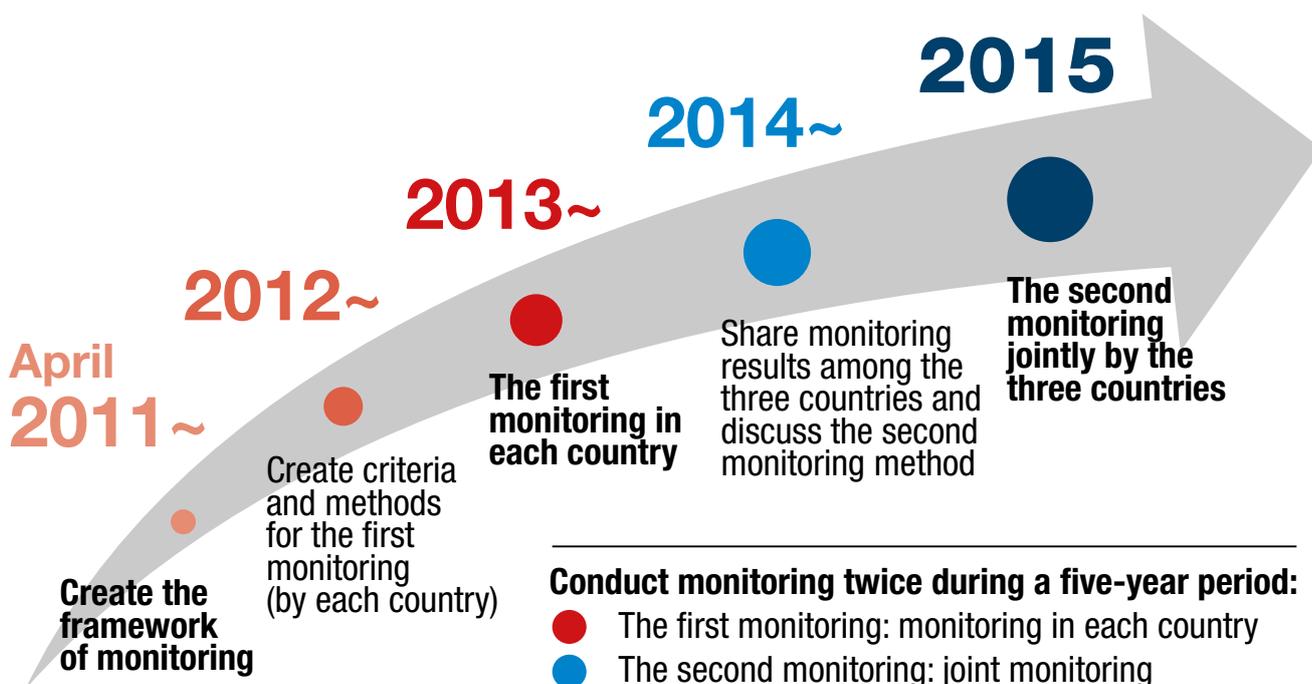
## CAMPUS Asia monitoring - Quality assurance initiative -

The Japan-China-Korea Quality Assurance Council, launched in March 2010 by quality assurance agencies in Japan, China, and Korea (NIAD-UE of Japan, HEEC of China, and KCUE of Korea), agreed to carry out quality monitoring for CAMPUS Asia pilot programs. This is a joint initiative to support CAMPUS Asia through quality assurance.

The Quality Assurance Council decided to conduct monitoring activities for pilot programs twice in the 5-year period. The first monitoring was conducted in 2013, when the three agencies independently monitored the programs in accordance with each country's legislation and quality assurance requirements and method. The second monitoring in 2015 was, in contrast, jointly conducted by the three agencies with common criteria and procedures.

The aims of this monitoring are to identify good practices in the CAMPUS Asia pilot programs from the perspective of the quality of education through document studies of self-assessment reports and site-visits, and to widely disseminate them throughout the higher education community in Japan, China, Korea, and other countries.

Good practices were identified with a focus on cooperation as a consortium and added-value obtained in an international cooperative program, etc. In the second monitoring we also focused on progress since the first monitoring and sustainability after completion of the pilot program.



Five-year schedule for the monitoring

### Implementation Structure for the Second Monitoring

At the time of the second monitoring, a CAMPUS Asia Joint Monitoring Committee (hereinafter referred to as “Joint Monitoring Committee”) and CAMPUS Asia Joint Monitoring Panel (hereinafter referred to as “Joint Monitoring Panel”) made up of Japanese, Chinese, and Korean academics and experts with knowledge in the internationalization of higher education and joint programs as well as representatives of quality assurance agencies were established.

The Joint Monitoring Committee decided important matters for the monitoring and finalized the joint monitoring report. The Joint Monitoring Panel members carried out document studies of the self-assessment reports submitted by the consortiums, conducted site visits, and produced monitoring reports.

### Joint Criteria for the Second Monitoring

The joint criteria for the second monitoring consists of five criteria plus ten sub-criteria (two for each criterion), established after comparing and analyzing each country’s criteria for the first monitoring and discussing them in the Council. While the first monitoring criteria established by each country were taken as the foundation, for further development, a greater focus was placed on the cooperation among the participating universities and the added-value obtained from cooperative academic programs with foreign universities.

Criteria	Sub-criteria
1. Objectives and Implementation	1.1. Achievement of Objectives
	1.2. Organization and Administration
2. Collaborative Development of Academic Program	2.1. Curriculum Integration
	2.2. Academic Staff and Teaching
3. Student Support	3.1. Students Admission
	3.2. Support for Learning and Living
4. Added-value of the Collaborative Program (Outcomes)	4.1. Student Satisfaction
	4.2. Credit Transfer and Degree Awarding
5. Internal Quality Assurance	5.1. Self-assessment
	5.2. Continuous Quality Improvement

Joint Criteria for the second monitoring

## Process for the Second Monitoring

The process for the second monitoring is shown in the following table.

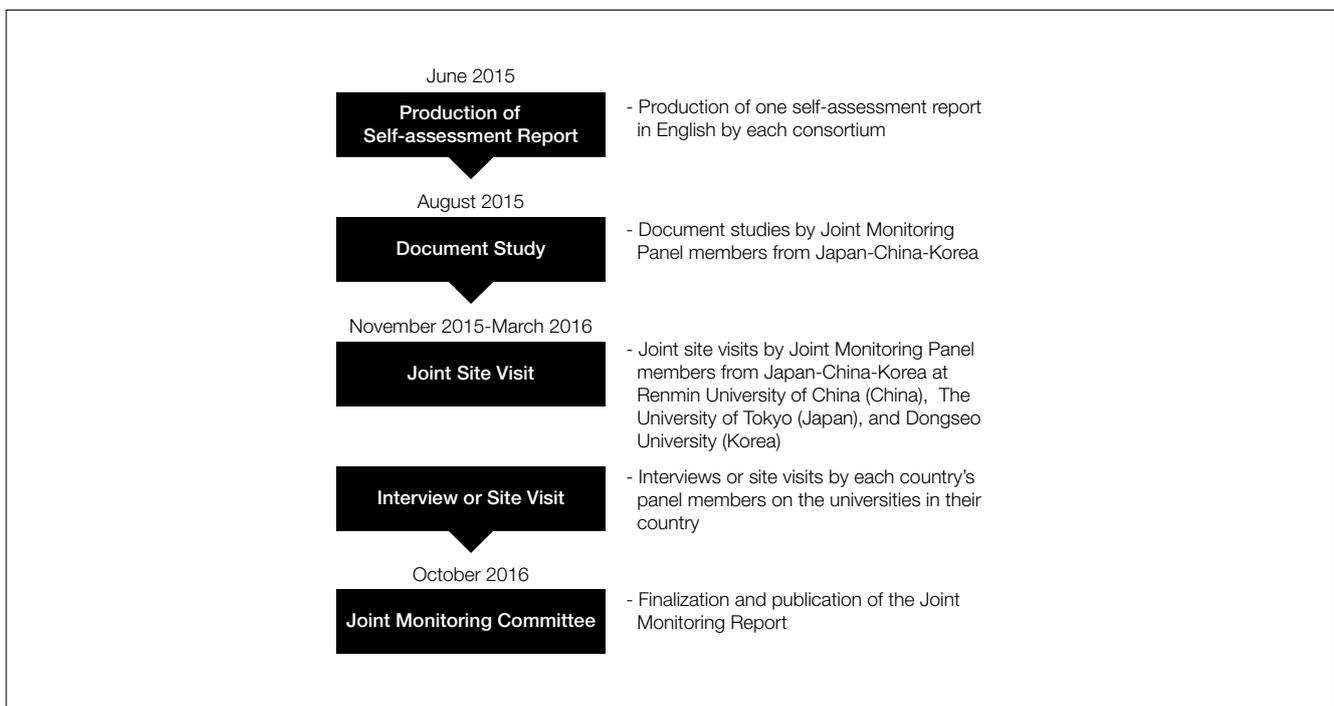
First, the ten consortiums were asked to produce self-assessment reports. Each consortium was asked to write one self-assessment report in English, with sufficient coordination among the Japanese, Chinese, and Korean universities participating, in light of the joint monitoring criteria. Panel members from the three countries carried out document studies of the self-assessment reports submitted.

Following the document studies, joint site visits by Japanese, Chinese, and Korean panel members were conducted on three of the ten consortiums. Events at which representatives from the universities in all three countries would gather together were used to set the timing for site visits. Moreover, as the joint site visits were conducted for one consortium in each of the three countries, the panel members carried them out in all three countries. With respect to the remaining seven consortiums, site visits or interviews were conducted at the universities of each country and the results were shared among the panel members in all three countries.

Subsequently, good practices and issues identified in the monitoring of each consortium were collected, and a joint monitoring report was drafted, including the results of the first monitoring conducted separately in each country in 2013.

The draft joint monitoring report was ultimately approved and the monitoring results were finalized by the Japan-China-Korea Joint Monitoring Committee.

Each consortium received a report of its own monitoring which had been created in the course of producing the joint monitoring report. It was provided in a non-disclosed form so that the consortiums can be put to use in the future implementation of international cooperative academic programs.



Timeline of CAMPUS Asia second monitoring

## Next stage of the CAMPUS Asia initiative

At the First Trilateral Education Ministers' Meeting held in Seoul, Korea, in January 2016, the Ministers of Education from Japan, China, and Korea expressed their intention to increase financial support for the CAMPUS Asia program, which became a full-fledged program in fall 2016 following termination of the pilot period in 2015. Hoping to see the expansion of the CAMPUS Asia program all the way across the Asian region as a long-term objective, they decided to further discuss its feasibility.



## 2. Overview of good practices in international cooperative academic programs obtained through the CAMPUS Asia monitoring



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## 2. Overview of good practices in international cooperative academic programs obtained through the CAMPUS Asia monitoring

### Objectives for international cooperative academic program

Successful implementation of a cooperative academic program with foreign universities requires the clear establishment of program goals, including the necessity of international cooperation and a vision of the human resources it intends to develop. It is also important for all members of the program to have a shared recognition of those goals and to coordinate them with an international strategy of one's own university. Furthermore, in order to establish and implement a new program, it is important to set short- to medium-term goals and targets approximately every five years, in addition to long-term ones, and to carry out a carefully formulated plan toward their achievement.

Many of the programs that we monitored had established original program goals that bring together the features and strengths of the participating universities. It was also found that these goals, shared through articulation in written agreements and memorandums of understanding and in periodic meetings among the participating universities, functioned as guidelines for program operation. Also, each program carefully formulated a plan and internally cooperated so as to achieve its goals and targets within the specified timeframe.

Below are examples of good practices related to objectives for international cooperative academic program identified through the monitoring of the CAMPUS Asia pilot programs.

### Good Practices

- I. Joint establishment of original program goals and basic framework
- II. Specification of desired knowledge, skills, and attitude
- III. Sharing of program goals with participating universities, faculty, staff and students
  - III-i. Sharing of program goals through agreements and memorandums of understanding
  - III-ii. Sharing of program goals through regular meetings among the participating universities
  - III-iii. Sharing of program goals among faculty, staff, and students
- IV. Coordination of goals with a university-wide international strategy
- V. Cooperation among the participating universities toward goal and target achievement

See page 22 for details on the good practices identified in each program under the related criterion (1-1: Achievement of Objectives).

