CAMPUS Asia Monitoring+
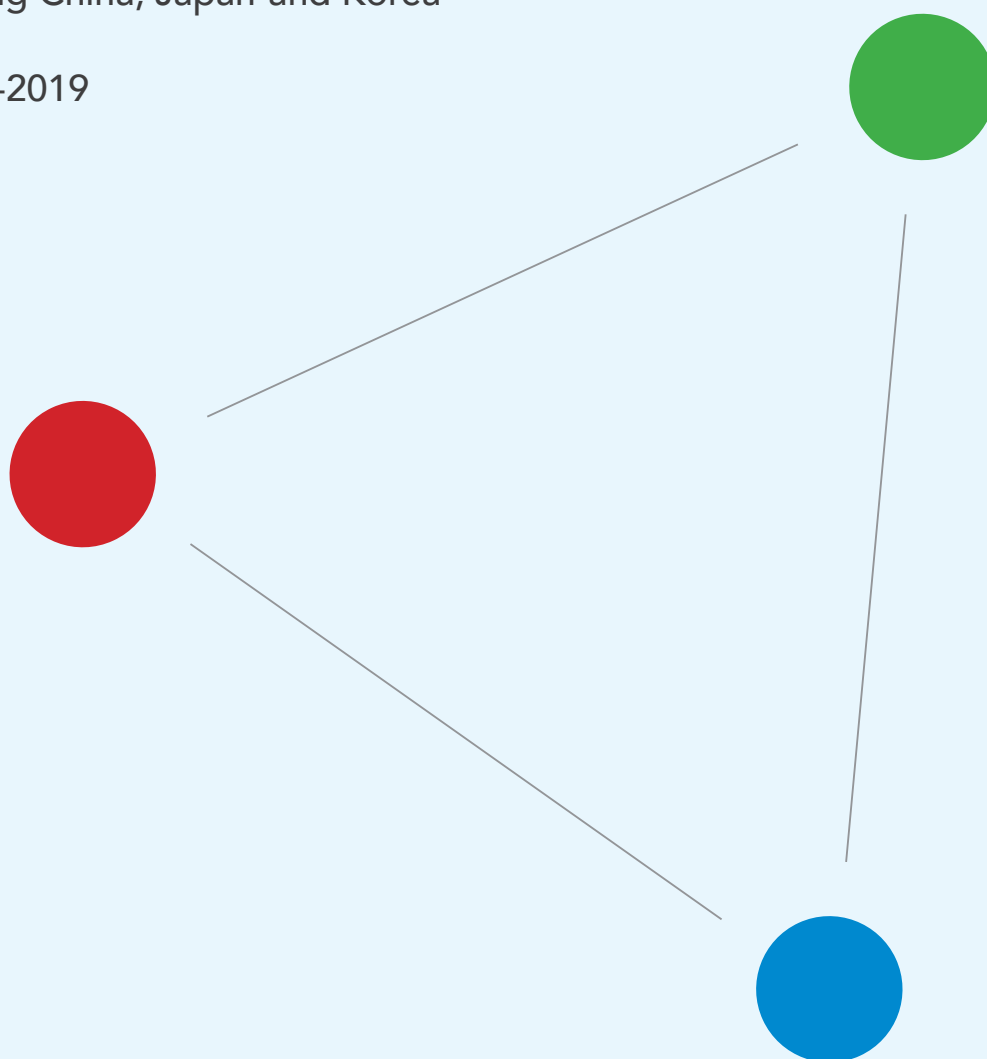# Joint Monitoring Report

Good Practices from CAMPUS Asia Consortium
among China, Japan and Korea

2016-2019

Preface

CAMPUS Asia ("Collective Action for Mobility Program of University Students in Asia") is an initiative launched under the governments of China, Japan and Korea, with the aim of promoting exchange and cooperation with quality assurance among universities and mutual understanding among students from the three countries through various forms of exchange programs, and ultimately contributing to strengthening the competitiveness of universities and nurturing the next generation of talents in Asia.

In accordance with the agreement at the 4th Meeting of the China-Japan-Korea Committee for Promoting Exchange and Cooperation among Universities (hereinafter referred to as "Committee Meeting"), 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 Quality Enhancement of Higher Education (NIAD-QE) in Japan, and Korean Council for University Education (KCUE) in Korea were commissioned to cooperatively conduct quality assurance activities of CAMPUS Asia programs. Before the pilot programs came to an end in 2015, the three quality assurance agencies had conducted monitoring activities twice on the ten CAMPUS Asia pilot consortia.

In September 2016, Mode 2 of the three-mode expansion scheme was successfully launched and 9 new full-fledged consortia were jointly selected by the three countries to launch CAMPUS Asia programs. In 2018 and 2019, the 3rd joint monitoring–referred to as Monitoring+ (Plus)–was conducted based on monitoring criteria and guidelines discussed at the 6th Committee Meeting. The general principles for Monitoring+ include: 1. Promoting quality enhancement of international collaborative academic programs; 2. Conducting monitoring based on joint criteria and procedures; 3. Reviewing consortium-wide progress and achievements to identify the programs' good practices; 4. Examining the degree of cooperation among participating HEIs with respect to resource integration and quality assurance activities as international collaborative academic programs; 5. Examining each program's continuous quality improvement; and 6. Valuing students' opinions and ideas regarding CAMPUS Asia.

At the 7th Committee Meeting in September 2019, the results of Monitoring+ were shared and confirmed by the 7th Committee. The objectives of this report are to summarize and share good practices of the 9 full-fledged Mode 2 consortia based on the 5 criteria of Monitoring+ and to put forward hopes for further initiatives. All in all, over 100 good practices were identified, some of which are particularly noteworthy as they were not identified in the past 2 monitoring activities. As examples of good practices, in terms of "Criterion 1: Objectives and Implementation", inter- and intra-campus program committees were identified as excellent communication platforms between and within the participating universities, which enable CAMPUS Asia programs to operate smoothly. In terms of "Criterion 2: Collaborative Development of Academic Program", some short-term workshops providing hands-on courses offer participating students an opportunity to gain practical knowledge from experts in various global companies and organizations based on well-managed campus-industry collaboration programs, and also to travel and study in all three countries. In terms of "Criterion 3: Student Support", student exchange and program transparency is promoted through the dissemination of information utilizing program website and provision of pre-departure student support. In terms of "Criterion 4: Added-value of the Collaborative Program",

establishment of smooth credit transfer system and issuance of certificate of completion boost appeal of CAMPUS Asia programs and enhance the participating students' sense of gain. In terms of "Criterion 5: Continuous Quality Assurance", effective review methodology is applied to facilitate CAMPUS Asia programs to develop international collaborative academic programs with quality assurance.

It has been a decade since the proposal of CAMPUS Asia as an exchange project in 2009. During the past decade, the governments, universities, and quality assurance agencies of the three countries have worked closely through Trilateral Summit Meetings, Trilateral Education Ministers' Meetings, Committee Meetings, QA Council Meetings, various forms of course programs, and monitoring activities of China-Japan-Korea. As outcomes of the 7th Committee Meeting, the 7th Committee agreed to work more closely to pursue further development of CAMPUS Asia and a draft of a Mode 3 expansion scheme for CAMPUS Asia was proposed. It is foreseeable that CAMPUS Asia will usher in a new stage of development. It is our hope that the monitoring outcomes in this report will be used throughout the higher education community and serve to help stakeholders in each country involved in the design and operation of international collaborative academic programs in making further improvements to their program.

December 2019
CAMPUS Asia Joint Monitoring Committee members

Comparison with JMR2016

The structure of this final report for Monitoring⁺ is generally based on "CAMPUS Asia Pilot Program Joint Monitoring Report–Useful Tips on How to Design an International Cooperative Academic Program" (JMR2016), the final report that was released in 2016 for the second monitoring conducted on the CAMPUS Asia Pilot Program (2011-2015). The following is a list of some of the major updates made in this report in comparison with JMR2016.

■ The report on the whole was updated to reflect the monitoring activities that have taken place since the release of JMR2016.

■ Some of the Criterions, Sub-criterions and GP Elements of good practices and their descriptions have been added, removed or updated in the report. (Chapter 2 and 3)

■ Some of the good practices described in JMR2016 have been included as examples in the report. (Chapter 3)

■ Descriptor tags (Short Long DD/JD) are now included with each of the good practices described in the report. (Chapter 3)

■ Supplementary Materials have been added as references to some of the good practices described in the report. (Chapter 3)

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Chapter 1

China-Japan-Korea Quality Assurance Initiative for CAMPUS Asia

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

1. 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 China, Japan, 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 2nd China-Japan-Korea Trilateral Summit held in Beijing, China in October 2009. In response to this proposal, the China-Japan-Korea Committee for Promoting Exchange and Cooperation among Universities launched in April 2010, and discussed the concept of CAMPUS Asia.

