

Good Practices Identified During Monitoring and Hopes for the Future

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*** This document is the English version NIAD-UE shared with program providers at the 4th Liaison meeting for 'CAMPUS Asia' program providers on February 4th, 2014.**

Report Contents

- Based on the section “**Good Practices**” in the monitoring reports ^{Note}
 - Selection focuses on items also given in the overview (top page)
- Lists matters where the monitoring organization hopes to see further development, taken from the description of the features of initiatives for each criterion.

Note: The examples of good practices given for each criterion on the following pages are only single examples; there may be other universities that are carrying out similar initiatives.

Criterion 1: Goals of Academic Program

Examples of Good Practices

- **Program formed on foundation of past exchange experience**
 - A program could be formed based on the accumulation of past exchange experience. The universal issue of the creation of common law in Asia in which other countries can participate easily was established.
 - A program was opened based on a past record of sending students abroad as well as a network among researchers. A diversity of research themes from which students can choose was ensured by creating a consortium among several universities.
- **Distinctive program goals and basic framework**
 - A highly interdisciplinary international cooperation dual degree program was developed that makes use of the the strengths of each university's academic disciplines.
 - A program was developed that encourages mutual understanding within everyday life through a joint campus scheme in which students spend the same amount of time in each of the three countries (10 weeks each).
- **Sharing goals with partner universities and students**
 - The three universities created a degree program in the field of public policy and international relations in East Asia and share the goal of training excellent global talent. The students understand the vision of human resources the program and the CAMPUS Asia initiative are expected to produce. They are deepening mutual understanding by discussing public policy and international relations issues that span all three countries and learning together, both in and outside the classroom.
 - Creation of common textbooks for Japan, China, and Korea.
- Other good practices include coordination with a university-wide international strategy and the specification of desired knowledge, skills, and abilities.

Criterion 1: Goals of Academic Program

Hopes for Further Initiatives

- **Clear articulation and sharing of the significance of two-way exchanges between Japan, China, and Korea**
 - It is hoped that universities will do more to share goals with students and relevant parties and to design and implement more student exchanges so that Japanese students wishing to pursue dual degrees will enroll in these programs.
- **Clear articulation of the vision of human resources**
 - NIAD-UE would like to see universities consider and clearly define the specific abilities, attitude, and other attributes needed by human resources the program is trying to develop and to connect that to the monitoring of learning outcomes.
- **Sharing of fundamental academic content**
 - It is hoped that universities will push the development of common curricula ahead further in the future.

Criterion 2-1: Organization and Staff

Examples of Good Practices

- **Detailed development of agreements and memorandums of understanding**
 - The three universities developed a shared set of implementation guidelines and documented procedural details.
- **Effective meetings among participating universities**
 - A QA Council was established. The Council holds periodic meetings (two or three times a year) in each country in turn. It considers the program's operation policy and challenges.
 - Tri-nation joint university faculty meetings are held in each country in turn. Working-level meetings are held using remote systems to coordinate the agenda and ensure smooth faculty meetings.
- **Establishment of a structure that enables close exchanges with China and Korea**
 - Chinese and Korean native speakers, persons with education and research experience in both countries, and individuals with a high command of English staff the CAMPUS Asia office, which conducts program operation and student support.
 - Instructors specializing in the applicable field in China and Korea, instructors with experience studying in China, and Chinese and Korean instructors who earned degrees in Japan form the core of the program's teaching staff.
- **Leveraging existing structure based on English**
 - Given that more than 60% of the students at the Japanese university were already foreign exchange students, the program uses English as the language of lectures and for all lecture materials, administrative information, and procedural forms.
 - The participating universities are business schools that grant degrees in English-only programs. All faculty members are required to teach in English. All administrative staff members can also provide support in English. Additionally, all materials and documents are provided in English.
- Other good practices include coordination with other departments in the university.

Hopes for Future Initiatives

- **Sharing of know-how in consortiums of several universities**
 - NIAD-UE would like to see universities advance the joint-establishment of frameworks, such as the sharing of know-how and the preparation of guidelines with their Chinese and Korean counterparts.
- **Establishment of consultative structure within the university (especially when several faculties are involved)**
 - It is hoped that universities will more explicitly define the relationship with consultative structures at the highest level within each university, such as deans and vice presidents, and also consider the establishment of a common academic affairs committee.