### Organization and administration for international cooperative academic program

Having an appropriately established and functioning program implementation structure is essential to achieve the goals of an international cooperative academic program. It is especially important for the participating universities to thoroughly discuss and specify in writing, such as an agreement, a basic policy including the program's governing structure, responsibilities to students, and the sharing of financial roles. It is also necessary for smooth program operation to have established a system of cooperation with other departments within one's own university. Additionally, the development of tools that enable the routine sharing of information among all the participating universities is important as well as discussion about the management of intellectual property to build trust with foreign universities and to carry out exchanges smoothly.

Each program in the CAMPUS Asia holds periodic meetings, such as steering committee meeting, at which the participating universities get together to share issues and know-how with each other and to review the method of program implementation and related issues. It was also found that a variety of styles are used to conduct meetings effectively.

Below are examples of good practices related to organization and administration for international cooperative academic program identified through the monitoring of the CAMPUS Asia pilot programs.

## Good Practices

- I. Organization designated in an agreement or guidelines
- II. Establishment of an effective operational structure
- III. Effective meetings among participating universities
- IV. Implementation system enabling frequent exchanges among the participating universities
  - IV-i. Routine sharing of information and liaison coordination through the use of diverse tools
  - IV-ii. Arrangements enabling all participating universities to refer to program information
- V. Organization and staff cooperation with other departments in the university
  - V-i. Establishment of a university-wide support and cooperation system
  - V-ii. Enhancement of lectures through cooperation with other departments in the university
- VI. Management of intellectual property and material transfer

See page 25 for details on the good practices identified in each program under the related criterion (1-2: Organization and administration).

## Curriculum integration

In curriculum design, it is important to create added-value as an international cooperative academic program by bringing together the features and strengths of each participating university and to have coherence among individual courses provided by the participating universities as a single program. Scrupulous discussion among the participating universities at the stage of program design and in a regular review after program commencement is also needed. At the same time, provision of student-centered teaching as well as good educational methods, stretching from before student acceptance/departure to after return to the home university, must be devised in order to bring about learning outcomes from student exchange more effectively.

Examples seen in the pilot programs included universities in all three countries jointly establishing a four-year curriculum and the provision of hands-on courses together with local governments and persons involved in the corporate world. Moreover, each program has implemented initiatives to deepen students' cross-cultural understanding by providing courses in the local language and opportunities for cultural experiences.

Below are examples of good practices related to curriculum integration identified through the monitoring of the CAMPUS Asia pilot programs.

## Good Practices

- I. Mutual cooperation in program design and implementation
- II. Designing a curriculum that takes into consideration the features of each university and cooperation among the participating universities
  - II-i. Provision of hands-on courses in cooperation with local governments, private-sector businesses, and others
  - II-ii. Establishment of an original curriculum
- III. Provision of lectures, etc., through mutual exchange of academic staff
- IV. Short-term programs, seminars, and symposiums, etc.
- V. Content that places a high regard on student conditions and needs
  - V-i. Program adapted to student conditions
  - V-ii. Ingenuity in academic programs focused on research activities
- VI. Measures for effective learning and mutual understanding
  - VI-i. Pre-departure learning and follow-up for inbound and outbound students
  - VI-ii. Provision of classes in English and local languages
  - VI-iii. On-site learning of language and culture, etc.

See page 29 for details on the good practices identified in each program under the related criterion (2-1: Curriculum Integration).

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## Academic staff and teaching

It is essential, when implementing an international cooperative academic program, to secure academic staff with high international capabilities and expertise appropriate to its goals and educational content. It is also important to systematically provide support and incentives for academic staff so that they keep a high level of motivation in getting involved in the program, and to support the competency development and career development of faculty and staff members including enhancement of their international capabilities.

Each of the programs in CAMPUS Asia has appointed faculty and staff members with high international capabilities, including faculty and staff members with experience of studying abroad and/or conducting education and research overseas. Human resource development initiatives for academic staff in charge of international cooperative education were also confirmed in the monitoring.

Below are examples of good practices related to academic staff and teaching identified through the monitoring of the CAMPUS Asia pilot programs.

### Good Practices

- I. Academic staff
  - I-i. Having faculty and staff with a high level of international capabilities
  - I-ii. Providing incentives to academic staff members involved in the program
  - I-iii. Implementation of faculty development (FD)

See page 33 for details on the good practices identified in each program under the related criterion (2-2: Academic Staff and Teaching).

## Students admission

With respect to the recruitment of students to participate in an international cooperative academic program, it is important for the participating universities to discuss and clearly establish a selection method (standards and selection system) in light of the goals and educational content of the program. Also, in order to obtain the participation of motivated students who understand the goals of the program and who possess academic ability suitable for the educational content provided, it is effective to attract students at the entrance exam stage by establishing courses original to the program and devise a scheme to select suitable students. At the same time, information about the program must be disseminated widely.

Among the universities participating in CAMPUS Asia, there were cases of the establishment of new courses exclusively for CAMPUS Asia and the establishment of a new student selection method, in order to secure students who understand the goals of the academic program and have a high sense of purpose. Also, it was confirmed that many programs are disseminating information actively including through the holding of public symposiums and the development of program websites.

Below are examples of good practices related to students admission identified through the monitoring of the CAMPUS Asia pilot programs.

### Good Practices

- I. Students admission
  - I-i. Devising a good method for student selection
  - I-ii. Establishment of original courses and curriculum for a program
  - I-iii. Dissemination of information in diverse ways about the program and public relations

See page 34 for details on the good practices identified in each program under the related criterion (3-1: Students Admission).

## Support for learning and living

It is important to provide appropriate support at each stage, at the stage of preparation as well as during and after participation, to inbound and outbound students who participate in an international cooperative academic program.

It was found that all the programs were paying close attention to learning and living support for students participating in the program and that they had devoted lots of time, manpower, and budgets to the development of that support. It could be seen that consideration had been given to a feature of international programs whereby learning outcomes been affected not only by academics in the form of courses and research but also by life experiences, including interaction among students. It was also confirmed that many initiatives were being taken to support participating students' efforts to find employment, including the provision of international internship opportunities and career guidance. It is also worth mentioning that mutual support and interaction have started at the suggestion of students themselves and have been evolving continuously.

Below are examples of good practices related to support for learning and living identified through the monitoring of the CAMPUS Asia pilot programs.

### Good Practices

- I. Housing support
  - I-i. Shared housing
  - I-ii. Provision of student dorms and university-leased apartments
- II. Collection and dissemination of learning information from host universities
  - II-i. Sharing learning information among participating universities and providing course advice
  - II-ii. Preparing and sharing a program guide and joint syllabi
  - II-iii. Web-based course management system
- III. Support for inbound students
  - III-i. Prior sharing among universities of information related to learning and living
  - III-ii. Support for inbound students (e.g., course guidance and supplemental language classes)
- IV. Support for outbound students
  - IV-i. Pre-departure support for students (e.g., preparatory orientation)
  - IV-ii. Support for students while studying abroad (e.g., following their situation and providing counseling)
  - IV-iii. Follow-up with students after returning home (e.g., providing various classes)
- V. Risk management
- VI. Career Support
- VII. Systems of mutual support among students
  - VII-i. Arrangement of tutors and teaching assistants (TAs)
  - VII-ii. Student clubs, language cafes
  - VII-iii. Peer learning, social events, and alumni associations

See page 35 for details on the good practices identified in each program under the related criterion (3-2: Support for Learning and Living).

### Student satisfaction

It is important to establish appropriate methods for measuring the learning outcomes of students who participated in a program (e.g., knowledge, skills, and attitude) based on the initially established vision for the development of human resources, and to conduct those measurements continuously. Also, it is desirable that the participating universities discuss and use uniform measurement methods. Furthermore, it is important to continuously survey the subsequent situations and learning outcomes of graduates.

It was confirmed that many programs measured learning outcomes through student satisfaction surveys and achievement surveys, and that they shared the collected and analyzed results within their consortium.

Below are examples of good practices related to student satisfaction identified through the monitoring of the CAMPUS Asia pilot programs.

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## Good Practices

- I. Monitoring of learning outcomes, including a student satisfaction survey
  - I-i. Use of course study and research plans common across participating universities
  - I-ii. Periodic reports by students while studying abroad
  - I-iii. Conduct and analysis of student satisfaction surveys
  - I-iv. Use of achievement questionnaires in all participating universities
  - I-v. Monitoring of learning outcomes through language proficiency tests
  - I-vi. Monitoring of learning outcomes through students' reports at symposiums and/or forums
  - I-vii. Monitoring of learning outcomes through presentations of academic papers, etc.
  - I-viii. Monitoring of learning outcomes based on career paths and enrollment in upper levels of schooling

See page 40 for details on the good practices identified in each program under the related criterion (4-1: Student Satisfaction).

## Credit transfer and degree awarding

With respect to credit transfer, it is essential to start by understanding the credit systems in participating universities to build a foundation for transferring credits earned at foreign universities. Then, the participating universities need to consider and establish a system for transferring credits, keeping educational content and its level in mind, with a view toward ensuring credit validity.

With respect to grading as well, it is important to start by understanding the grading systems in each participating university and then to establish, in light of that understanding, a system for converting grades. In programs that award a multiple degree, participating universities must thoroughly discuss and agree on a degree awarding policy and review procedure.

Among the CAMPUS Asia programs, some examples confirmed were the creation of a table of correspondence between core courses provided by the home and host universities as well as the creation and practical use of a conversion table for grades.

Below are examples of good practices related to credit transfer and degree awarding identified through the monitoring of the CAMPUS Asia pilot programs.

## Good Practices

- I. Conversion methods and limit management in credit transfer
  - I-i. Establishment of a foundation for credit transfer through prior adjustment in the participating universities or the home university
  - I-ii. Establishment through deliberation among the participating universities of a conversion method for credit transfer
  - I-iii. Limit management in credit transfer
- II. Recognition of research activities (credits for research activities)
- III. Establishment of a grading system
  - III-i. Coordination among participating universities regarding a grading system
  - III-ii. Establishment of a grade confirmation system common across participating universities
  - III-iii. Issuance of certificates of completion
- IV. Policy on double degree awarding

See page 43 for details on the good practices identified in each program under the related criterion (4-2: Credit Transfer and Degree Awarding).

## **Internal quality assurance**

As the question of how to accomplish quality assurance in an international cooperative academic program with foreign universities is the key to this kind of program, it is important for participating universities to discuss and figure out a good scheme. It is also important to use joint academic boards and committee meetings held periodically among the participating universities to review the status of program implementation and discuss operational issues. Widely publishing and disseminating information on the program's educational content, students' learning outcomes, and teaching effects in an appropriate form is an effective means to encourage broad recognition and understanding of the program by the public and to secure enough participating students to keep the program going. Also, a financial scheme must be devised to keep the program running and developing after conclusion of the period of support from governments and other sources.

Many programs in CAMPUS Asia gather feedback from participating students through student questionnaires and informal gatherings, share the collected information among the participating universities, and attempt to use it for program improvement. Also, joint academic boards and committee meetings are held periodically among the participating universities to discuss how to make the program better. Many programs have agreed to continue after the pilot period comes to an end, and it was confirmed that they are conducting the necessary discussions toward program continuation and further development.

Below are examples of good practices related to internal quality assurance identified through the monitoring of the CAMPUS Asia pilot programs.

### **Good Practices**

- I. Self-assessments and their use to make continuous improvements
  - I-i. Joint self-assessment conducted by participating universities
  - I-ii. Regular joint academic board and steering committee meetings
  - I-iii. External reviews (advisory committee, accreditation of professional graduate schools)
- II. Dissemination of information (PR and promotion)
- III. Agreements regarding program continuation after the end of financial support from the governments

See page 47 for details on the good practices identified in each program under the related criterion (5-1/5-2: Self-assessment/ Continuous Quality Improvement).