The CAMPUS Asia initiative inaugurated a trilateral exchange program on a pilot basis (2011-2015), launching 10 exchange programs among China, Japan, and Korea 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 consortium consisting of universities in the three countries.

Following the successful pilot program, the education ministers of the three countries expressed their intention to expand financial support for the CAMPUS Asia Program, at the first Trilateral Education Ministers' Meeting, held in Seoul, Korea, in January 2016. Based on that intention, in the fall of the same year, 17 programs (nine new and eight continuing), listed in the table below, were selected as full-fledged (Mode 2) programs.

The following is a description of the basic framework for the CAMPUS Asia Mode 2 programs.

- Undergraduate and Graduate programs
- Any field of study. Exchange of one semester or more based on joint curriculum at the undergraduate-level program and exchange culminating in the awarding of a Double Degree for the graduate-level program is recommended. The recommended period of exchange is at least three months.
- With respect to number of student participants, based on the principle of mutual interest, student exchange is conducted with a balanced number of inbound and outbound students among the participating countries.

List of 17 CAMPUS Asia Full-Fledged (Mode 2) Programs

■ 9 New Programs (Since 2016 to Present)

Program name/abbreviation	Consortia		
	China	Japan	Korea
East Asia Liberal Arts Alliance for Enhancement of Liberal Arts Education and Training of "Co-Creative" Leaders (Asian regional experts education projects) / **BeST**	Peking University	The University of Tokyo	Seoul National University
Plant & Environment Innovation Program/ **CADL**	Tsinghua University Zhejiang University	Chiba University	Yonsei University
Japan-China-Korea International Animation Co-work Curriculum / **Co-work**	Communication University of China	Tokyo University of the Arts	Korea National University of Arts
East Asian Global Leadership Program for Multi-layered Conflict Resolution and Social Innovation/ **ENGAGE**	Peking University	Waseda University	Korea University
International Graduate Program for Teacher Education in East Asia/ **IGPTE**	Beijing Normal University	Tokyo Gakugei University	Seoul National University of Education
China-Japan-Korea intercollegiate Cooperative Project for Nurturing Leading Infrastructure Engineers/ **NLIE**	Shandong University	Nagasaki University	Sungkyunkwan University
Program for nurturing medical research leaders to solve global health problems / **NMRL**	Peking University Tsinghua University Shanghai Jiao Tong University Tianjin University of Traditional Chinese Medicine	Osaka University	Yonsei University
Collaborative Education Program in Marine Science and Technology, Based on "China-Japan-Korea Version" of ERASMUS / **OQEANOUS**	Shanghai Ocean University	Tokyo University of Marine Science and Technology	Korea Maritime and Ocean University
Cooperative Educational Program for Fostering Human Resources to Lead Development of Sustainable Urban and Architectural Environment in Asia / **SUAE Asia**	Tongji University	Kyushu University	Pusan National University

■ 8 Continuing Programs (Since 2011 to Present)

Program name/abbreviation	Consortia		
	China	Japan	Korea
Asia Business Leaders Program II (Advanced)/ **ABL**	Peking University	Hitotsubashi University	Seoul National University
Beijing-Seoul-Tokyo (BESETO) Dual Degree Master's Program on International and Public Policy Studies/ **BESETO**	Peking University	The University of Tokyo	Seoul National University
Asiancrats: A Prime Professional Human Resource Development Program for the East Asian Higher Education Area/ **Common Good**	Jilin University	Okayama University	Sungkyunkwan University
Cooperational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science and Technology - A New Challenge/ **EEST**	Shanghai Jiao Tong University	Kyushu University	Pusan National University

Plan for a Joint Campus representing Korea, China and Japan which will foster leaders in East Asian humanities/ **Joint Campus**	Guangdong University of Foreign Studies	Ritsumeikan University	Dongseo University
Training Human Resources for the Development of an Epistemic Community in Law and Political Science to Promote the Formation of "jus commune" in East Asia/ **Jus Commune**	Renmin University of China Tsinghua University Shanghai Jiao Tong University	Nagoya University	Sungkyunkwan University Seoul National University
Program for Careers on Risk Management Experts in East Asia/ **Risk Management**	Fudan University	Kobe University	Korea University
Advanced TKT CAMPUS Asia Consortium/ **TKT**	Tsinghua University	Tokyo Institute of Technology	KAIST

2. CAMPUS Asia Monitoring - Quality Assurance Initiative -

The China-Japan-Korea Quality Assurance Council, launched in March 2010 by quality assurance agencies in China, Japan, and Korea (HEEC of China, NIAD-QE of Japan, 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.

During the pilot program period (2011-2015), the monitoring were conducted twice. 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. Good practices found through second monitoring of the programs have been compiled and released in the final report, "CAMPUS Asia Pilot Program Joint Monitoring Report–Useful Tips on How to Design an International Cooperative Academic Program" (hereafter referred to as "JMR2016").

After the two rounds of monitoring, in 2017, the three quality assurance agencies jointly produced "Joint Guidelines for Monitoring International Cooperative Academic Programs in CAMPUS Asia" (See page 74 for the full text) which specifies the criteria and methods for quality assurance of international cooperative academic programs based on the experience of trilateral joint monitoring. Based on the guidelines, the three agencies conducted monitoring on the 9 new full-fledged (Mode 2) programs between 2018 and 2019. This undertaking to monitor the programs was named "Monitoring⁺ (Plus)", to reflect the fact that a monitoring method which has evolved since the previous monitoring was utilized.
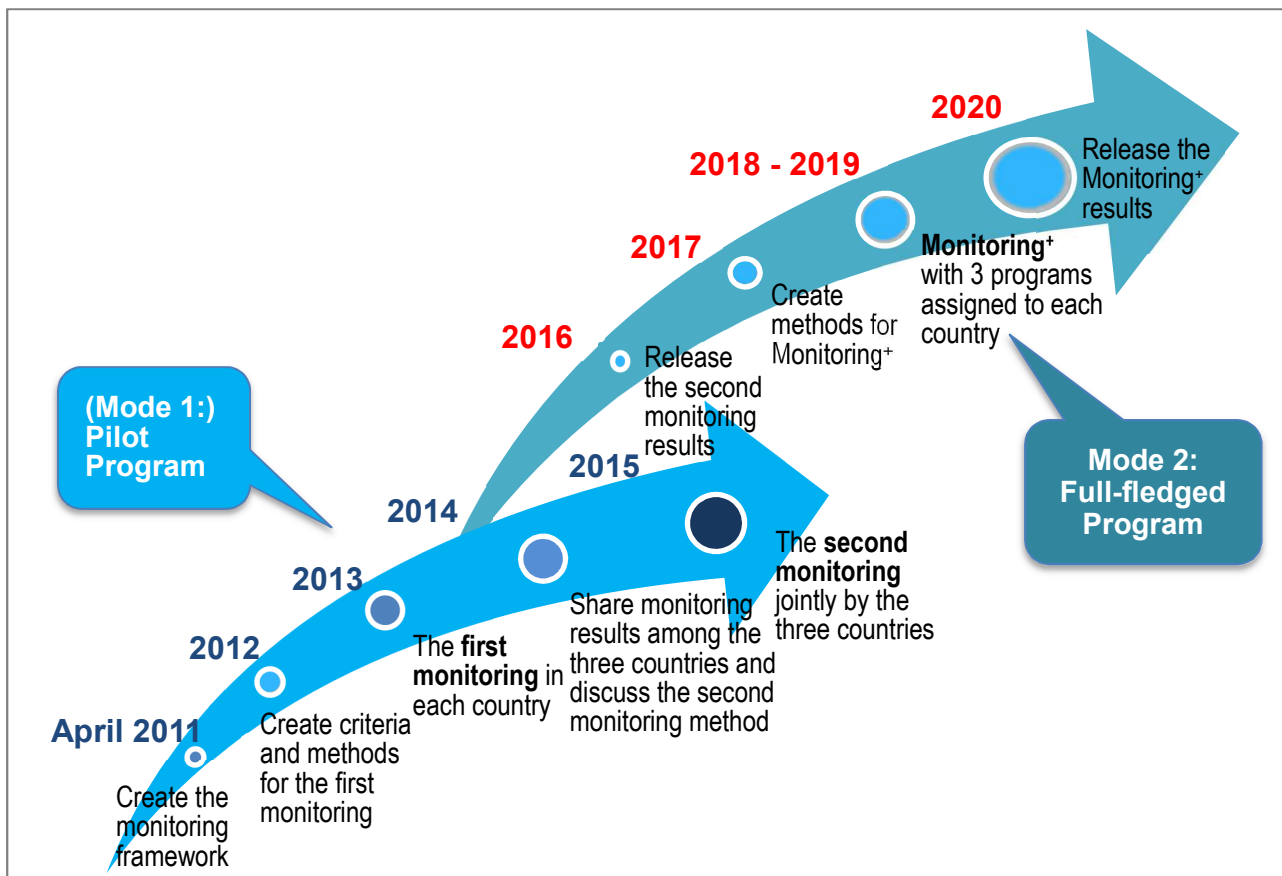
Figure 1. CAMPUS Asia Monitoring Timeline

3. CAMPUS Asia Monitoring⁺

Basic Principles

Monitoring criteria, process and implementation structure was established for Monitoring⁺ following the principles in the Joint Guidelines. Given below are the basic principles of Monitoring⁺.