Criterion 2-2: Contents of Academic Program

Examples of Good Practices

- **Various programs to fit student needs**
 - The university provides three frameworks corresponding to the educational and research level of the participating students: (a) semester long exchanges with course study and/or lab work; (b) summer programs; and (c) research-oriented joint educational programs.
- **Formation of special curriculum and courses**
 - The universities started a dual degree program in which students study in all three countries. The Japanese university established a new specialization that includes the transfer of credits from China and Korea as part of the completion requirements, in order to recruit students with a clear sense of purpose. It also modified its selection method to stress interviews.
 - The three universities in Japan, China, and Korea created a coherent curriculum with new courses developed for the CAMPUS Asia program. The three universities have also standardized the percentage of language classes and humanitarian practicums and adjusted course contents.
- **Collaborative learning by students from three countries in a short-term intensive exchange program**
 - On a short-term intensive exchange program, students from the three universities go around to three cities in the three countries, take classes together, visit leading companies in each country, interact with business leaders, and conduct a project together.
- **Approach in an educational program focused on research activities**
 - In an educational program focused on research, the universities cooperated to prepare a learning plan for students and develop a policy for leaving records of learning. This is useful for coordination among academic advisors, in giving guidance and advice before departure, and in checking outcomes after studying abroad.
- **Enhancing pre-departure learning**
 - Since Japanese students being sent on a long-term program study abroad after acquiring language skills and the basics in the applicable field in Japan during a year's worth of pre-departure learning, they have higher learning outcomes than general exchange students.
- Other good practices include local education (company visits, internships, outside instructors) to develop professional talent, education in each country's language and culture, efforts to secure appropriate students, and the development of a complimentary curriculum through international collaboration.

Criterion 2-2: Contents of Academic Program

Hopes for Future Initiatives

- **Development of educational content based on educational goals**
 - It is hoped that universities will jointly consider and take steps toward more specific educational content and methods, including the field of natural science.
- **Educational methods in programs focusing on research activities**
 - NIAD-UE would like to see participating universities work together and give further consideration to effective educational content and methods as well as a system for awarding credits in exchange programs mainly for graduate students that focus on research activities.
- **Sharing information with partner universities on degree awarding**
 - In cases where each university makes a decision on degree awarding, NIAD-UE would like universities to share information with each other about the status of degree awarding.

Criterion 2-3: Support for Learning and Living

Examples of Good Practices

- **Support system for inbound students**

- The Student Office sends a manual of information to support inbound students' life in Japan before they come to Japan and provides support for general daily life after they arrive. A structure has been created to provide services and information in English even in student dorms and the on-campus health clinic.
- The university provides academic advice, arranges individual student supporters, assigns tutors, offers Japanese and English education, and provides various kinds of support in terms of daily living as appropriate. It also assigns supporters to laboratories.

- **Support system for outbound students**

- The university sends faculty members out about three months after students have gone abroad to interview them about their living and learning conditions in the foreign country. They also interview responsible persons and instructors at the host university.

- **Handbook**

- The three universities discussed their curricula and credit recognition methods and created joint syllabi. They published a learning agreement (Program Guide of CAMPUS Asia) to diffuse them.

- **Shared housing**

- Shared housing is leased so that students from the three countries can live together and interact outside the classroom.

- **Mutual support between students**

- TAs are arranged in a man-to-man system. Students who served as a TA sometimes participate as exchange students the following year.
- Information exchange sessions are held between students planning to study abroad and students who have returned temporarily from studying abroad.
- Living and learning support is provided through a club of Japanese student volunteers.
- A language café and language exchange are operated on a daily basis. The language café is open to the entire university, providing opportunities for exchange.

- Other good practices include the provision of information through a joint syllabus and support for finding employment.

Criterion 2-3: Support for Learning and Living

Hopes for Future Initiatives

- **Interaction among students**
 - NIAD-UE would like to see universities devise ways to encourage interaction among Chinese and Korean exchange students and Japanese students who are not in the CAMPUS Asia program.
 - It is hoped that universities will consider means of providing greater support such as enhancing pre-departure learning and guidance, exchanging information between participants and supporters through the use of SNS, and visualizing living and learning conditions.
- **Expanding information provided to students beforehand**
 - It is hoped that universities will accumulate feedback from students who studied abroad and create a system for providing the information about living in the host country to the next student who will go abroad. It is also hoped that they will do more to provide information in advance about the purpose of the program and subjects that students should take at the partner university.
 - NIAD-UE would like to see universities clarify which courses' credit will be recognized among the three universities and to do more to provide this information to students.

Criterion 2-4: Credit Transfer and Grading System

Examples of Good Practices

- **Conversion methods and limit management in credit transfer**
 - The universities established a 1:1:1 ratio for credit transfer among Japan, China, and Korea based on the number of classroom hours in each university. They also set an upper limit for the number of credits based on each school's rules. A correspondence table was created for core courses at each university in an effort to avoid students taking overlapping core courses in the dual degree program. The university has started considering the possibility of mapping correspondence for all courses.
 - The universities compared and adjusted the recognition of credits for language courses and specialized courses and adjusted the number of classroom hours, etc., including the provision of supplementary lectures.
- **Credits for research activities**
 - Taking research activities in a research lab at the host university as a concept close to a “research internship,” a system was adopted for awarding credit at the home university based on a student's record of activities even if no credits were issued at the host university.
 - The universities agreed to recognize one credit per week of research for research outcomes obtained at the host university during summer and winter vacations.
- **Conversion methods for grades**
 - The universities created a conversion table for grades and agreed to recognize each other's grades. When faculty members from the three universities gathered together, they verified each other's grading methods.
 - Grading is based on guidelines formulated by the QA Council. Instructors assign draft grades, which are reported to the QA Council. The Japanese university has created a conversion table for grades and established a method so that an 'A' in China can be converted to an 'S' in Japan.
 - The universities developed an online course management system for the CAMPUS Asia program, enabling syllabi to be uploaded and grades to be input and made available in each country's language. Students can view syllabi and check their grades, not matter which country they are in.
- Other good practices include a structure for the awarding of double degrees and the issuing of certificates of completion.