# 3. Good practices by criterion obtained through the CAMPUS Asia monitoring



# Layout of this chapter

## Criterion 1. Objectives and Implementation

### 1-1. Achievement of Objectives

GP I. Joint establishment of original program goals and basic framework

The goals of the academic program must be clearly articulated based on sufficient discussion among the participating universities at the stage of program design. For international cooperative academic programs in particular, it is expected that **goals and a basic framework are jointly established through international cooperation with the foreign universities to a level that combines the participating universities' features and strengths and that could not be accomplished by a single university.**

An outline of important points related to GP I in an international academic cooperative program

The goal of the **Program for Core Human Resources Development: For the Achievement of the Common Good and a Re-evaluation of Classical Culture in East Asia** program (hereinafter referred to as the "**Common Good** program") is to train human resources who have a deeply cultivated understanding of the cultural and social background of the three countries of Japan, China, and Korea, developed through the process of students themselves searching for the common "good" in East Asia. The three universities have formed jointly an East Asian global education program in the humanities with Okayama University providing original courses and fieldwork on study of the common good, Jilin University providing courses on international relations, such as "East Asia's Common Interests," and Sungkyunkwan University providing courses on East Asian classics and traditions. Additionally, the consortium offers a unique program by using common textbooks jointly developed.

Examples of good practice identified in the CAMPUS Asia pilot programs through the monitoring

**i** **Bold font** shows the abbreviation of the CAMPUS Asia pilot program name. Refer to the list on page 8 regarding the participating universities in each program.

#### • Hopes for Further Initiatives

In light of the current circumstances of the CAMPUS Asia pilot programs, the following are the main expectations for future initiatives in regard to Achievement of Objectives.

- **Clear articulation and sharing of the significance of three-way exchanges among Japan, China, and Korea**
  - Establishment of objectives that further clarify and maximize the unique features of a CAMPUS Asia program: indicating why it is a trilateral exchange instead of a mere bilateral exchange
- **Continuous analysis of the achievement of goals and targets**
  - Joint establishment of methods to verify the progress of plans in advance; in this regard, analysis of human resource development in light of the goals and objectives through continuous follow-up of graduates, surveys of employers, and other means

A list of matters for which the monitoring committee encourages CAMPUS Asia pilot programs to make further development on the whole (matters that have already been conducted by some programs are also included)

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## Criterion 1. Objectives and Implementation

### 1-1. Achievement of Objectives

#### GP I. Joint establishment of original program goals and basic framework

---

The goals of the academic program must be clearly articulated based on sufficient discussion among the participating universities at the stage of program design. For international cooperative academic programs in particular, it is expected that **goals and a basic framework are jointly established through international cooperation with the foreign universities to a level that combines the participating universities' features and strengths and that could not be accomplished by a single university.**

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The **Program for Careers on Risk Management Experts in East Asia** (hereinafter referred to as the “**Risk Management** program”) has the unique goal of training human resources as risk management experts who will play an active role on the East Asian and world levels. Kobe University provides risk management education related to natural disasters and disaster reduction. Korea University provides risk analysis of security issues and risk management education concerning energy issues. Fudan University provides risk management education from the perspective of public policy and administration. One of the classes in Fudan University is conducted in a unique facility, a “public decision-making laboratory,” which combines people, machines, the Internet, and databases together and conducts research, consultation, and service work on public issues. In this way, the participating universities provide each other with their own unique academic content, forming a program that could not be provided by one graduate school alone.

Aiming to meet the goal of developing global human resources with outstanding science and technology training, the **TKT CAMPUS Asia Consortium program** (hereinafter referred to as the “**TKT** program”) has designed a program that starts with courses focusing on lectures and gradually builds up students’ research experience, from undergraduate to graduate levels, thereby contributing to the career development of top leaders.

#### GP II. Specification of desired knowledge, skills, and attitude

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When establishing the goals of an international cooperative 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.** The content of specific skills 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.

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The **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** program (hereinafter referred to as the “**Jus Commune** program”) 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.

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The future generation of professionals who have the necessary knowledge and capacity to work in the existing Japanese, Korean and Chinese political, social and legal contexts to participate actively in the formation of the “jus commune”; are ready to initiate new trends of comparative law research to promote regional sharing of legal information and legal terminologies indispensable for the formation of a common legal future; and, have the capacity to apply these results in assisting with the legal development of other Asian countries, particularly those seeking system transitions, by helping them establish and execute laws through legal cooperation and assistance programs.

### GP III. Sharing of program goals with participating universities, faculty, staff and students

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It is important for all program members at all participating universities, including faculty, staff, and students, to have a shared awareness of program goals.

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#### III-i. Sharing of program goals through agreements and memorandums of understanding

In the **Asia Business Leaders Program** (hereinafter referred to as the “**ABL program**”), the memorandum of understanding clearly describes the goals of the program and the vision of human resource development, stating, “to enhance economic ties, it is imperative for business leaders, professors and students in China, Japan, and Korea to understand economy, business, society, culture and other important business-related aspects of partner countries,” and “the participating schools shall co-develop business leaders who will contribute to the future co-prosperity of East Asia.” The goals and the vision are shared among the participating universities and function as guidelines for the formation and implementation of educational content.

#### III-ii. Sharing of program goals through regular meetings among the participating universities

In the **program of A Cooperative Asian Education Gateway for a Sustainable Society: Expanding the Frontiers in Science and Technology of Chemistry and Materials** (hereinafter referred to as the “**Chemistry and Materials program**”), six universities in the three countries that had already had exchange experience with each other met together at a CAMPUS Asia meeting held in China before the start of the program to discuss the program goals. They established the goals of “developing leading personnel in the worldwide chemistry and materials fields who have a global perspective.” Subsequently, they have been holding a CAMPUS Asia Symposium once a year in turn at a university in the three countries. At the timing of the symposium, they also have a meeting of program operation committee members from each of the six participating universities, they reaffirm the original goals and strive to facilitate student exchange and improve program operation.

#### III-iii. Sharing of program goals among faculty, staff, and students

In the **Chemistry and Materials** program, academic staff and graduate students in research labs participating in the project are given an explanation of the goals and the implementation system of the student exchange during an orientation. The program has also produced a list of research labs participating in the program and their research content to make preparations to accept exchange students.

In the **Beijing-Seoul-Tokyo Dual Degree Master’s Program on International and Public Policy Studies** (hereinafter referred to as the “**BESETO program**”), the University of Tokyo developed a new original course —the Master of Public Policy, Campus Asia Program (MPP/CAP)— and the program goals are shared 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 initiative from the time of enrollment. This arrangement enables the recruitment of students with a high sense of purpose. Seoul National University established a special committee dedicated to the CAMPUS Asia program, composed of professors and staff deeply involved in the program activities, such as recruitment and course development. In order to provide a better mutual understanding, the committee includes at least one professor specialized in Japan and one in China.

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## GP IV. Coordination of goals with a university-wide international strategy

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When program goals fall in line with international strategies at the university-wide level and they are stipulated, it is 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.

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The University of Tokyo and Seoul National University in the **BESETO** program established goals in line with university-wide international strategy and formed the program. 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 the BESETO program as a pilot project.

## GP V. Cooperation among the participating universities toward goal and target achievement

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In order to establish and implement a new international cooperative academic program, it is important to set short-to-medium-term goals and targets approximately every five years, in addition to long-term ones, and to carry out a carefully formulated plan toward achievement. The participating universities must also verify the progress of the plan and cooperate in achieving them within the specified timeframe.

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The goal of the **Cooperational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science and Technology** (hereinafter referred to as the “EEST program”) was to develop and implement a cooperative graduate school program in science and technology that can award a double degree, while respecting each university’s curriculum and diploma policies, during the five-year pilot period. The trilateral establishment of a five-year plan covering operation, implementation structure, regulations, curriculum, and other matters resulted in the start of an international double degree program in 2013. Twenty students acquired double degrees in March 2015.

- Hopes for Further Initiatives

In light of the current circumstances of the CAMPUS Asia pilot programs, the following are the main expectations for future initiatives in regard to Achievement of Objectives.

- **Clear articulation and sharing of the significance of three-way exchanges among Japan, China, and Korea**
  - Establishment of objectives that further clarify and maximize the unique features of a CAMPUS Asia program: indicating why it is a trilateral exchange instead of a mere bilateral exchange
- **Continuous analysis of the achievement of goals and targets**
  - Joint establishment of methods to verify the progress of plans in advance; in this regard, analysis of human resource development in light of the goals and objectives through continuous follow-up of graduates, surveys of employers, and other means

# Criterion 1. Objectives and Implementation

## 1-2. Organization and Administration

### GP I. Organization designated in an agreement or guidelines

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

For the **TKT** program, the participating universities formulated the Implementation Guidelines. The program is implemented based on these guidelines. The guidelines cover the following issues: implementation structure; forms of exchange; number and eligibility of exchange students; procedures for sharing information on educational programs and research opportunities with partner universities; procedures for call for applications, selection within the school, nomination, and final decision-making on admission; planning of study and research activities; procedures related to a Study and Research Plan and a Study and Research Record (forms that record students' research plan and learning progress); status of exchange students at the host university; financial responsibility; issuance of documents by host universities that verify participating students' educational and research results; recognition at the home university of learning outcomes obtained while studying abroad; monitoring and program assessment; cooperation with presiding ministries and quality assurance agencies in each country; subsidiary documents; and term of validity. Furthermore, annexed documents have been produced, specifying details such as the operational structure and educational system of each participating university.

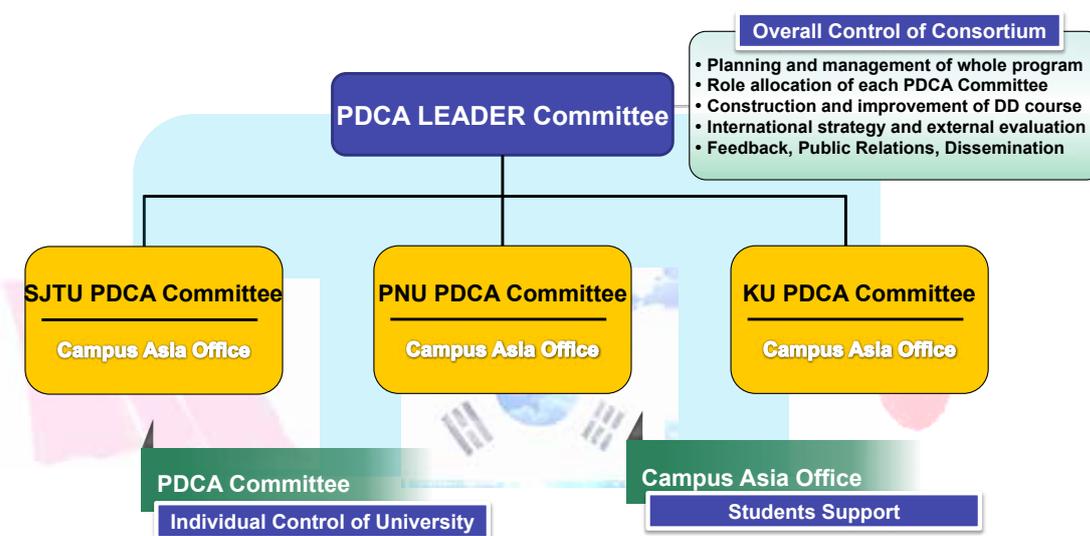
		
<p>Similar or related courses and credits earned at partner universities can be transferred and recognized once approved by academic office of related departments.</p>	<p>Credits can be transferred by the University as pass/non-pass base depending on the approval by the professors at the department who are teaching the similar topics or department head.</p>	<p>Before departure, students are requested to consult with department head (UG) or academic advisor (G) concerning the recognition of the credit.</p> <p>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.</p> <p>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”.</p>

Part of the Appendix to the Implementation Guidelines (TKT program)

## GP II. Establishment of an effective operational structure

When implementing an international cooperative academic program, it is essential to have a fully functioning organizational structure established in an appropriate form. It is important for the effective operation of the program to establish working groups composed of working-level personnel in addition to a committee that makes decisions related to program operation composed of relevant persons, including representatives of all participating universities.