- Promote quality enhancement of international collaborative academic programs
- Conduct monitoring based on joint criteria and procedures
- Review consortium-wide progress and achievements to identify the programs' good practices
- Examine the degree of cooperation among participating HEIs with respect to resource integration and quality assurance activities as international collaborative academic programs
- Examine each program's continuous quality improvement
- Value students' opinions and ideas regarding CAMPUS Asia

Implementation Structure

A Joint Monitoring Committee and Joint Monitoring Panel consisting of academics and experts of China, Japan, and Korea with knowledge in the field of internationalization of higher education and joint programs

as well as representatives of quality assurance agencies were established for Monitoring+. (See page 73 for the List of Joint Monitoring Committee and Joint Monitoring Panel Members.)

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

Joint Criteria

To ascertain the current status of each program and its quality enhancement initiatives, the programs were monitored based on the joint criteria for Monitoring+ consists of the 5 criteria plus 8 sub-criteria below. These criteria are generally identical to the criteria used in the second monitoring. Please refer to Chapter 2 "Overview of Good Practices in International Cooperative Academic Programs Obtained Through CAMPUS Asia Monitoring+" for more details about each of the Criterions.

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. Student 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. Continuous Quality Improvement	

Monitoring Process

Building on a common quality assurance framework and deepened mutual confidence among the three quality assurance agencies of China, Japan, and Korea gained through previously conducted monitoring programs, Monitoring+ was conducted with three programs assigned to each of the three agencies, with the agency of each country made responsible for conducting monitoring on its assigned programs. As the result of discussion among the three agencies, each agency was assigned the following programs.

China (HEEC)	Japan (NIAD-QE)	Korea (KCUE)
IGPTE	BeST	CADL
NLIE	ENGAGE	Co-work
OQEANOUS	NMRL	SUAE Asia

*See Page 4 for the full name of the programs

Monitoring+ was conducted according to the procedures provided below.

2018 June - Oct

Self-Assessment

- Each consortia writes a single Self-Assessment Report
- The written Self-Assessment Report is shared among the three quality assurance agencies

2018 Nov - Dec

Document Analysis

- Document analysis is conducted in each country by the panel members of China/Japan/Korea
- The results of document analysis are shared among the three quality assurance agencies

2019 Jan - Mar

Site Visit

- Site visit is conducted by the panel members of China/Japan/Korea at a site and on a date at which all participating universities of a consortium are expected to gather
- Each quality assurance agency is given an option to participate in site visits conducted in other countries as an observer
- The site visit results are shared among the three quality assurance agencies

2019 Nov

China-Japan-Korea Joint Monitoring Committee

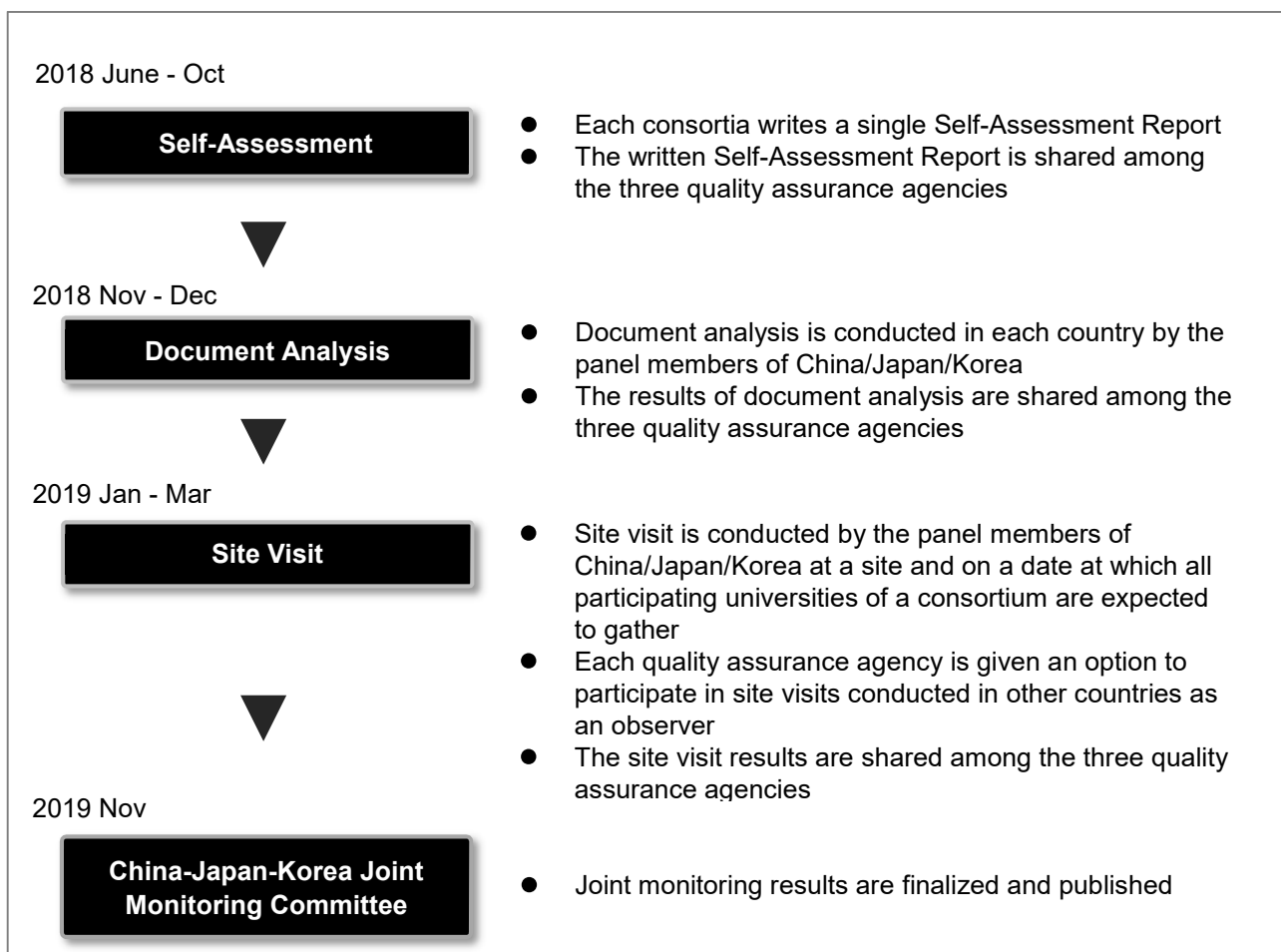- Joint monitoring results are finalized and published

Figure 2. Procedures of CAMPUS Asia Monitoring⁺

Chapter 2

Overview of Good Practices in International Cooperative Academic Programs Obtained Through CAMPUS Asia Monitoring[+]

Chapter 2.
Overview of Good Practices
in International Cooperative Academic Programs
Obtained Through CAMPUS Asia Monitoring⁺

Criterion 1.
Objectives and Implementation

Criterion 1-1.
Achievement of Objectives

Successful implementation of a cooperative academic program with foreign universities requires program goals and vision, including goals for strong international cooperation and a vision for the human resources the program intends to develop, to be fully considered among the participating universities and clearly established. It is important for this vision to clearly specify the expected learning outcomes with respect to knowledge, skills and character. By sharing through appropriate channels, it is also important for all members of the program, including administrative staff, faculty and students, to come to a common recognition of these goals and to coordinate them in conjunction with the university's international strategy. Furthermore, in order to establish and implement a new program, not only is it important to set short to medium-term goals and targets, long-term vision and strategy must be formulated and carried out.

Many of the monitored programs had established original program goals that bring together the features and strengths of the participating universities. These goals were shared in the program through articulation in written agreements and memorandums of understanding and in periodic meetings among the participating universities. In addition, some programs were identified through monitoring to have program goals in alignment with the university-wide international strategy.

Good practices for 'Achievement of Objectives' identified through the monitoring of the CAMPUS Asia Mode 2 programs can be categorized under one of the elements below.