Criterion 2-4: Credit Transfer and Grading System

Hopes for Future Initiatives

- **Improvement in methods of credit transfer between the partner universities and several faculties within a university**
 - NIAD-UE would like to see further improvement in credit transfer systems and operation between the three universities.
 - Consultations on handling the recognition of credits are needed in faculties and graduate schools within Japanese universities and consultations and adjustment are needed between the participating universities regarding the establishment of standards for grading and credit recognition.
- **Monitoring the content of research activities**
 - It is hoped that universities will appropriately monitor the status and outcomes of research activities at the host university and further consider means of awarding credit. It is also hoped that they will do more to adequately communicate information before departure to each country's students about the system of credit awarding and credit recognition.
- **Grade adjustment**
 - It is hoped that universities will give further consideration to the method of grade transfer.
 - It is hoped that universities will consider the level of achievement of learning goals needed in grading and share information on grade distribution.

Criterion 3: Learning Outcomes

Examples of Good Practices

- **Achievement questionnaire in light of the vision for human resources**
 - An annual achievement questionnaire survey is conducted in the three countries simultaneously. The questionnaire is designed to verify student achievement through their four years of study. The results of the collected questionnaires are analyzed by a professional to ensure objective verification.
- **Regular reports from students studying abroad**
 - A system was put in place to regularly check program outcomes by requiring all outgoing and incoming students to submit a monthly report. As this information accumulates, it is used where necessary to ascertain problems.
- **Student reports at symposia and forums**
 - A student conference on the theme of exploring mutual understanding in East Asia is conducted as an overview of collaborative learning in East Asia. The results are compiled in a Conference Anthology.
- Other good practices include the use of student questionnaires, faculty questionnaires, and the monitoring of outcomes using language proficiency tests.

Criterion 3: Learning Outcomes

Hopes for Future Initiatives

- **Measuring learning outcomes for the program**
 - NIAD-UE would like to see universities measure learning outcomes for the program and consult with their partner universities about the appropriateness of outcomes.
 - Specifically, NIAD-UE would like to ask universities to verify program participation requirements for language abilities through language exams, to make efforts to standardize grading criteria in the three universities for each course, and to consider the adoption of a grading system common to all three universities, such as through reports, papers, or presentations based on a program's theme and student's satisfaction and feeling of growth in respect of the degree of achievement of the human resources goals being pursued.
- **Measurement of learning outcomes for programs focused on research activities**
 - It is hoped that universities will measure learning outcomes in light of educational and human resources goals for programs focused on research activities.
 - For instance, there seems to be room to enhance learning achievement questionnaires pertaining to the training of 'researchers who can take global leadership' and to devise follow-up surveys for after course completion.
- **System to make use of the results of learning outcome monitoring in making improvements**
 - It is hoped that universities will continue to enhance methods for making use of learning outcome monitoring through reports as well as systems to share and improve identified issues.
 - Development of a system for using assessments to improve programs will be important in the future, and it is hoped that universities will do so.

Criterion 4: Internal Quality Assurance System

Examples of Good Practices

- **Multifaceted initiatives such as student questionnaires and analysis of learning progress**
 - The university conducts questionnaire surveys and reviews of outbound and inbound students, and of students who participate in prior education and associated programs. It analyzes learning progress and learning outcomes.
- **External evaluation**
 - The university held an advisory body meeting with external evaluation members from Japan and overseas, received an evaluation of and advice for the program, and exchanged opinions with attendees from the university.
- **External quality assurance**
 - Each of the graduate schools in the three universities were accredited by international university accreditation organizations.
- **Efforts to make improvements through an internal quality assurance system**
 - The university periodically holds a CAMPUS Asia Committee Meeting of persons responsible for running a program among six universities in the three countries to discuss issues in the program, including student exchange and recognition of credits, and to make improvements.
- **Dissemination of information**
 - The university disseminated information on the educational content of the program as well as students' learning outcomes and educational effects through seminars for high school students and poster presentations on homecoming days and at incoming workshops.

Criterion 4: Internal Quality Assurance System

Hopes for Future Initiatives

- **Cooperation among participating universities**
 - It is hoped that participating universities will share the results of questionnaires and external evaluations and make joint efforts to use them to make improvements.
- **Implementation of various quality assurance techniques**
 - It is hoped that universities will undertake initiatives such as analysis of questionnaire surveys, accumulation of student experiences, and external reviews.
- **External reviews and dissemination of information**
 - NIAD-UE would like to see universities enthusiastically work on evaluations by outside experts and strive to increase awareness of the program through PR and promotion.
- **Use in resolution of issues**
 - It is hoped that participating universities will continue to make efforts to share results and use them to make improvements.
 - Universities need to prepare cross-faculty organizations to consider various issues that have become apparent.