In the **EEST** program, the PDCA Leader Committee composed of representatives from the three universities has been established. PDCA committees have also been established within each university and liaise closely with each other. The PDCA Leader Committee monitors the PDCA cycle –program planning, implementation, self-assessment, and improvement– and has an effective implementation structure for improving program quality. Furthermore, each university has established a CAMPUS Asia Office and system to provide day-to-day support to students.



Organization Chart (EEST program)

Tri-nation joint university faculty meetings are hosted by each country in turn in the **Plan for a Joint Campus representing Korea, China and Japan which will foster leaders in East Asian humanities for the next generation program** (hereinafter referred to as the “**Joint Campus program**”) as a place for consultation 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 operation of joint university faculty meetings.

## GP III. Effective meetings among participating universities

Holding regular meetings, such as steering committee meetings, as a place for the participating universities to discuss program operation and educational content, share issues and know-how with each other, and make adjustments is a necessity for creating an excellent program. In addition to a committee composed of representatives from each participating university, it is also important to hold a working-level meeting for daily information sharing, liaison and coordination at an appropriate frequency.

In the **Risk Management** program, the participating universities hold a consortium committee meeting, working-level meeting and other meetings along with an annual symposium, in order to coordinate curricula, create new lecture courses, share information about the current status of each university’s education environment, and discuss issues.

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In the **Jus Commune** program, Deans' Meeting on the CAMPUS Asia Project is held once a year. At the meeting various matters are discussed, including the current situation of the program and direction toward future development. Furthermore, the Quality Assurance Council Meeting is hosted by each country in turn two times a year to discuss the manner of program operation and challenges. Each meeting clearly sets a detailed agenda 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; and credit recognition.

#### GP IV. Implementation system enabling frequent exchanges among the participating universities

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It is important to **prepare tools that enable routine sharing of information, in order to ensure smooth communication among participating universities**. Moreover, information sharing provides underlying support for advancing the program through cooperation, by making it available for all participating universities to refer to information regarding faculty, staff, and laboratories involved in the program from all the universities.

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##### **IV-i. Routine sharing of information and liaison coordination through the use of diverse tools**

In the **Joint Campus** program, tools that the universities in the three countries can use in common were developed to enable a routine exchange of information among the participating universities. Tools include a working level mailing list, web storage that enables joint online use and management of all kinds of documents, information and data, and a remote conferencing system.

##### **IV-ii. Arrangements enabling all participating universities to refer to program information**

In the **Chemistry and Materials** program, a list has been made of the laboratories and research themes at the six universities in the three countries and shared with the academic staff and teaching assistants (TAs) of all laboratories participating in the program. The list includes laboratory names, researcher names, contact email addresses, research key words, laboratory websites, and other information. It is used when students choose a prospective laboratory for exchange and look up a contact email address of academic advisors. The list is updated once a year.

In the **Joint Campus** program, teachers are informed of students' achievements before classes start so that they can fully understand students' levels and try to teach in accordance with their aptitudes.

#### GP V. Organization and staff cooperation with other departments in the university

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In order to run a program smoothly, it is also important to **clarify how it can cooperate with or enlist support from other departments (e.g., international affairs, student support) in the university**.

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##### **V-i. Establishment of a university-wide support and cooperation system**

In the **Joint Campus** program, each participating university has established a university-wide support system and framework for cooperation. At Dongseo University, for instance, the Center for International Cooperation and Exchange undertakes the provision of housing and the organizing of events with external bodies, the Public Relations Office is responsible for PR on and off campus and media inquiries, and the Industry-Academic Cooperation Foundation handles budget management and project implementation management. Also, the Office of Creative Human Resources Development arranges an internship program and study visits to enterprises, enabling the provision of diverse learning opportunities.

##### **V-ii. Enhancement of lectures through cooperation with other departments in the university**

In the **Common good** program, Okayama University has established a CAMPUS Asia Office within the university-wide International Center (the current Center for Global Partnerships and Education) and arranged for specialized teaching staff to provide unique lectures and instruction under the theme of Common Good. Additionally, through cooperation with other faculties and graduate schools, the program has increased the number of cooperative lectures that are selected from existing ones and recognized as "CAMPUS Asia titled courses", in order to enhance the curriculum.

## GP VI. Management of intellectual property and material transfer

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In programs that conduct research supervision, it is important for the participating universities to **discuss the handling of intellectual property and material transfer and to clarify the relevant management methods**. It is also important to make participating students understand the importance of those matters in advance.

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Tokyo Institute of Technology in the **TKT** program asks participating students to sign an agreement (letter of consent; Intellectual Property/Confidential Information Agreement) regarding matters such as the handling of research outcomes produced at the Institute and related information. It also specifies the management methods for intellectual property and material transfer and conveys their importance to students.

- **Hopes for Further Initiatives**

In light of the current circumstances of the CAMPUS Asia pilot programs, the following are the main expectations for future initiatives in regard to Organization and Administration.

- **Establishment of a system in which all participating universities are actively involved in program operation**
  - Especially in programs with a lot of partner universities, active participation in program operation on the part of all partner universities, not just the main universities
- **Discussion of the management of intellectual property and material transfer**
  - Discussion and consideration among the participating universities regarding the management of intellectual property and material transfer in light of each university's existing policies

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## Criterion 2. Collaborative Development of Academic Program

### 2-1. Curriculum Integration

#### GP I. Mutual cooperation in program design and implementation

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In addition to the in-depth deliberation from the design phase of an international cooperative academic program, the participating universities should continue to discuss and make necessary adjustments to matters including the operation of systems related to credits and degrees, grading methodology, and modes of teaching after its implementation.

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In the **ABL** program, a Curriculum Committee has been established to organize the curriculum, verify the structure of classes offered at each participating university, and analyze proposals from students. As a result of repeated discussions and verification, a curriculum is designed to provide foundational courses in business administration, which have many points in common among the three countries, during the first year when students study in their own country and courses focusing on content that can only be learned locally during the second year when students move to another campus.

In the **Joint Campus** program, the participating universities jointly established courses titled East Asian Culture Lectures in 2014. The lecture content and method of implementation were discussed among the academic staff members responsible for the lectures at the three universities. In this program, the participating universities also provide lectures conducted simultaneously in all the three universities via a video conferencing system.

#### GP II. Designing a curriculum that takes into consideration the features of each university and cooperation among participating universities

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In designing curricula, each participating university should make use of its characteristics to create added-value as an international cooperative academic program. Additionally, it is hoped that classes provided at all participating universities have coherence as a single program with clearly-defined expected learning outcomes.

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#### **II-i. Provision of hands-on courses in cooperation with local governments, private-sector businesses, and others**

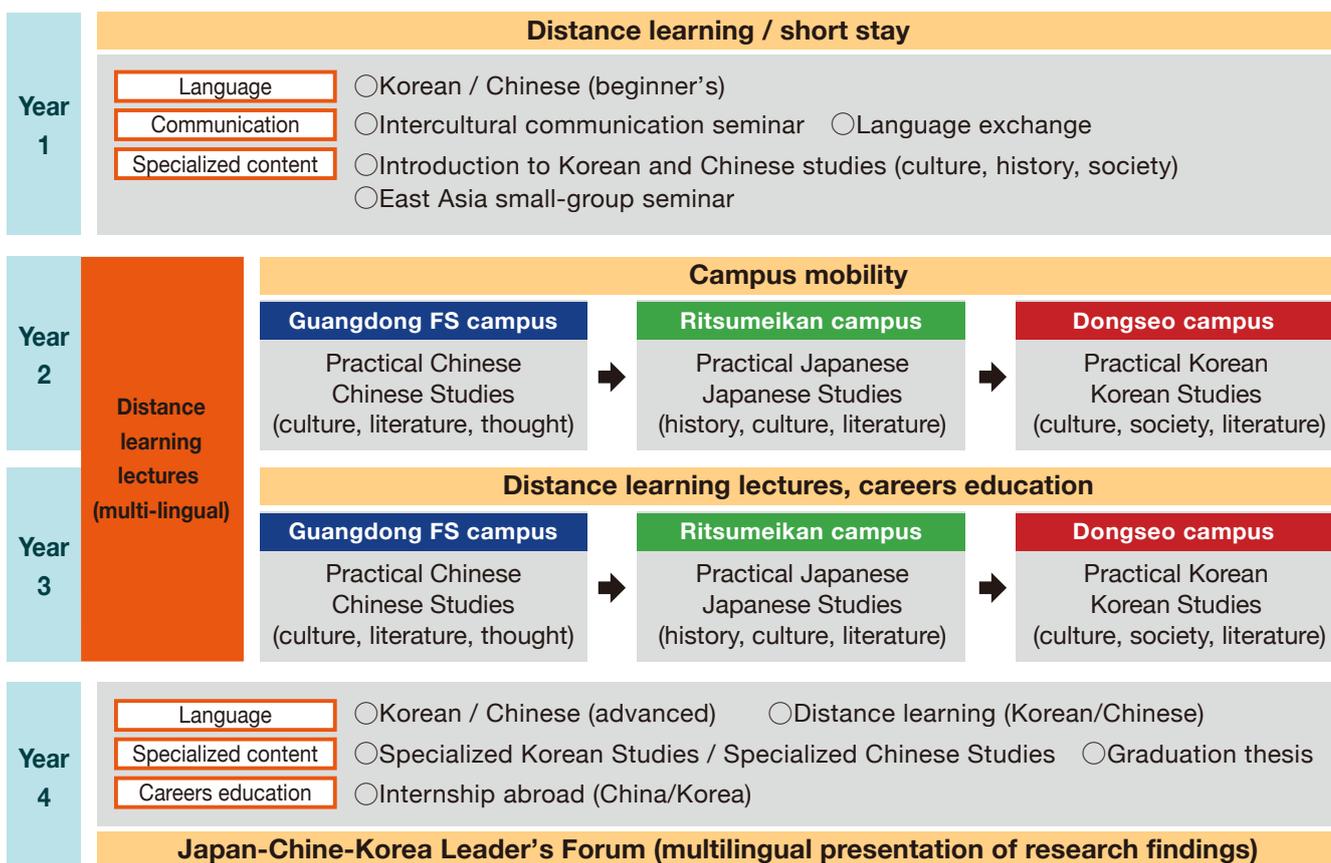
The **EEST** program manifests its unique characteristics in a hands-on curriculum through provision of joint lectures with relevant persons from local authorities and companies as well as internship opportunities, the holding of a summer school and spring seminar at which students and academic staff from the three countries' universities gather together and the provision of opportunities to tour companies related to each university's distinctive fields.

#### **II-ii. Establishment of an original curriculum**

In the **BESETO** program, all the students including those for the double degree program study on the campuses of all three countries. In this case, it is a two-and-a-half-year program in which participating students spend one year at their home university, another year at the university from which they will obtain the second degree, and one semester at the remaining university. Seoul National University provides classes developed specifically for CAMPUS Asia. Also, the participating universities have agreed to establish a joint course for the program in the future.

For the **Common Good** program, teaching staff members from the participating universities jointly compiled common textbooks related to the common good and produced them in four languages: Japanese, Chinese, Korean, and English. Also, concerns that arose when using the textbooks were discussed in trilateral meetings and reflected in the next editions.

The **Joint Campus** program has established a joint four-year curriculum. In the first year, students take courses at their own university. In the second and third years, they take courses in each country's language, history, and specialized subjects offered jointly while moving from campus to campus at all three universities together with students from the three countries. In the fourth year, they experience an international internship as part of their career education.



A joint four-year curriculum of the Joint Campus program

### GP III. Provision of lectures, etc., through mutual exchange of academic staff

The provision of lectures, etc., through mutual exchanges of academic staff **increases curriculum integration and can also lessen the burden on students of moving to a different campus**. Reflecting the results of joint research by faculty members of the participating universities into the curriculum is also an effective initiative.