> ### GOOD PRACTICE (GP) ELEMENTS IN CRITERION 1-1
>
> I.   Joint establishment of original program goals and basic framework
> II.   Specification and sharing of desired knowledge, skills, and character
> 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
>
> → See Page 24-28 for details

Criterion 1-2.
Organization and Administration

Having an appropriately established and functioning program implementation structure is essential to achieve the goals of an international cooperative academic program. As international cooperative academic programs are programs jointly operated by the participating universities, sharing the burden of responsibility equally and balanced student mobility among the participating universities is essential. Bearing this in mind, it is especially important for the participating universities to thoroughly discuss and specify in writing, such as in an agreement, a basic policy regarding the program's governing structure, responsibilities to students, and sharing of financial roles.

In practice, any time any of the various problems arise, it is necessary for the participating universities to work together to jointly resolve the problem at hand. To this end, it is necessary to have established an effective administrative structure as well as to have developed tools that enable routine sharing of information among all participating universities in order to build trust among the participating universities and smoothly carry out the operation of the program. A program coordinator dedicated to handling these administrative affairs and liaising with partner universities is vital to the operation of a program. An interdepartmental system of cooperation within each participating university is also important for an international cooperative academic program. Cooperation of faculty within each participating university is particularly essential in order to implement a program with a sufficient line up of courses which are in line with the purpose of the program.

Decision-making committees are established in each CAMPUS Asia program, and under these committees, participating universities came together to share issues and know-how with each other and to review the method of program implementation and other related issues. CAMPUS Asia program coordinators in charge of day-to-day operation of the program at each participating university routinely communicate and coordinate with faculty, staff, students and other departments utilizing various means of communication. In addition to interdepartmental cooperation for routine operation of the program, efforts to streamline the university-wide system of cooperation were also identified.

Good practices for 'Organization and Administration' identified through the monitoring of the CAMPUS Asia Mode 2 programs can be categorized under one of the elements below.

> ## GOOD PRACTICE (GP) ELEMENTS IN CRITERION 1-2
>
> I. Organization defined in an agreement or guidelines
> II. Establishment of an effective organizational structure
> III. Establishment of an effective administration
> IV. Implementation of system and tools enabling frequent exchange among the participating universities
> V. Effective structure for intra-university cooperation
>
> → See Page 29-34 for details

Criterion 2.
Collaborative Development of Academic Program

Criterion 2-1.
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. Joint development and implementation of original courses among participating universities can be beneficial. Although such an undertaking may require some effort, if successful, such courses can be expected to have content of high educational value and become a centerpiece for the program. Scrupulous discussion among the participating universities at the program design phase and in regular reviews after program commencement is also needed. At the same time, provision of student-centered teaching as well as good learning methods designed to motivate students to learn actively must be devised in order to bring about learning outcomes from student exchange more effectively. Language of instruction is one of many considerations that must be thoroughly discussed in conducting international cooperative academic programs. Not only does the academic discipline and burden of learning a language by students need to be considered in a decision to conduct a course in an internationally accepted language like English or in the local language, both the bilateral and reciprocal nature of the program must also be considered among participating universities.

Examples seen in the programs included curriculum designed to take advantage of the strengths of each participating university and the provision of hands-on courses together with local governments and the industry sector. Moreover, each program implemented initiatives to deepen students' cross-cultural understanding by providing courses in the local language and opportunities to experience the local culture. Summer programs and joint workshops were invaluable as part of the curriculum. Encouraging students to learn proactively through methods such as through PBL was identified as one of the good practices that required a new element category be created.

Good practices for 'Curriculum Integration' identified through the monitoring of the CAMPUS Asia Mode 2 programs can be categorized under one of the elements described below.

GOOD PRACTICE (GP) ELEMENTS IN CRITERION 2-1

I.	Cooperation in program design and implementation
II.	Designing a curriculum that takes into consideration the features of each university and cooperation among 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.	Short-term programs and seminars, etc.
IV.	Measures for effective learning and mutual understanding

Criterion 2-2.
Academic Staff and Teaching

When implementing an international cooperative academic program, it is essential 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 maintain a high level of motivation to contribute to the program, and to provide them with faculty development, including training in international capabilities.

In addition to securing excellent teaching staff, each of the programs in CAMPUS Asia appointed program coordinators with multi-lingual language skills to coordinate the programs. Human resource development initiatives for academic staff in charge of international cooperative education were also identified through monitoring. These initiatives include faculty training for new teaching methods and faculty exchange with other participating universities.

Good practices for 'Academic Staff and Teaching' identified through the monitoring of the CAMPUS Asia Mode 2 programs can be categorized under one of the elements described below.

GOOD PRACTICE (GP) ELEMENTS IN CRITERION 2-2

I.   Academic staff
I-i.   Faculty and staff with a high level of international capabilities
I-ii.   Implementation of faculty development (FD)
→ See Page 41-42 for details

Criterion 3.
Student Support

Criterion 3-1.
Student 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. At the same time, information about the program must be disseminated widely. The use of program website and leaflets are standard practice for such purpose. Other effective measures include opening participation in the CAMPUS Asia symposiums and seminars to the entire campus in order to give the participants a glimpse of the program. A program must also find ways to gain student interest for admission into the program, as well as motivate students who are already part of a program to continue in its participation.

There were CAMPUS Asia programs identified to have standardized some of the admissions processes based on discussion among the participating universities, including the use of a common student application form and the establishment of a common student selection and admission criteria. It was also discovered that many programs are actively disseminating information about the program, including program objectives, entry requirements and course curriculum, through the holding of public symposiums, development of program websites, etc. Some CAMPUS Asia programs introduced short-term programs as a strategy for gaining interest of the students to continue on to the longer term programs.

Good practices for 'Student Admission' identified through the monitoring of the CAMPUS Asia Mode 2 programs can be categorized under one of the elements described below.

GOOD PRACTICE (GP) ELEMENTS IN CRITERION 3-1

I. Student admission
I-i. Establishment of a method for student selection
I-ii. Dissemination of information in diverse ways about the program
I-iii. Motivation for students to continue the program and progress

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Criterion 3-2.
Support for Learning and Living

It is important to provide inbound and outbound students with appropriate support, such as provision of program course and housing information, at the preparation stage as well as during and after participation. It is also essential for the participating universities to mutually recognize the type of support needed by the students at each stage as well as to coordinate and appropriately delegate the responsibility for each type of support among the participating universities.

The programs paid close attention to learning and living support for students participating in the program, and it was evident that time and manpower was abundantly allocated to its development. With view to the idea that many benefits to students, both in terms of learning outcomes and beyond, come from activities beyond the lecture halls and research laboratories, the participating universities of CAMPUS Asia programs have put forth extended effort to ensure students receive full exposure to life experiences on and off the campus. In its capacity to bring students of the CAMPUS Asia programs together, alumni associations play a significant role for both graduates of the program and current students. It is also worth mentioning that mutual support and interaction have started at the suggestion of students themselves and have evolved continuously. One such example is a case in which teaching assistants became the voice of students by filling the gap between the students, administrative staff and faculty so as to ensure student concerns and opinions did not go unnoticed.

Good practices for 'Support for Learning and Living' identified through the monitoring of the CAMPUS Asia Mode 2 programs can be categorized under one of the elements described below.

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GOOD PRACTICE (GP) ELEMENTS IN CRITERION 3-2

I.   Pre-departure student support for study abroad
II.   Student support during study abroad
III.   System of mutual support among students
III-i.   Arrangement of tutors and teaching assistants (TAs)
III-ii.   Peer learning, social events, and alumni associations
IV.   Collection and dissemination of learning information from host universities

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

Criterion 4-1.
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 character) 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 progress and learning outcomes of graduates.

Many programs were identified to have measured learning outcomes through student satisfaction surveys, achievement surveys, and post-exchange presentation of academic papers, and that they shared the collected and analyzed results among the participating universities.

Good practices for 'Student Satisfaction' identified through the monitoring of the CAMPUS Asia Mode 2 programs can be categorized under one of the elements described below.

GOOD PRACTICE (GP) ELEMENTS IN CRITERION 4-1

I.   Monitoring of learning outcomes
I-i.   Conduct and analysis of student satisfaction and achievement surveys
I-ii.   Monitoring of learning outcomes through students' reports, works, etc.
I-iii. Monitoring of learning outcomes through presentations, etc.

Criterion 4-2.
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 abroad, and then consider and establish a system for transferring credits, keeping educational content and its level in mind, with a view toward ensuring credit validity. It is important to develop this within a framework in which a common understanding of learning outcomes as well as a common system for evaluation of learning outcomes is clearly established. Particularly in the case of multiple degree programs, as credits needed for completion of a program must be partially earned from the partner university, it is essential to thoroughly consider and establish, for example, what courses are required to be taken or can be taken by students, in addition to having in place a system of smooth recognition of credits.

With respect to grading, 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 multiple degrees, it is essential for the participating universities to thoroughly discuss and agree on a degree awarding policy and review procedure.

In one case example, participating universities conducted research on proven international cooperative academic programs in Europe in order to gain insight into good practices for developing its own guidelines with respect to credit transfer and grading system. In case of Double Degree programs, the level of development varied from program to program, but what was constant for each program is the level of effort expended on meetings, cooperation and careful planning among the participating universities in the preparation and implementation of the program.

Good practices for 'Credit Transfer and Degree Awarding' identified through the monitoring of the CAMPUS Asia Mode 2 programs can be categorized under one of the elements described below.

GOOD PRACTICE (GP) ELEMENTS IN CRITERION 4-2

I.   Conversion methods and limit management in credit transfer
I-i.   Establishment of a foundation for credit transfer through prior adjustment
I-ii.   Establishment through deliberation among the participating universities of a conversion method for credit transfer
II.   Recognition of research activities (credits for research activities)
III.   Issuance of certificate of completion
IV.   Policy on double degree awarding

Criterion 5.
Continuous Quality Improvement

As answering the question on how to accomplish quality assurance in an international cooperative academic program with foreign universities is one of the important keys to the success of this kind of program, it is important for participating universities to discuss and collaboratively establish a shared system of quality assurance that is systematic and continuous in its effect. 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 attain broad recognition and understanding of the program by the public and encourage the next generation of students to join the program. Also, a financial scheme must be devised among the participating universities with a view to long-term operation of the program.

Each CAMPUS Asia program conducted reviews and implemented a system to analyze those results and make improvements to the program. Also, joint academic boards and committee meetings are held periodically among the participating universities to discuss how to make the program better. There are programs identified to have already agreed among the participating universities to continue the program after the government grant period comes to an end and conduct discussions toward program continuation and further development. There are even cases identified of programs already having secured funding for such.

Good practices for 'Continuous Quality Improvement' identified through the monitoring of the CAMPUS Asia Mode 2 programs can be categorized under one of the elements described below.

GOOD PRACTICE (GP) ELEMENTS IN CRITERION 5

I.   Self-assessments and their use to make continuous improvements
I-i.   Joint self-assessment conducted by participating universities
I-ii.   External reviews
II.   Dissemination of information (PR and promotion)
III.   Agreements and other preparation for program sustainability
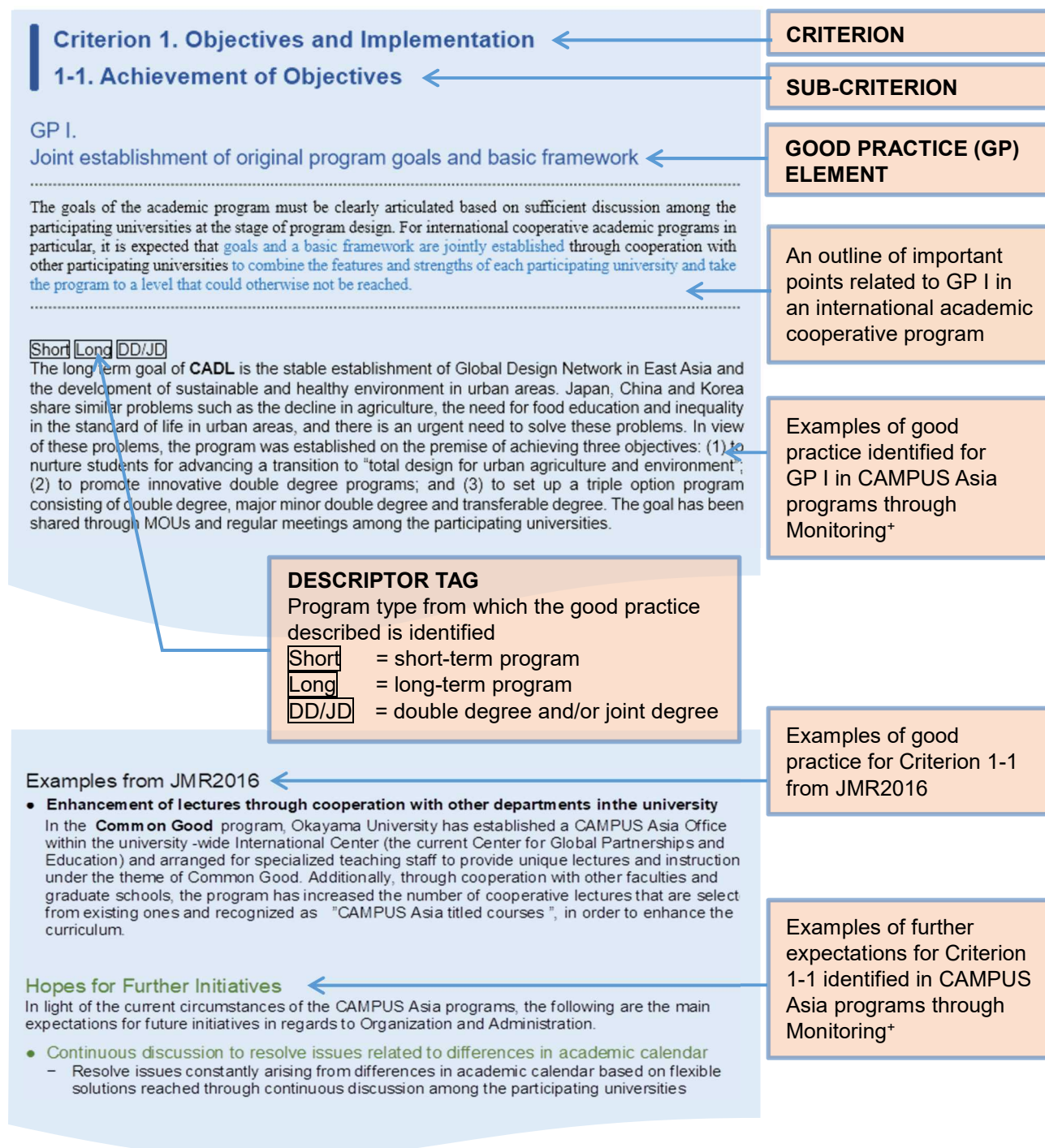
Chapter 3

Good Practices by Criterion Obtained Through CAMPUS Asia Monitoring+

Chapter 3.
Good Practices by Criterion
Obtained Through CAMPUS Asia Monitoring[+]

Layout of This Chapter

CRITERION

SUB-CRITERION

GOOD PRACTICE (GP) ELEMENT

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 cooperation with other participating universities to combine the features and strengths of each participating university and take the program to a level that could otherwise not be reached.

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

Short Long DD/JD
The long-term goal of **CADL** is the stable establishment of Global Design Network in East Asia and the development of sustainable and healthy environment in urban areas. Japan, China and Korea share similar problems such as the decline in agriculture, the need for food education and inequality in the standard of life in urban areas, and there is an urgent need to solve these problems. In view of these problems, the program was established on the premise of achieving three objectives: (1) to nurture students for advancing a transition to "total design for urban agriculture and environment"; (2) to promote innovative double degree programs; and (3) to set up a triple option program consisting of double degree, major minor double degree and transferable degree. The goal has been shared through MOUs and regular meetings among the participating universities.

Examples of good practice identified for GP I in CAMPUS Asia programs through Monitoring[+]

DESCRIPTOR TAG
Program type from which the good practice described is identified
Short = short-term program
Long = long-term program
DD/JD = double degree and/or joint degree

Examples from JMR2016
- **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.

Examples of good practice for Criterion 1-1 from JMR2016

Hopes for Further Initiatives
In light of the current circumstances of the CAMPUS Asia programs, the following are the main expectations for future initiatives in regards to Organization and Administration.

- Continuous discussion to resolve issues related to differences in academic calendar
  - Resolve issues constantly arising from differences in academic calendar based on flexible solutions reached through continuous discussion among the participating universities

Examples of further expectations for Criterion 1-1 identified in CAMPUS Asia programs through Monitoring[+]

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 cooperation with other participating universities to combine the features and strengths of each participating university and take the program to a level that could otherwise not be reached.

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Short Long DD/JD

The long term goal of **CADL** is the stable establishment of Global Design Network in East Asia and the development of sustainable and healthy environment in urban areas. China, Japan and Korea share similar problems such as the decline in agriculture, the need for food education and inequality in the standard of life in urban areas, and there is an urgent need to solve these problems. In view of these problems, the program was established on the premise of achieving three objectives: (1) to nurture students for advancing a transition to "total design for urban agriculture and environment"; (2) to promote innovative double degree programs; and (3) to set up a triple option program consisting of double degree, major minor double degree and transferable degree. The goal has been shared through MOUs and regular meetings among the participating universities.

Short Long DD/JD

The participating universities of **Co-work** share the goal of nurturing global talents while reflecting in the program the characteristics, environment, and strengths of each university. The participating universities of the program has a defined program goal of "nurturing international leaders who will actively contribute to the future of collaborative animation production and research" while reflecting in the program the characteristics, environment, and strengths of each university. In the process of achieving this goal, students of the participating universities form mixed groups to work together on an entire animation-making process from planning to production and culminating with the screening of a completed film.