In the **Northeast Asian Consortium for policy studies program** (hereinafter referred to as the “**Policy Studies program**”), every year academic staff visit the participating universities and deliver special lectures related to their university’s distinctive fields to participating students.

In the **BESETO** program, faculty members from all three countries get together at one university and give lectures during the summer program. It has been agreed in a Joint Academic Board Meeting to establish joint courses in the near future based on the experience of the summer program. The participating universities will identify one existing course with a high level of compatibility and develop it into a joint course for the consortium, titling the same name and appointing at least one academic staff from each university as a supervisor.

In the **ABL** program, joint research is conducted within the consortium based on an agreement. The results are reflected in the curriculum and are presented at annual symposiums held by the three universities to share with faculty, staff members and students.

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## GP IV. Short-term programs, seminars, and symposiums, etc.

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Short-term programs such as summer programs, seminars, and symposiums are **effective ways for students who cannot study abroad for a long time to participate in international cooperative academic programs**. It is hoped that universities will offer a program that **enjoys the benefits of a short term program**, such as joint courses taught by academic staff members from all three countries.

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In the **ABL** program, up to 30 students (10 students per university) are invited to a short-term intensive exchange program whose curriculum is jointly developed by academic staff from the three countries every year. The participating students tour the three countries during the program, which consists of special lectures, company visits, and a cultural program as well a team project.

The **Risk Management** program provides learning opportunities with internationally added-value beyond the program framework by holding a series of Risk Management Seminars to which guest lecturers from inside and outside the country are invited. The program also holds tri-university joint symposiums that include student sessions. In order to become an effective risk management specialist capable of working in East Asia, it is a key to have access to local language and culture. Therefore Korea University provides an intensive short-term Korean Language/Culture program and a short-term fellowship program to support students who are preparing thesis/dissertation on Korea or Northeast Asian topics. Participating students are required to give one seminar at the end of the fellowship.

## GP V. Content that places a high regard on student conditions and needs

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When designing program contents, universities need to **ascertain the learning status up to that point and the needs of students expected to participate** from each university.

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### **V-i. Program adapted to student conditions**

Many of the students in the **Policy Studies** program are mid-career professionals from government agencies and other organizations. Since such students have limited time to participate in the program, diverse short term programs have been developed. The program contents also adapt to students conditions, providing seminars by staff from international organizations and company visits.

### **V-ii. Ingenuity in academic programs focused on research activities**

The **TKT** program provides programs at three levels to allow student participation from undergraduate to graduate levels; (a) semester long exchanges with course study and/or lab work, (b) summer programs and (c) research-oriented joint educational programs. While participation in basic research laboratories is the main component, students are also invited to experience advanced applied research and to learn local languages and cultures.

Likewise in the **Chemistry and Materials** program, where laboratories are the main place of student interaction, open symposiums and other opportunities for making presentations are provided to share research results outside of the laboratory and to obtain feedback.

## GP VI. Measures for effective learning and mutual understanding

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In order to more effectively bring about learning outcomes from student exchange, **educational methods spanning the time from students' pre-departure to the time after returning to their home countries must be devised**. This could include the provision of pre-departure learning such as language classes for departing students, the enhancement of courses taught in English, the sharing of grading and other academic affairs information, and follow-up with students who have returned from abroad. Also, in order to deepen cross-border mutual understanding, it is effective for host universities to provide visits and lectures related to culture and social circumstances.

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### **VI-i. Pre-departure learning and follow-up for inbound and outbound students**

In the **Joint Campus** program, language classes as well as lectures and practicums to acquire knowledge and skills in humanities are conducted over the year before departure. Students' capacity to adapt to the local environment is increased by acquiring debating and presentation skills, and gaining a mutual understanding in a global environment.

In Okayama University in the **Common Good** program, 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.

### **VI-ii. Provision of classes in English and local languages**

Many programs have been making efforts to expand their courses taught in English.

In the **Jus Commune** program, six common courses provided by all the three countries are taught in English at each university. Additionally, lectures in jurisprudence and political science are taught either in English or the local language at host universities.

Fudan University in the **Risk Management** program issued basic norms of English courses for graduate students in the School of International Relations and Public Affairs in September 2014 based on management experience with the existing curriculum, giving detailed definitions and clear specifications including teaching form, evaluation, and checking of curriculum construction.

### **VI-iii. On-site learning of language and culture, etc.**

In the **BESETO** program, 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.

Okayama University in the **Common Good** program holds a Regional Conference that tries to jointly elicit solutions to social problems faced in common by Japan, China, and Korea through discussion among students who have conducted on-site observation, together with community residents and experts. It also provides active learning-style courses in the form of multilingual seminars in which discussion-based classes are conducted using Japanese, Chinese, Korean, and English simultaneously in the same class.

All three participating universities in the **Joint Campus** program offer cultural experience courses. Guangdong University of Foreign Studies, for example, provides various culture courses including Chinese calligraphy, Chinese martial arts, and Lingnan culture. Students from the three countries learn from and compare with each other during the learning process, which lays a good foundation for in-depth study and discussion of historical, cultural, and other knowledge.

#### **• Hopes for Further Initiatives**

In light of the current circumstances of the CAMPUS Asia pilot programs, the following are the main expectations for future initiatives in regard to Curriculum Integration.

- **Specification of intended learning outcomes and co-development of the contents of academic programs**
  - Further specification of learning outcomes expected through an international cooperative academic program and further joint consideration and implementation by the participating universities of course contents and teaching methodologies aimed at achievement of the defined learning outcomes
  - Development of common curricula ahead further in the future
  - Securing necessary personnel and continually offering courses in a program; in this regard, continuing effort to provide more courses in English
- **Encouragement of student interaction**
  - Encouraging inbound students to interact with more local community members, such as through the provision of cultural experiences, field trips, and internship opportunities
  - Enhancement of synergy through further promotion of interaction between students in a program and those who are not participating

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## Criterion 2. Collaborative Development of Academic Program

### 2-2. Academic Staff and Teaching

#### GP I. Academic staff

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It is essential for the implementation of a quality international cooperative program to have faculty and staff members with high international capabilities appropriate to its goals and educational content. It is also important to provide academic staff with incentives and a support system, to establish a system that retains and actively involves them in the program, and to support the competency development and career development of faculty and staff members including enhancement of their international capabilities.

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#### I-i. Having faculty and staff with a high level of international capabilities

In the **Risk Management** program, almost all academic staff from the universities in the three countries involved in the program have abundant experience in education and/or research conducted in English (or another local language) abroad. Moreover, native speaking teachers from respective countries as well as staff with a good command of English are placed. By using English as the basis of communication and having professionals who are fluent in the language of each country, it is possible to communicate on the telephone regarding those complicated matters which might be difficult to grasp in writing (documents, emails, etc.).

Jilin University in the **Common Good** program invites a number of top-level scholars not only from Japan and Korea but also from the United States and Russia. They conduct diversified forms of teaching and research activities so that participating students can expand their international horizons and knowledge.

In the **Joint Campus** program, participating faculty members in the three countries have experience with overseas study and employment in Japan, China, and Korea. Many of them were involved in the Japan-China-Korea Joint Course that was initiated in 2003.

#### I-ii. Providing incentives to academic staff members involved in the program

Okayama University in the **Common Good** program has a point-based evaluation system in each faculty alongside a university-wide academic staff evaluation system. Evaluations in these systems are reflected in bonuses and their own records. In many faculties, staff members involved in CAMPUS Asia earn points for the evaluation through teaching the courses, paper presentations by their students, and other activities.

#### I-iii. Implementation of faculty development (FD)

Hitotsubashi University in the **ABL** program sends one or two academic staff a year to participate in a faculty training program run by a business school in the United States, as a means of faculty development for academic staff involved in international cooperative education. The content of the training is also shared with other academic staff, such as through reports to the Faculty Council.

- Hopes for Further Initiatives

In light of the current circumstances of the CAMPUS Asia pilot programs, the following are the main expectations for future initiatives in regard to Academic Staff and Teaching.

- **Development of support systems and incentives for academic staff**

- Development of better support systems and incentives for academic staff so as to retain and actively involve them in an international cooperative academic program

## Criterion 3. Student Support

### 3-1. Students Admission

#### GP I. Students admission

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With respect to student recruitment, it is important for the participating universities to discuss and clearly establish a selection method (standards and selection system) in light of the goals and educational content of an academic program. Also, in order to attract students who possess a level of academic ability and motivation appropriate to the goals and educational content of the program, it is effective to use creativity in the establishment of courses unique to the program, in the dissemination of program information and recruitment content, and in the selection method.

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#### I-i. Devising a good method for student selection

In selecting students, many programs verify things such as language abilities, grades, motivation for applying to the program, and letters of recommendation. They also conduct interviews where necessary.

In the **Joint Campus** program, the final decision on which students would be sent abroad was made after the candidates had spent half a year studying foreign languages and humanities as well as short-stay orientation in each of Japan, China, and Korea as a trial experience for the Joint (Mobile) Campus. Ritsumeikan University started recruiting students specifically for the CAMPUS Asia program through a special selection examination for the 2016 admission in order to launch the permanent program.

#### I-ii. Establishment of original courses and curriculum for a program

In the **BESETO** program, the University of Tokyo established the Master of Public Policy, Campus Asia Program (MPP/CAP) as a new original course in its professional degree school, in which students study public policy and international relations in East Asia and earn a dual degree. The admission process relied on an interview in English.

The **EEST** program offers a curriculum including compulsory subjects for all the students from the participating universities and short-term intensive classes (summer school) so that they can earn double degrees within the normal enrollment years. It is also designed to accommodate students not aiming for a double degree (thus not studying abroad), to extend the program to a wider group of students.

#### I-iii. Dissemination of information in diverse ways about the program and public relations

In the **Chemistry and Materials** program, as many presentation opportunities as possible, including open symposiums, are secured for students in an effort to share outcomes within the program and also to encourage many students, whether they study abroad or not, to participate. In this way, students are able to exchange and share information with each other. Furthermore, their papers have been published in international academic journals, showing the results of their studies abroad.

In the **Joint Campus** program, various tools are used, such as a weblog on the CAMPUS Asia website and a student newsletter titled "CAP" to distribute information about the program activities and operation on a daily basis.

The **TKT** program has established a CAMPUS Asia Research Review website in English. The website includes a section to introduce participating academic staff, research and educational activities, and event information of all CAMPUS Asia programs, and is easily accessible to students at home and abroad.

- Hopes for Further Initiatives

In light of the current circumstances of the CAMPUS Asia pilot programs, the following are the main expectations for future initiatives in regard to Students Admission.

- Encouragement of student participation

- Further encouragement of student participation in the program, such as through publicity including disclosure of career paths and the employment situation of participating students after graduation as well as expansion of student support
- Noting the balance between the numbers of inbound and outbound students

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## Criterion 3. Student Support

### 3-2. Support for Learning and Living

#### GP I. Housing support

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With respect to housing support for inbound students, it is important to [provide its information in advance](#), in addition to [securing housing such as shared housing, student dorms, and university-leased apartments](#) and providing financial aid. Likewise, with outbound students, universities need to ascertain the situation regarding housing support in the host countries and provide such information to them in advance.

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#### I-i. Shared housing

In the program of the **Joint Campus** and the **Common Good**, buildings are leased out to the respective universities as shared housing where students from all the countries live together, thus creating an environment that provides interaction outside the classroom. Students living in shared housing also participate in community activities, thus making it an opportunity to understand a different society and culture.

#### I-ii. Provision of student dorms and university-leased apartments

Many universities provide housing support such as student dorms and university-leased apartments. For instance, Hitotsubashi University in the **ABL** program provides on-campus accommodation for inbound students on a long-term exchange. It also prepares hotels for those on a short-term intensive exchange and international student dorms for those in the double degree program. The university, from time to time, provides housing support to students who wish to change their accommodation.