Long DD/JD

The objective of **SUAE Asia** includes the development and implementation of a double-degree Master's program for nurturing human resources in the field of architecture and urban planning. The program has also set a goal to implement a cooperative educational program based on environment education model of Kyushu University; develop an international standard model for urban and architectural environment education and develop academic degrees with completion and certification process unified among the participating universities; build a common academic affairs web system to evaluate, manage and support the proposed education program; establish a portal site for public relations and dissemination of information on the program as a model for international standard; and develop the accreditation system for urban and architectural environment education to guarantee the quality of education.

GP II.
Specification and sharing of desired knowledge, skills, and character

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 character expected of the human resources the program is aiming to develop. Specific skills and character defined in the goals provide a compass for the formation of educational content and can be referred to at different stages of program operation, with a view toward measuring learning outcomes.

Short Long DD/JD
Worldwide aging of society is changing the social landscape, and medical treatment must also respond appropriately to this change. There is an urgent task to train leaders with a broad international perspective who are needed in this new social structure, particularly in the Asian communities with a cultural background different from that of the western culture. With this social issue at hand, **NMRL** has set a goal of raising research leaders in medicine and public health to tackle the problem. Not only are students expected to acquire expertise in medical knowledge and technology, interdisciplinary knowledge, skills, awareness of the socio-economy / humanities and high-level problem-solving skills, the program further specifies the need for students to attain a sense of ethics and harmony, and learn to think comprehensively in both flexible and logical manner to become problem-oriented global research leaders.

Short Long DD/JD
In **OQEANOUS**, the participating universities share a mission to train high-level international professionals with competency in "sustainable development and use of oceans", "protection and preservation of environment" and "establishment of an environment-friendly industrial structure". The program also aims to develop "truly global human resources" who learn with and from other students from China, Japan, and Korea, overcome language barriers to understand different perspectives within their own country as well as that of other countries, and work to solve issues that involve our oceans, such as protection of limited ocean resources and their use in a sustainable manner, and exhibit leadership that transcends national borders in the areas of industry, government, and academia. At the working level, the program aims to nurture students who can propose projects that will resolve issues related to the oceans in their own fields, work collaboratively in other fields (outside of their own) and with other people (researchers from other countries) who could bring such projects to fruition, effectively engage in research even within limited boundaries, and have the capability and wherewithal to solve problems as part of a team.

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

It is important for all program members at all participating universities, including faculty, staff, and students, to have a shared awareness of program goals. Utilizing means appropriate to the program, including face-to-face meetings and written agreements such as memorandum of understanding, is desired.

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

Short Long DD/JD

The program objectives and vision for **NLIE** were stipulated in the memorandums of understanding, academic agreement and statement of mutual understanding. According to the statement of mutual understanding, the program goal is to collaboratively provide international education at a high level to students from Shandong University, Nagasaki University and Sungkyunkwan University, through the provision of infrastructure development related courses as well as through education enabled based on close cooperation with public institutions and domestic and international corporations, with the aim of nurturing leading infrastructure engineers with superb academic background and practical skills who can contribute to Asian infrastructure development and its maintenance.

Short Long DD/JD

At the initial stage of cooperation in the establishment of **IGPTE**, the participating universities reached an agreement on general goals and future plans for the program, which include the integration of international educational resources and training of human resources that can adapt to the continually evolving modern society. Several rounds of meetings were held among the universities with the focus of discussion on goals, strategies, and specific plans for implementing the program. Consensus is shared over the issues of curriculum design, credits transfer, admission requirements, etc. After several rounds of discussion, an agreement was also reached among some of the participating universities on setting up a masters double degree program in Foreign Language Linguistics and Foreign Language Teaching Methodology.

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

Short Long DD/JD

In addition to the regularly held face-to-face and online faculty meetings, CAMPUS Asia Faculty Meeting, Council on International Education Personnel, Annual International Symposium and seminars held for **NMRL** provide a stage for the participating universities to come together in a single location to discuss program goals and other key topics.

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

Short Long DD/JD

At International CAMPUS Asia Faculty Meetings, the faculty of participating universities of **NMRL** come together to discuss key topics include program goals, such as the establishment of agreements, framework for credit transfer, grades management, academic degrees and student support. Program achievements, updates, changes in academic and administration policy are shared, and operating shortcomings and difficulties are discussed to draw up program improvement plans. At the Council on International Education Personnel held annually by

International CAMPUS Asia Faculty Meeting

the project directors, professors, and staff of the participating universities, informational exchange session is held to discuss and determine plans and goals for education and research, program implementation guidelines, course/training syllabus, program assessment, credit transfer, and construction and operation of internal/external quality assurance. At the annually held International Symposium held in 2017, more than 200 participants that include students, faculty members, government officials and representatives of research institutions and companies participated in the three-day event in which the program outcomes were shared.

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 becomes possible to obtain university-wide cooperation and assistance in various situations in program operation. At the same time, the program can be expected to have effects inside the university such as the broadening of scholarly horizon and increased motivation for learning as a result of spillover beyond the program.

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Short Long DD/JD
The goals of each participating university of **OQEANOUS** are in alignment with the purpose of operating such international joint programs. The goals of Shanghai Ocean University include cultivation of international talents, advancing cooperative educational programs among Chinese and international universities, bolstering joint training of international talents, and ultimately to be in the position to serve as well as influence a wider international audience. The international strategy of Tokyo University of Marine Science and Technology is to create a highly internationalized campus suited for the global era by accepting diverse array of students and researchers from abroad and cultivating diverse human resources that are globally-inclined. One of the goals of Korea Maritime and Ocean University is to establish and maintain international collaborations with other institutions.

Short Long DD/JD
Peking University aims to cultivate leaders with an international perspective through its numerous international programs. At Waseda University, its medium to long-term goals include nurturing "students of the highest caliber and character who show promise in being able to contribute to the world", conducting "research that will ultimately contribute to real world peace and happiness in human society", producing "graduates who will contribute to the public good as global leaders" and becoming "Asia's premier 'model university' adaptable to a changing world". At Korea University, a part of the core vision of the university is to take lead in creating a new future by developing knowledge that can help to change and lead the world. In line with these university-wide international strategies of the participating universities, one of the primary goals of **ENGAGE** is to nurture the next generation of East Asian Leaders who engage in conflict resolution with commitment to global peace.

Short Long DD/JD
In **Co-work**, the participating universities defined the goal of the program as "nurturing international leaders who will actively contribute to the future of collaborative animation production and research." This goal is fulfilled through intensive seminars, forums, and symposiums organized by the partner universities. The shared objectives are carried out in practice and are also a part of the global strategy of each participating university.

Hopes for Further Initiatives

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

- Establishment of clear links between overall program goals and specific regional goals and issues
    - Specification of objective goals and issues specific to each participating country and clear establishment of their links to the overall program goals

- Regular consortium meetings for discussion on long-term vision and strategies
    - Regularly hold meetings among the participating universities to establish vision for the program and sustainability of the program beyond the government subsidy period and discuss various strategies, including involving industries and international organization in the program

Criterion 1. Objectives and Implementation
1-2. Organization and Administration

GP I.
Organization defined 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.

Short Long DD/JD
In **OQEANOUS**, the framework for short- to medium-term objectives and goals are established based on the following agreements:
- MOU
- Agreement on Student and Credit Exchange
- Credit Transfer Scheme in East Asia (CTSEA) Guidelines
- Agreement for the Double Degree Program of the Master's Level
- Learning Agreement

Of these, the Agreement on Students and Credit Exchange clearly outlines the division of roles within the university as well as the responsibilities of students in relation to scholarships, boarding fees, health insurance, and living expenses.

## GP II.
Establishment of an effective organizational structure

When implementing an international cooperative academic program, it is essential to have a fully functioning organizational structure established in an appropriate form. In addition to establishing an executive committee composed of relevant persons, including representatives of all participating universities, it is also important to implement working groups composed of working-level personnel that makes decisions related to program operation and have a place where the participating universities can come together to discuss important topics and make key decisions regarding the operation of the program.

Short Long DD/JD
In **NLIE**, the operation, implementation and management of the program, are managed by the Consortium Steering Committee, consisting of 36 staff members from the three participating universities (See figure on the next page). These staff members include university representatives, program executive managers, academic staff members responsible for program implementation, and administrative staff members from the International Office and Postgraduate Education Office. The Committee regularly review the quality of the program syllabus, criteria for credit transfer system and admission criteria, to ensure the standard for the program to be consistently high. The program also established an Assessment Committee, comprising of both internal and external reviewers, with the aim of monitoring and assessing the execution of the program to ensure quality and continuous improvement of the program.
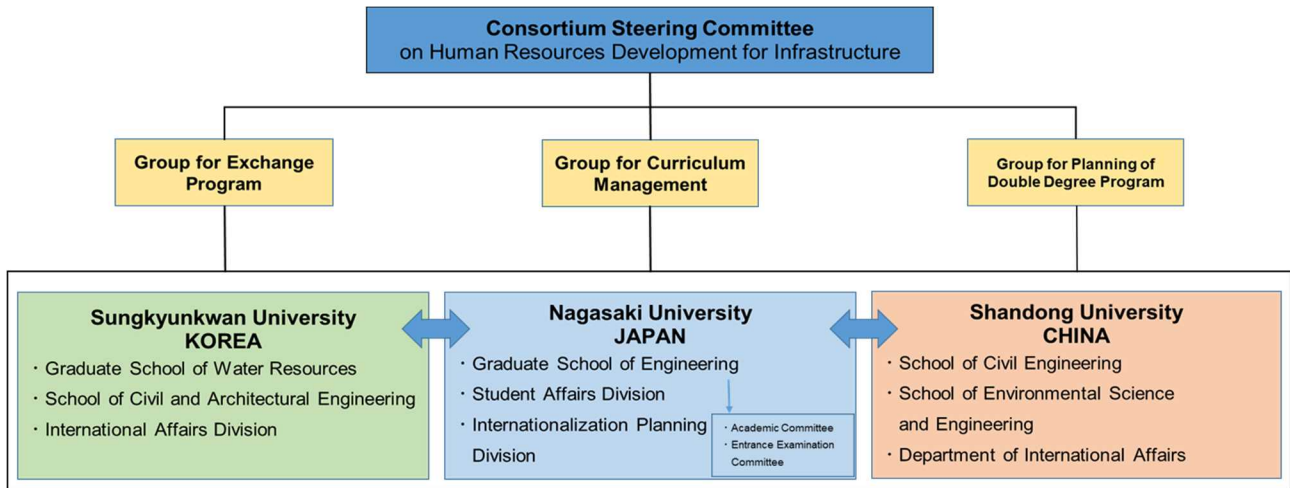
Organizational Structure of the program for NLIE

Short Long DD/JD

In **ENGAGE**, Intercampus Program Committee (ICPC) was established as a platform for discussion on topics including creation of a unified curriculum, Summer/Spring Programs, student exchange, symposia, recently held programs and medium-to-long-term issues between the participating universities. It was established in the first academic year of the program and held over 10 face-to-face meetings since the program launch. Video conferencing is held at a frequency of once every two months. Before each ICPC meeting, all partners draw up and share their agenda to streamline and bring the topics of discussion into focus. After each meeting, detailed minutes are drawn up and shared to clarify the tasks. In addition to ICPC, a Program Committee established at each participating university, work cooperatively with ICPC to work towards the implementation of university programs and teaching methods.

Short Long DD/JD

In **OQEANOUS**, a joint executive committee consisting of faculty members and educational affairs staff from the participating universities was established. The committee was commissioned to make joint decisions regarding a credit exchange system based on standards and academic achievement assessment criteria of the participating universities.

DD/JD

In **SUAE Asia**, the CAMPUS Asia Committee, represented by the Education Steering Committee of each participating university, is charged with the role of organizing and implementing the programs, coordinating the double degree program and reviewing the final thesis of students, certifying completion of the program by students, performing internal and external reviews, and developing the accreditation system. Program coordinators appointed at each university hold working-level meetings among the participating universities to discuss changes and share information.

GP III.
Establishment of an effective administration

Routine sharing of information and problem solving between participating universities and implementation, at each participating university, of a structure that handles functions, including the delegation of responsibilities, in a flexible and workable way, is necessary in the operation of an effective program. Staff positioned to handle overall coordination of the program and maintain smooth communication with participating universities is also expected. In addition to establishing committees composed of representatives from each participating university, it is also important to hold working-level meeting for daily information sharing, liaison and coordination at an appropriate frequency.

Short Long DD/JD

In **NMRL**, program coordinators, many of whom are multilingual, are assigned to the CAMPUS Asia office of each participating university to support inbound and outbound students. The breakdown of staff assigned to the CAMPUS Asia office at each participating university is as follows:

Osaka University CAMPUS Asia office
- 1 Professor, General Director of CAMPUS Asia Program fluent in English and Japanese
- 1 Specially Appointed Associate Professor fluent in English and Japanese
- 1 Specially Appointed Assistant Professor fluent in English, Chinese and Japanese
- 1 staff member who speaks in English, Chinese, Japanese and Korean
- 2 staff members who speak in English and Japanese

Peking University CAMPUS Asia office
- 1 Professor, Director of CAMPUS Asia Program, Vice Dean of School of Public Health fluent in English, Chinese and Japanese
- 1 Associate Professor fluent in English, Chinese and Japanese
- 1 staff member fluent in English and Chinese

Yonsei University CAMPUS Asia Office
- 1 Professor, Director of CAMPUS Asia Program fluent in English and Korean
- 1 Professor fluent in English and Korean
- 1 staff member fluent in English, Japanese and Korean

Tianjin University of Traditional Chinese Medicine CAMPUS Asia Office
- 1 Professor, Vice Dean, Director of CAMPUS Asia Program fluent in English, Chinese and Japanese
- 1 Lecturer fluent in English and Chinese
- 1 staff member fluent in English, Chinese and Japanese

Short Long DD/JD

CADL operates a co-advisor system in which an advisor is appointed to all inbound and outbound students at each of the participating universities. The advisors assist students with accommodation and provide guidance on various issues, such as on making cultural adjustment, health and campus life in general. The advisors are also given a dual role as coordinators for the program, playing key roles in managing administrative issues of students.

Short Long DD/JD

Each participating university of **Co-work** has coordinators positioned to manage academic affairs and support exchange students of the program. At Korea National University of Arts, a general manager and a coordinator are appointed to the task. At Tokyo University of the Arts, two staff members assigned to coordinate the program provide support for exchange students, assist program implementation and development, and liaison with contacts in and outside the university. Communication University of China appointed five teachers to manage academic affairs and support exchange students, two of whom are coordinators in charge of general affairs. The basic policies for the program are established through bi-monthly online meetings held by the CAMPUS Asia steering committee represented by the CAMPUS Asia offices of each participating university and other departments that support the program. The meetings are participated by relevant personnel from relevant departments according to the issues at hand, such as financial support, institutional policies and regulations. When workshops and forums are hosted at one of the participating universities, such opportunities are utilized to hold intensive meetings to discuss current issues and discuss ways to further develop the program.

Short Long DD/JD

In **IGPTE**, program meetings were held regularly among the participating universities from the very early stages of cooperation. In these program meetings, operation of the programs is discussed in detail, issues are shared, problems are identified and analyzed, and suggestions for solutions are proposed. In addition, eight separate meetings were held in a period of two years between the administrative teams of the participating universities to discuss issues pertaining to the administration of the program.

GP IV.
Implementation of system and tools enabling frequent exchange among the participating universities

It is important to prepare tools that enable routine sharing of information, in order to ensure smooth communication among participating universities. Moreover, routine information sharing can be instrumental in forming a foundation for advancing the program by facilitating close cooperation and making it available for all participating universities to refer to information regarding faculty, staff, and laboratories involved in the program in a timely and effective manner.

Short Long DD/JD

In **NMRL**, the professors of the participating universities confer with each other about course electing models, operation plans, revision of syllabus, credit transfer requirements, etc., via web conferencing, emails, and phone calls. Issues of prime importance are discussed at the Council on International Education Personnel. Face-to-face, Skype and WeChat meetings are utilized by CAMPUS Asia officers when assisting professors with designing of the curriculum. Information is shared among the professors of the participating universities at CAMPUS Asia International Faculty meetings held annually.

Short Long DD/JD

In **IGPTE**, the coordinators of the participating universities keep in contact with one another through emails or phone calls to ensure that relevant staff can work together to deal with problems in a timely manner and improve the quality of program cooperation.

Short Long DD/JD

In **NLIE**, the program coordinators, in addition to communicating through the more traditional modes of communication, such as through phone calls and participation in meetings, discuss and solve problems encountered in the program, propose solutions and make adjustment plans through daily communication enabled through the effective use of online communication systems such as E-mail and instant messaging applications.

GP V.
Effective structure for intra-university cooperation

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In order to run an international cooperative academic program smoothly, it is important to consider an effective structure for intra-university cooperation based on the needs of the program and formally organize and enlist support from other departments (e.g., international affairs, student support) in the university.