#### GP II. Collection and dissemination of learning information from host universities

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Before students start their study abroad, they must be given academic advice and other related information at a partner university. For that reason, universities must [gather learning information from host universities](#). The participating universities need to [share information related to each other's class contents and support for learning and to provide academic advice to their students accordingly](#).

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#### II-i. Sharing learning information among participating universities and providing course advice

The **Chemistry and Materials** program has produced and distributed a list of research labs participating in the program and their research content for students to use when choosing a research lab at a host university. Regarding students considering studying abroad for three or more months, it provides them with opportunities to go on short research trips so that they can experience the host university. Similarly, participating universities in the **TKT** program share information such as the names and research fields of academic staff, certificates of research results that can be issued, and requirements for participation among each other.

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

## II-ii. Preparing and sharing a program guide and joint syllabi

The **Joint Campus** program published the learning agreement in the pamphlet “Program Guide of CAMPUS Asia” which compiles the program objectives, student selection process, program schedule, an outline of the curriculum at the three universities, a list of courses, the corresponding course at the home university, the number of credits and other requirements needed for graduation. The Program Guide has been distributed to students to ensure they understand the program. Furthermore, with respect to the class subjects provided during the Joint (Mobile) Campus, joint syllabi are prepared in unified form.



Learning agreement “Program Guide of CAMPUS Asia” (Joint Campus program)

## II-iii. Web-based course management system

The **Joint Campus** program designed a program in which students take courses at the universities in all three countries, moving together from campus to campus. 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 courses, view the program syllabus, and check their grades no matter which country they are in.

## GP III. 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 their learning and living throughout the program.**

## III-i. Prior sharing among universities of information related to learning and living

National Graduate Institute for Policy Studies (hereinafter referred to as “GRIPS”) in the **Policy Studies** program makes use of its know-how from the experience of accepting numerous exchange students in the past to provide support for living to inbound students. The participating universities share in advance information on scholarships and other financial aid for both inbound and outbound students and that about housing support. The shared information is recorded in a memorandum and in the minutes of steering committee meetings held among the participating universities. The university’s Student Office sends an English manual that lists support for living available in Japan to inbound students from Tsinghua University in China and the KDI School of Public Policy and Management in Korea, before they arrive.

## III-ii. Support for inbound students (e.g., course guidance and supplemental language classes)

Many programs provide inbound students with various kinds of learning and living support such as course guidance, supplementary language lessons, and assistance for paper work.

All participating universities in the **EEST** program have established CAMPUS Asia Offices staffed with personnel who are proficient in English to help students with registration procedures and provide daily learning and living support. Furthermore, faculty members who are proficient or native speakers in Japanese, Chinese, or Korean provide support to inbound students in their mother language. Likewise, in the **Policy Studies** program, each university has dedicated advising professors who act as counselors for inbound students to help them overcome any difficulties they might face. Each university also appoints an exclusive CAMPUS Asia clerical staff member to ensure that students’ needs are met. They support students’ accommodation, health care, and recreational activities such as field trips related to students’ research field.

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## GP IV. Support for outbound students

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It is important to continue providing outbound students with necessary learning and living support, from before departure until after returning to the home campus, in cooperation with partner universities.

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### **IV-i. Pre-departure support for students (e.g., preparatory orientation)**

The University of Tokyo in the **BESETO** program, holds a pre-enrollment preparatory orientation in October prior to enrollment for students who have been accepted into the program, which begins in April of the following year. The students are provided with information such as study abroad procedures, course lists and syllabi from the host universities. Information exchange sessions are held between students who are planning to study abroad and those 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 registration.

In the **Chemistry and Materials** program, returnees create records for the next outbound students, including the study abroad process, necessary procedures, and some advice. Those records are stored at the CAMPUS Asia Office.

### **IV-ii. Support for students while studying abroad (e.g., following their situation and providing counseling)**

Many programs check the situation of dispatched students abroad through communication via email in addition to teleconferences and reports from faculty and staff members sent to a host university. They also provide students with consultation about living, counseling, and learning support as needed.

About three months after outbound students arrive in China and Korea, Nagoya University in the **Jus commune** program sends a member of the academic staff to the host universities to conduct interviews about their living and learning condition. The same matter is also asked in interviews with responsible persons and lecturers at the host universities.

Likewise, in the **Risk Management** program, faculty members from the three universities regularly visit one another's universities to conduct in-person counseling for students studying abroad as well as to discuss educational content and related issues at each university.

### **IV-iii. Follow-up with students after returning home (e.g., providing various classes)**

In Okayama University in the **Common Good** program, 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.

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## GP V. Risk management

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Living in a foreign country with a different education and research culture is attractive and stimulating for students but could induce constant tension in a new environment. It is, thus, anticipated that students suffer from mental strain. In addition to maintaining systems for individual counseling as already described in III-ii and IV-ii above, programs also need to provide support in terms of risk management in a disaster.

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The **EEST** program specifies in its memorandum of understanding that a home university must confirm the status of overseas travel insurance coverage of its students.

Based on lessons learned from the Great East Japan Earthquake, GRIPS in the **Policy Studies** program addresses risk management in a disaster or other emergency by conducting emergency escape drills in English which cover skills ranging from checking escape routes to the use of AEDs.

Tokyo Institute of Technology in the **TKT** program provides inbound students with a fieldtrip to the Life Safety Learning Center, where they can learn what to do during an emergency such as an earthquake or fire.

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## GP VI. Career Support

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It is important to provide **support for finding employment after graduation to both inbound and outbound students**. It is also desirable to have job-hunting support tailored to the characteristics of a program, in addition to utilizing existing career support systems.

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Many programs provide opportunities for overseas internships at major corporations and international organizations related to their respective fields as well as career guidance and counseling, etc., as part of their support for finding employment. In the **Joint Campus** program, participating academic staff in all three countries prepared overseas internship opportunities where students can make use of what they learned in the program, lectures on careers and company visits. In addition, in Kyushu University in the **EEST** program, a letter of recommendation from the person responsible for the program is issued to companies to support students' job hunting.

## GP VII. Systems of mutual support among students

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In international cooperative academic programs, one of whose goals 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 such initiatives undertaken include the use of **teaching assistants (TAs) and tutors**, the establishment of **language cafes**, and **peer learning**. Student-initiated examples are also seen, such as the creation of **student clubs related to the program**.

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### VII-i. Arrangement of tutors and teaching assistants (TAs)

Many programs arrange tutors and TAs. The **EEST** program, for example, arrange tutor in a one-to-one system to support inbound students in terms of living and studying.

In Sungkyunkwan University in the **Common Good** program, a system has been established where academic tutors for inbound students receive five volunteer credits.

In the **Policy Studies** program, there is an initiative for mutual support between inbound and outbound students, in which they are matched with each other as buddies. Students receive support from their buddies while studying abroad and then reciprocate after returning home by supporting their buddies when they come to study abroad.

### VII-ii. Student clubs, language cafes

All of the participating universities in the **Joint Campus** program have established a CAMPUS Asia Cafe as a cooperative learning space to facilitate interaction among exchange students and local students not participating in the program, in addition to shared housing where interaction among students are also encouraged.

The **Common Good** program holds student workshops 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.

### VII-iii. Peer learning, social events, and alumni associations

In the **Joint Campus** program, students are required to take courses about the history of the two countries they are dispatched to. In these history courses, students from the country who are not registered for that course participate as volunteers to support the learning of students from the other countries.

In the **Jus Commune** program, an alumni association was launched in February 2014 through which students learn from each other and alumni cooperate amongst each other. Students who have completed the program also publish a newsletter, the COMMUNE Times, with articles about experiences they had while studying abroad, advice for the program, and their situation after studying abroad, etc. Likewise, in Fudan University in the **Risk Management** program, an alumni network collects advice for the program from alumni as well as external bodies such as enterprises through a newsletter and meetings.

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Meanwhile, Seoul National University in the **BESETO** program provides a forum (a Round Table) to discuss various topics as a special program outside of the regular curriculum. On the topic of CAMPUS Asia, efforts are made to encourage learning through mutual stimulation by students, such as in frank exchanges of views by Japanese, Chinese, and Korean students on issues in each of the three countries.

- **Hopes for Further Initiatives**

In light of the current circumstances of the CAMPUS Asia pilot programs, the following are the main expectations for future initiatives in regard to Support for Learning and Living.

- **Ensuring students receive necessary information beforehand**

- Providing information in multiple languages before students participate in a program, including information related to academic affairs such as learning content (syllabi, etc.), procedures for taking courses (including credit transfer), and a roadmap of courses leading to a degree not just at the home university but also including partner universities

- **Interaction among students**

- Supporting the establishment of systems that encourage more interaction between CAMPUS Asia students and other students

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## Criterion 4. Added-value of the Collaborative Program (Outcomes)

### 4-1. Student Satisfaction

#### GP I. Monitoring of learning outcomes, including a student satisfaction survey

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Demonstration of the level of student satisfaction, the added-value of the program, and monitoring of whether results are being produced appropriately by **measuring expected learning outcomes using an appropriate method** are all important elements in terms of quality assurance. It is important to **establish a valid method, through deliberation among the participating universities, in light of the characteristics of the program, and to continuously employ that method with a periodic review.**

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#### I-i. Use of course study and research plans common across participating universities

In the **TKT** program, which focuses on research activities, implementation plans including goals are designed through in-depth discussions frequently held among the participating universities. In particular, participating universities have agreed to use the Study and Research Plan and the Study and Research Record for their students. These Plans and Records are commonly used among the participating universities for coordination between inbound and outbound academic advisors in providing guidance and advice to students before studying abroad and when verifying learning outcomes after returning. Before studying abroad, students prepare a plan for study and research activities based on advice from their academic advisors. Following the plan, students conduct research abroad and compile their results after returning. Academic staff members advise their students according to these plans exchanged between the home and host universities so that advisors share students' study progress and learning outcomes.

#### I-ii. Periodic reports by students while studying abroad

Kobe University in the **Risk Management** program monitors students' learning progress and outcomes through monthly reports submitted by outbound and inbound students. The accumulated reports are used, as necessary, for qualitative assessments of matters that do not show up in numbers and for understanding problems in learning.

Likewise, several other programs make use of periodic reports from students for following their learning progress and measuring their learning outcomes.

#### I-iii. Conduct and analysis of student satisfaction surveys

The results of questionnaires on the long-term study abroad and summer program conducted in the **EEST** program show that most students have a high level of satisfaction with the program contents and the practical training in research labs. Requests from and areas for improvement indicated by students on the questionnaires are also considered. The results are shared among the participating universities and are used to improve the program.

The **BESETO** program gathers students' feedback using various methods including questionnaires, reports on the program, and interviews. The results of the questionnaires are analyzed and shared among the participating universities. The reports submitted by students who finished the program are published on the program's websites. Participating students also created a questionnaire for CAMPUS Asia students. The questions include: "How have students benefited the most from the CAMPUS Asia program?" "What things could be improved or what opportunities might have been missed in the CAMPUS Asia program?" and "How might students contribute to the CAMPUS Asia program after graduation?"

The **ABL** program carries out a joint online survey when the intensive program finishes. For the double degree and exchange students, each university carries out questionnaires, etc. The results of the student satisfaction survey for inbound double degree students conducted at Seoul National University show a high level of satisfaction, especially with the admission service, administrative support, educational environment, and Korean language courses.

In addition to conducting and analyzing a student satisfaction survey and student course evaluation, the **Policy Studies** program provides opportunities for deans/associate deans to talk with students to encourage students to build a strong network as well as to collect their opinions and suggestions about the program.

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#### **I-iv. Use of achievement questionnaires in all participating universities**

In the **Joint Campus** program, questionnaires for assessing learning achievement are used simultaneously in all three countries and the results are analyzed. The contents of the questionnaires are suitable for the type of personnel the program hopes students to become and are thus designed to verify a student's achievement over four years in such hard-to-measure elements as international communication skills and leadership (e.g., hours spent preparing for and reviewing lessons, management of schedules for study and other aspects of life, group and social awareness, and international sensibility). An expert analysis is conducted from the results of the collected questionnaires, thereby objectively verifying students' level of achievement.

#### **I-v. Monitoring of learning outcomes through language proficiency tests**

The **Joint Campus** program uses Japanese, Chinese, and Korean language proficiency tests to objectively verify the results of language learning through the program. It has been confirmed through comparison of language proficiency tests conducted in the first and fourth years that most participating students learned two foreign languages to a high level. Also, the results are compared and analyzed against those of students not on the CAMPUS Asia program at Ritsumeikan University. Unlike the non-participating students, the CAMPUS Asia students score higher on listening tests than grammar tests, verifying that the program's characteristics are reflected in their results.

#### **I-vi. Monitoring of learning outcomes through students' reports at symposiums and/or forums**

The **Risk Management** program 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 **Common Good** program, student forums on the theme of exploring mutual understanding in East Asia by students participating in a long-term exchange program in Japan, China, and Korea are conducted as a summarization of their learning. The results are compiled in Conference Anthologies that are used to check students' learning outcomes.

#### **I-vii. Monitoring of learning outcomes through presentations of academic papers, etc.**

The **Chemistry and Materials** program, which focuses on research activities, uses the contents and number of presentations of research results and the quality of research reports as indicators for learning outcomes assessment. Thirteen academic papers have been published in international journals. Also, in the **TKT** program, participating students have presented joint papers with their academic advisors at the home and host universities.

In Korea University in the **Risk Management** program, participating students were required to submit an essay on the program in addition to a report on their life in Korea. Their essays were submitted to an essay competition organized by the Korean Council for University Education and many of them have received awards.

#### **I-viii. Monitoring of learning outcomes based on career paths and enrollment in upper levels of schooling**

The **Joint Campus** program has established the goal of developing leaders in humanities in East Asia for the next generation. Its vision is to develop human resources who have acquired knowledge of Japanese, Chinese, and Korean cultures, literature, history, etc., as well as the language abilities of those three countries, who are capable of resolving regional problems by analyzing them in light of humanistic knowledge, and who play active roles in companies and public institutions in the region. After students from all three countries lived and moved together from university to university in Japan, China, and Korea, learned and stimulated each other for around two years, many of them found employment in global companies where they can make use of that experience. In this way, results are steadily coming out toward achievement of the goal.

The **Chemistry and Materials** program has established the goal of "developing leading personnel in the worldwide chemistry and materials fields who have a global perspective." A student from Shanghai Jiao Tong University who studied abroad at Nagoya University became a postdoctoral fellow at Tohoku University, which is another participating university from Japan in this consortium, and was subsequently promoted to an assistant professor at Tohoku University. Also, some students became postdoctoral fellows at universities in Europe and the United States in order to broaden their global perspective even further.

- **Hopes for Further Initiatives**

In light of the current circumstances of the CAMPUS Asia pilot programs, the following are the main expectations for future initiatives in regard to Student Satisfaction.

- **Consideration of the method for measuring learning outcomes**
  - Further consideration of the method for measuring learning outcomes among the participating universities
- **Surveys of students' situation after graduation**
  - Tracking the status of graduates regularly and sharing it with the participating universities
- **System to make use of measured learning outcomes for quality improvements**
  - Ongoing enhancement of methods for making use of measured and analyzed learning outcomes as well as systems to share and improve identified issues

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## Criterion 4. Added-value of the Collaborative Program (Outcomes)

### 4-2. Credit Transfer and Degree Awarding

#### GP I. Conversion methods and limit management in credit transfer

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It is important 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 lesson hours, credit calculation methods, etc., in the participating countries.

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#### **I-i. Establishment of a foundation for credit transfer through prior adjustment in the participating universities or the home university**

In the **Joint Campus** program, courses offered in the Joint (Mobile) Campus period 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 lesson 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 pamphlet “Program Guide of CAMPUS Asia” as a learning agreement.

In the **BESETO** program, which offers dual degree programs, a correspondence table (refer to the following page) was created to identify which core courses offered in the home university are considered equivalent to ones offered in partner universities as a foundation for credit transfer. By using this correspondence table, called a “mapping table,” students can avoid taking overlapping core courses.

Okayama University in the **Common Good** program provides existing courses as “CAMPUS Asia titled course subjects” so that courses taken in CAMPUS Asia are recognized throughout the university, both at the undergraduate and graduate levels.

#### **I-ii. Establishment through deliberation among the participating universities of a conversion method for credit transfer**

In the **BESETO** program, a calculation method with a 1:1:1 ratio for credit transfer among the participating universities was established based on the number of lesson hours. Similarly, in the **Risk Management** program, relevant university-wide and department level agreements have been reached regarding the method of credit calculation among all the participating universities to the effect that credits are transferable on a 1:1:1 basis.

#### **I-iii. Limit management in credit transfer**

In the **EEST** program which implements a double degree at the master’s degree level, the upper limit of transferable credits earned at the partner university is stipulated in each participating university’s rules. The three universities also deliberated and reached an agreement regarding the conversion of lesson hours to credits and the grading standards.

	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
	International Conflict Study	Understanding International Cooperation or Case Studies in International Conflict Management or Workshop in International Commerce 2: Sun Tzu Bingfa and Michael Porter
	Law and Public Policy	
Choose 2 sets (10 units)	<b>Macroeconomic for Public Policy</b> with PS or	International Economic Relations or Exchange Rates and International Macroeconomics
	<b>Statistical Methods</b> with PS	Research Methodology and Skills or Comparative Methodology
Required (8 units)	Case Study (International Political Economy) Case Study (Japanese Foreign Economic Policy) Case Study (Japanese Macroeconomic Policy: Assessment of Monetary and Fiscal Policies) Case Study (Japanese Macroeconomic Policy: Solutions to Monetary and Fiscal Policy Challenges) Case Study (Japan's East Asia Policy)	Research Project in Commercial Negotiation Special Studies in International Cooperation: Regional Cooperation and Peace Structure in East Asia Research Project in International Area Studies3 : Comparative Studies of East Asia Research Project in International Business * Understanding International Relations in

Part of the correspondence table for the University of Tokyo and Seoul National University (BESETO program)

## GP II. Recognition of research activities (credits for research activities)

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

In the **TKT** program, which focuses on research activities, participating universities compiled the Implementation Guidelines and established a policy regarding the recognition of credits and grades from host universities. The guidelines indicate that home universities will respect the quality of education, research, credits, and grading at host universities and allow the transfer of credits. Accordingly, each university has taken initiatives toward credit validation. With respect to the granting of credits for research activities, Tsinghua University in this program has implemented a policy in which it recognizes one credit for undergraduates (up to a limit of five credits) for their research results of students sent abroad during the summer and winter breaks.

In the **Chemistry and Materials** program, which likewise focuses on laboratory-based research activities, activities in laboratories at partner universities are taken as a concept similar to a research internship. When the study abroad period and the host university's semester coincide, 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. Students who have participated in an international internship have credits recognized based on the content of a report submitted after returning home.

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## GP III. Establishment of a grading system

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It is important for participating universities to understand the grading systems of partner universities, and to discuss and coordinate grading methods among each other, with each university conducting strict assessments so as to ensure the validity of its awarded credits, so that grading standards and consistency can be maintained. Another important element is to develop a system that allows participating students to check grades and status of their course registration, thereby putting in place an environment in which it is possible to ascertain information related to grades.

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### III-i. Coordination among participating universities regarding a grading system

In the **Jus Commune** program, the participating universities agreed upon guidelines regarding a grading system at the joint Quality Assurance Council. Based on the guidelines, the academic staff assigns draft grades which are reported to and approved by the Council. When the Council deliberates on draft grades, it actually checks the basis of grades, including class attendance, class participation, reports, and written tests, to ensure grading consistency and standards.

In the **EEST** program, the Grading Conversion Table is developed and used, showing how to normalize different grading among the participating universities to a 100-mark system for respective subjects. The grading standard is also discussed and confirmed by academic staff of the three universities

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

Grading Conversion Table (EEST program)

### III-ii. Establishment of a grade confirmation system common across participating universities

The **Joint Campus** program developed an online course management system. Using this system, faculty and staff members at the universities in all three countries can upload and make available syllabi and grades in each country's language. Regarding syllabi, the participating universities jointly deliberated and standardized the items to include. They also put together information on grading systems into a format that is available to students before they participate in the Joint (Mobile) Campus. By building an online environment, the program enabled grades to be posted immediately at the conclusion of each term, without waiting for the grade announcement period at the home university, so that students can easily check syllabi and their own grades no matter which country they are in.

### III-iii. Issuance of certificates of completion

The **Joint Campus** program issued a joint completion certificate containing all the necessary items at each university at a joint completion ceremony held at Guangdong University of Foreign Studies in 2016. Similarly, the **Chemistry and Materials** program issues a completion certificate to help students in their efforts to find employment.

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## GP IV. Policy on double degree awarding

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

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In the **Risk Management** program, a policy common to the participating universities was established whereby degrees are awarded from two universities according to 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. The policy is based on the double degree agreement among the participating universities and rules at each university.

In the **EEST** program, details leading to the conferment of a double degree were agreed upon and specified in a memorandum of understanding including the selection of exchange students, admission procedure, course provision, credit transfer, content of the double degree course, tuition fees and costs, scholarship and insurance, general rules for exchange students, PDCA committee, and problem-solving. The master's theses of double degree students are jointly reviewed by academic staff from all three universities at an interim presentation held during the summer school program. Academic staff members from two universities participating in a review board conduct the final review jointly. Furthermore, in addition to the joint thesis review, students are required to pass a thesis review according to the usual criteria at their home university and fulfill completion requirements in order to earn the degree. Thus, consideration has been given to quality assurance. Twenty students passed these reviews and acquired double degrees in March 2015.

- **Hopes for Further Initiatives**

In light of the current circumstances of the CAMPUS Asia pilot programs, the following are the main expectations for future initiatives in regard to Credit Transfer and Degree Awarding.

- **Improvement of credit transfer system within participating universities**

- Further improvement in the credit transfer system and its operation among the universities in all three countries
- Further deliberation and coordination among the participating universities regarding the establishment of standards for credit recognition
- More effort to provide adequate information to dispatched students about the credit awarding and credit recognition system before their departure

- **Development of grade adjustment and grade conversion**

- Further consideration of the method of grade conversion
- Consideration of setting achievement levels for each learning goal; and further sharing of information on grade distribution in the universities in all three countries

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## Criterion 5. Internal Quality Assurance

### 5-1/5-2. Self-assessment/ Continuous Quality Improvement

#### GP I. Self-assessments and their use to make continuous improvements

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When assessing program quality, it is essential for the participating universities to jointly conduct student questionnaires, to analyze learning outcomes, and to verify the curriculum in order to assure that their human resources development coincides with the program goals. 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 work substantially. Program reviews by external evaluators are also an ambitious initiative in terms of internal quality assurance and the promotion of improvement.

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#### I-i. Joint self-assessment conducted by participating universities

The **BESETO** program conducts student questionnaires at the conclusion of each class which they use to improve program courses. The opinions from participating students are also gathered through summer school, social gatherings with students, orientations, individual emails and other means, and shared among all participating universities.

The **Jus Commune** program analyzes learning progress and grades to check whether outbound and inbound students are learning appropriately. Additionally, in conjunction with the CAMPUS Asia Deans Meeting, a student symposium is held which works as a system to receive proposals from students for program improvement. Furthermore, academic reports of students who have finished studying abroad and feedback by academic staff are summarized into a report that is used by relevant academic staff as a material for validating students' learning outcomes and the program status.

In the **ABL** program, after completion of a two-week intensive program provided jointly by the participating universities, students are asked to submit proposals for improvement. The proposals are then examined and discussed in a Curriculum Committee made up of academic staff from the three countries and used to help improve the next short-term intensive program. For example, as there was a lot of positive feedback about the program from students, from the following year, this short-term intensive program became an elective course at all participating universities from which students can earn credits.

#### I-ii. Regular joint academic board and steering committee meetings

In the **Jus Commune** program, a Quality Assurance Meeting attended by persons responsible for the program at each participant university is held two or three times a year to discuss students' grades, the status of credit transfer, program issues, and future development. The CAMPUS Asia Deans Meeting among participating universities also verifies whether the program is in line with its goals based on an analysis of the current circumstances of the program, proposals from students, and the status of student achievement.

In the **EEST** program, a PDCA LEADER committee is convened from time to time among the universities in all three countries to solve problems that appear, discuss issues to be agreed and improve the program. Similarly, a domestic PDCA committee consisting of each university's academic staff holds meetings periodically to share information and ensure smooth program implementation within the university.

In the **TKT** program, the Committee for the TKT CAMPUS Asia Consortium periodically discusses future issues and long-term plans. It also conducts self-assessments of program implementation and collects exemplary cases as part of its efforts to improve the program.

#### I-iii. External reviews (advisory committee, accreditation of professional graduate schools)

The **TKT** program holds an international advisory board meeting once a year with external evaluation members from in and outside the country. At these meetings, representatives from the participating universities explain the progress of initiatives in the program and measures to handle issues that have been pointed out last time, followed by an exchange of views with the board members. The members assess and rank the program according to items including "whether a system for smooth program implementation has been established and whether progress is being made with exchange activities among the three universities." They also identify good practices and issues to be improved and offer advice and proposals to the program.

The three professional graduate schools (business schools) from Japan, China, and Korea participate in the **ABL** program. Each school has been accredited by international accreditation organizations (Hitotsubashi University by ABEST21 (and under application for accreditation from AACSB), Peking University by EQUIS and AACSB, and Seoul National University by AACSB).

## GP II. Dissemination of information (PR and promotion)

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

The **TKT** program has established the CAMPUS Asia Research Review website in English with contents such as the introduction of participating academic staff, research themes, educational content, and event information. In addition to contents on its own program, the Research Review website includes information about other CAMPUS Asia programs (especially those in sciences and engineering), and is easily accessible to students at home and abroad, as well as the wider world.

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

## GP III. Agreements regarding program continuation after the end of financial support from the governments

It is important to **continue operating and developing a program**, even after financial support from the government and elsewhere comes to an end. **Participating universities must thoroughly discuss and come to an agreement** regarding how to develop the program in the future while ensuring quality, and **devise a concrete plan** based on the know-how and experience that they have acquired during running an international cooperative education program.

After thorough discussion among the participating universities, many programs agreed to continue their programs after the end of the pilot period based on their relationships, trust and experience up to this point. In the **Joint Campus** program, for example, the participating universities signed an agreement aimed at making the program permanent from the 2016 academic year forward. The partner universities discussed a basic plan for a permanent program based on the framework cultivated over the past five years.

### • Hopes for Further Initiatives

In light of the current circumstances of the CAMPUS Asia pilot programs, the following are the main expectations for future initiatives in regards to Self-assessment/ Continuous Quality Improvement.

#### – **Cooperation among the participating universities aimed at program improvement**

- Further discussion on a joint framework for student questionnaires, self-assessments, and external evaluations as well as establishing a joint system for making use of them in program improvement by all participating universities
- Joint verification by the participating universities of students' learning outcomes, periodic review of whether human resources development is carried out in line with the goals, and, where necessary, implementation of needed improvements to the curriculum

#### – **Dissemination of information**

- More effort to increase awareness of the program through PR and promotion



# 4. Appendix



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# List of Joint Monitoring Committee /Joint Monitoring Panel Members and Advisors

As of February 2016

## Joint Monitoring Committee

### Japan

**SATOW Toyoshi,**

Chancellor, J. F. Oberlin University and Affiliated Schools

**OKAMOTO Kazuo,**

Vice-President, National Institution for Academic Degrees and University Evaluation

**DOKO Ritsuko,**

Director, International Affairs division, National Institution for Academic Degrees and University Evaluation

### China

**WEI Ling,**

Director, Institute of Asian Studies, China Foreign Affairs University

**JIANG Bo,**

Vice-President, Tongji University

**WANG Zhanjun,**

Deputy Director-General, Higher Education Evaluation Center of the Ministry of Education

### Korea

**CHOI Joon Yul,**

President, Korean University Accreditation Institute, Korean Council for University Education

**KIM Seon Joo,**

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## Joint Monitoring Panel

### Japan

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Administrative Manager, Office of the President, Ritsumeikan Asia Pacific University

**OBI Shinnosuke,**

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**KATAYAMA Eiji,**

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**KARIMA Fumitoshi,**

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**KISHIMOTO Kikuo,**

Dean, Graduate School of Science and Engineering/Dean, School of Engineering, Tokyo Institute of Technology

**SUZUKI Michiko,**

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**TAKENAKA Toru,**

Professor, Graduate School of Letters, Osaka University

**NAKASHIMA Hideyuki,**

President, Future University Hakodate

**NINOMIYA Akira,**

President, Hijiyama University & Hijiyama University Junior College

**YAMASHITA Hitoshi,**

Principal Research Manager, Benesse Educational Research and Development Center, Benesse Corporation

### China

**WAN Meng,**

Dean, Law School, Beijing Foreign Studies University

**FAN Shiming,**

Vice-Dean, School of International Studies, Peking University

**WEI Ling,**

Director, Institute of Asian Studies, China Foreign Affairs University

**JIANG Bo,**

Vice-President, Tongji University

**LIU Baocun,**

Dean, Institute of International and Comparative Education, Beijing Normal University

**WANG Qinlin,**

Vice-Director, International Liaison Department, China Association for Science and Technology

### Korea

**BYUN Kiyong,**

Professor, Korea University

**YOON Deok Ryong,**

Senior Research Fellow, Korea Institute for International Economic Policy

**CHOE Youngjeon,**

Professor, Chung-Ang University

## Advisors

### Japan

**TANAKA Akihiko,**

Former President, Japan International Cooperation Agency(JICA)  
Professor, Institute for Advanced Studies on Asia, The University of Tokyo

**HIRANO Shin-ichi,**

ZhiYuan chair professor -Principal advisor to university president-  
Director of Hirano Institute for Materials Innovation at Shanghai Jiao Tong University

**MUTA Hiromitsu,**

Executive Board Member/  
Principal Consultant, International Development Center of Japan

**HAYASHI Takayuki,**

Associate Professor, National Institution for Academic Degrees and University Evaluation

## Viewpoints for Identifying Good Practice

Reviewers from Japan, China, and Korea refer to these viewpoints when identifying good practices and completing the Review Sheet in terms of quality assurance of the CAMPUS Asia pilot programs. The envisioned viewpoints are not limited to those given here.

### Criterion 1 Objectives and Implementation

#### 1-1 Achievement of Objectives

- The vision for fostering human resources is clearly defined via discussion among the participating institutions.
- The goals are clearly articulated, including expected learning outcomes with respect to knowledge, skill, and attitude acquisition by the students. Participating institutions commonly recognize the program goals.
- The program goals are shared among staff and students of the participating institutions, and they are understood commonly in each institution.
- The program goals function as guidelines for developing and implementing the academic program.
- The goals of the program are achieved in accordance with the five-year plan, and the program produces high-quality initiatives and outcomes.

#### 1-2 Organization and Administration

- Basic policies on the multi-institution operational structure, institutions' responsibilities with regard to students, and the allocation of expenses 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, a mechanism for reviewing the program implementation and related issues is established, and responsibility is shared for solving the common issues.
- When academic supervision is applicable, an appropriate supervisory system is established and carried out in cooperation among the participating institutions.
- Within each institution, responsibility for conducting the international collaborative program is clearly established along with its support system involving other divisions (e.g., international, student support, evaluation affairs).
- The participating institutions agreed to sustain the program based on the experience over the past five years, and the operation structure and plan for sustaining the program are being considered. Also, an institution-wide approval at each institution to sustain the program is obtained.

### Criterion 2 Collaborative Development of Academic Program

#### 2-1 Curriculum Integration

- The curriculum is jointly designed by the participating institutions.
- Information on curriculum and courses at each institution is shared across the participating institutions.
- The educational content is suited to achieving the program goals.
- The educational content complies with the expected learning outcomes (e.g., student knowledge, skills, and attitude).
- The educational content and method are suited for international collaborative education.
- The relationship between the program methods/ contents and their learning outcomes is clarified.

#### 2-2 Academic Staff and Teaching

- A sufficient number of qualified faculty and staff members have been secured for the sustained implementation of the transnational collaborative program.
- The system that provides the educational contents (e.g., joint supervision by dispatching faculty, distance learning) which faculties of partner institutions join, is established.
- Faculty and staff development and capacity building for attaining international competencies are carried out.
- Incentives and a support system are provided to attract internationally excellent faculty and staff who can contribute positively to the sustained implementation of the program.
- The pedagogic and teaching methods are acceptable and suitable for international students (i.e. multilingual textbooks, classes taught in English, after-class or extracurricular tutorials).

### Criterion 3 Student Support

#### 3-1 Students Admission

- Information is disseminated widely in order to recruit motivated students.
- 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.
- The expected number of students has been secured.
- The academic level of admitted students is appropriate for the program's objectives and curriculum.

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### 3-2 Support for Learning and Living

- Participating institutions share information necessary for course taking, and pre-departure course guidance is accordingly provided sufficiently to students.
- Various learning supports are provided to the participating students, including (language) training, supplemental classes and supports by teaching assistants.
- Various living supports are provided to the participating students, including orientation, counseling, risk disaster-management and career support.
- A learning environment is sufficiently provided to the participating students, including libraries, IT equipment and experiment facilities.
- Scholarships and accommodation support are sufficiently and appropriately provided to the participating students.
- Participating institutions support exchange and interaction among the students and alumni.

## Criterion 4 Added-value of the Collaborative Program (Outcomes)

### 4-1 Student Satisfaction

- Based on the expected learning outcomes, an appropriate method for measuring learning outcomes is established, and learning outcomes are continuously measured.
- The relationship between students' course enrolment, credit acquisition and their learning outcomes is analyzed.
- Appropriate learning outcomes are obtained in light of the program objectives.
- Students are highly satisfied with the program contents, and they made high achievements.
- The results of a student satisfaction survey and student achievement survey are shared across participating institutions.
- The achieved learning outcomes (added-value) are obtained through an international collaboration program.
- The status of graduates is tracked regularly and is shared with the participating institutions.

### 4-2 Credit Transfer and Degree Awarding

- The credit systems of the partner institutions are mutually understood and a program-based credit transfer system is established.
- In a double degree program, criteria for awarding degrees and methods for reviewing at each institution are mutually shared, and the criteria and method for reviewing are discussed among the participating institutions.

- Grading methods are coordinated among the participating institutions, with each institution conducting strict assessments so as to ensure the validity of awarded credits.
- As for a double degree program, the achieved learning outcomes are appropriate for the CAMPUS Asia program.

## Criterion 5 Internal Quality Assurance

### 5-1 Self-assessment

- Feedback from students is periodically gathered by way of, for example, questionnaires, interviews, and student participation in review committees and accordingly a program review is carried out.
- A program review is carried out based on an analysis of information gathered on the learning progress of the students, learning outcomes achieved, curriculum, teaching and its contents, and others.
- An external review, including by way of an advisory committee, is conducted.
- The review results are shared and discussed for further development among the participating institutions.

### 5-2 Continuous Quality Improvement

- Participating institutions discuss and consider measures for improvement of quality and future initiatives based on the result of self-assessment.
- The review results are shared across participating institutions and used for improvements of the program.
- The review results are checked by each institution's internal divisions of international affairs, quality assurance, and student support, and necessary measures are taken on the institutional level.
- The participating institutions agreed to sustain and enhance the program with its quality improved based on the experience over the past five years. Also, institution-wide approval at each institution to sustain the program is obtained.
- Some effects of the program's implementation are seen in students who don't participate.

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National Institution for Academic Degrees and Quality Enhancement of Higher Education(NIAD-QE)

Higher Education Evaluation Center of the Ministry of Education(HEEC)

Korean Council for University Education(KCUE)





CAMPUS Asia Pilot Program  
**Joint Monitoring Report**

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