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Short Long DD/JD

In **OQEANOUS**, each participating university has its own working mechanism for the administration of the program with different offices within each university managing the administration of the program in coordination. At Shanghai Ocean University, the Financial Department, International Exchange Office, Graduate School, Academic Affairs Department and College of International Cultural Exchange all work cooperatively on the program. At Tokyo University of Marine Science and Technology, International Exchange Promotion Office was established to make decisions on international strategies for the university and plan new projects accordingly. Later, Global Education and Research Office was newly created to carry out specific planned initiatives under the direction of the Director of International Affairs. The support and cooperation of the entire university is enjoyed by the program primarily through the Academic Support and International Division. At Korea Maritime and Ocean University (KMOU), the program is implemented through the CAMPUS Asia OQEANOUS Program Unit with the support of other organizations within the university including school affairs assisted by the Graduate School, international staff cooperation provided by Center for International Affairs, and budget management and execution handled by KMOU R&DB Foundation.

Short Long DD/JD

At Waseda University, as part of its effort to enable **ENGAGE** to further reach out across the university, the Program Committee was repositioned under the Vice President for International Affairs and faculties from each department were included as committee members.

Short Long DD/JD

Within each participating university in **NLIE**, the administrative staff from different offices work together and coordinate. At Shandong University, the program is led by the Vice President of the university, School Deans and School Vice Deans act as Program Managers and are responsible for program implementation, academic staff members from academic departments form the Academic Committee and Entrance Examination Committee, the International Office is responsible for living and study support of the exchange students, and the educational contents are reviewed by the Postgraduate Education Office. At Nagasaki University, leadership for program management and implementation is provided by the Vice President for International Exchange in close cooperation with faculty members from different courses in the graduate school of engineering, the day-to-day support for outbound and inbound students is provided by the student support division of the graduate school of engineering, and the overall progress and financial management of the program is monitored by the international planning division. At Sungkyunkwan University, the program is represented by the School Dean who is also responsible for the curriculum design, academic staff members from academic departments form the Academic Committee and Entrance Examination

Committee, living and study support for exchange students is provided by the International Office, and the educational content is monitored and reviewed by the Postgraduate Education Office.

Examples from JMR2016

- **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.

Hopes for Further Initiatives

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

- Continuous discussion to resolve issues related to differences in academic calendar
  - Resolve issues constantly arising from differences in academic calendar based on flexible solutions reached through continuous discussion among the participating universities

Criterion 2. Collaborative Development of Academic Program
2-1. Curriculum Integration

GP I.
Cooperation in program design and implementation

The participating universities of an international cooperative academic program should conduct in-depth deliberation from the program design phase and 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 even after program implementation is complete.

Short Long DD/JD
At the beginning stages of cooperation, the participating universities of **IGPTE** reached an agreement on the general goals and future plans for the program, which include the integration of international educational resources and development of human resources that meet the need of the developing modern society. CAMPUS Asia common classes, while drawing on the unique characteristics of the participating universities, are designed cooperatively and reviewed each year in light of the type of character the program aims to develop.

DD/JD
In building a double degree program, the participating universities of **CADL** worked collaboratively to make adjustments necessary to cater to the differences in regulations of the three countries and to tune the details of the program agreement including organization, allocation of funds, and delegation of roles among the participating universities.

Short Long DD/JD
The syllabus for **NLIE**, with a curriculum that combines courses, lectures, laboratory practice, field trips and engineering projects in the area of civil engineering, underground space engineering, transport engineering, water resources, environmental engineering and hydraulic engineering, is collaboratively developed drawing on the strong background in academic research and close industrial cooperation shared among the participating universities.

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

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

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

Short Long DD/JD

The PBL short-term workshops of **CADL** are designed to take advantage of the corporations and industries that are local to the country of the host university and provide participating students with opportunities to acquire practical knowledge from the experts in various global companies and organizations. The workshops held in cooperation with external corporations enable students to gain hands-on experience handling practical problems encountered by these corporations and attend special lectures by professionals in the industry.

PBL short-term workshop

Short

The internship program of **SUAE Asia** provides participating students with an opportunity to experience different internationally recognized practices in architecture and urban planning. In the case of double degree program students in the practice course, participation is compulsory and 6 credits are earned for completion of an internship.

II-ii.
Establishment of an original curriculum

Short Long DD/JD

In **NMRL**, as part of its original curriculum, laboratories of participating universities collaborate by dividing research tasks in order to take advantage of their respective area of expertise and maximize the program's capacity for education and research. For example, in the study of transporters to analyze molecular functions and dynamics, expertise on examining the function of amino acid transporters on amino acid signaling and proteome and metabolome analysis for the role of transporters in cell and tissue functions is provided by the Department of Bio-system Pharmacology at Osaka University, while Tianjin University of Traditional Medicine examined the mechanisms by which the aging process is delayed and controlled by traditional Chinese medicine.

Short Long DD/JD

In **IGPTE**, as part of its teacher education, the exchange students are given opportunities to observe classroom sessions at the affiliated schools of the participating universities. Students also have opportunities to take field trips aimed at enhancing their cultural awareness.

Short

In **Co-work**, practical workshops using cutting-edge technologies are conducted by each university, with XR (augmented reality/virtual reality/mixed reality) workshops hosted by Korea National University of Arts and Interactive Game workshops hosted by Tokyo University of the Arts. In the process of establishing and developing the workshops, the participating universities discuss scheduling and conditions for student participation. Information is shared and student learning outcomes are reviewed to improve future workshops.

GP III.
Short-term programs and seminars, etc.

One of many benefits of short-term programs, such as summer programs and seminars, is that they provide opportunities for students that would otherwise not be available, including a way for students who cannot study abroad for an extended period of time to participate in international cooperative academic programs. The short time frame also makes it easier for programs to develop joint courses taught by academic staff members from all participating universities.

Short Long

In the summer/winter session of **BeST**, the students travel and study among three countries in a period of two to three weeks and participate in lectures, group works, field trips, language training, etc. One of the goals of the summer/winter session is to motivate students to apply for the one-year or one-semester exchange program.

Short Long DD/JD

In **IGPTE**, International Symposiums on teacher training of East Asia are held through ICUE (International Consortium for Universities of Education in East Asia) and is aimed at promoting inter-school and cross-border sharing of educational resources within the East Asia region and providing the participants of the symposiums with a wealth of information on international practices. Students of the participating universities are invited to attend the symposiums and professors are invited as guest speakers. "The Construction of a Community of Shared Future for Higher Education in Asia", a forum held in 2018, consisted of four parts: Presidents Forum, Scholars Forum, Students Forum, and teacher-student communication meeting.

Student presentation

Short

The participating universities of **SUAE Asia** offer various short-term seminars and programs for its students. The Summer and Winter workshops give students the opportunity gain practical knowledge through various project-based activities based in different global cities on specific themes related to the field.

CAMPUS Asia Winter School Exhibition poster

GP IV.
Measures for effective learning and mutual understanding

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In order to more effectively bring about learning outcomes through student exchange, international cooperative academic programs are encouraged to implement creative educational methods, such as making supplemental language training available to participating students, expanding the number of courses taught in English, and designing education contents that promote active student participation. Fieldtrips and lectures by the host university that immerse students in the local culture is also effective in furthering mutual understanding beyond borders.

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IV-i.
Provision of classes in English

Short Long DD/JD

In **OQEANOUS**, lectures in the designated courses accepted for credit transfer are all conducted in English. At Shanghai Ocean University, over 40 core courses are taught in English every semester, and currently, more are in the process of implementation. At Tokyo University of Marine Science and Technology, all of the subjects associated with the program are taught in English for a total of more than 130 subjects involving English-language lectures, with more expected to added. At Korea Maritime and Ocean University, a total of 41 courses attended by inbound students in 2017 to 2018 were taught in English, and the entire 2018 summer school was conducted in English.

IV-ii.
On-site learning of language and culture, etc.

Short Long

The students of **BeST** are encouraged to take a few of the courses at the participating universities in the language of the host country. In order to achieve this goal, the universities offer students opportunities to learn languages of the three countries (Chinese, Japanese and Korean). For example, the University of Tokyo offers a special Korean language course for its students and Japanese language courses for semester- or year-long exchange students.

Short Long DD/JD

In **IGPTE**, the College of Chinese Language and Culture (TCCLC) at Beijing Normal University encourages inbound students to participate in cultural exploration activities and language practice internships in which the students have opportunities to communicate in and practice Chinese and learn more about the Chinese society and culture.

Short Long

In **Co-work**, local language training courses specifically tailored for the program and cultural events are made available to inbound students. At Tokyo University of the Arts, students are given opportunities to take various levels of Japanese language courses and participate in fieldtrips and other cultural events.

IV-iii.
Curriculum designed to motivate students to learn actively

Short Long DD/JD

In **CADL**, Project Based Learning (PBL) is conducted, in cooperation with the industry sector, and enable the participating students to gain hands-on experience and learn skills that lead to improving their employability. The following are a few examples of workshops that were held:

- Yonsei University hosted a workshop in collaboration with Korea Telecom. The workshop required students to propose a village designs that considered tourism, industrial development for agricultural and mountainous areas, and expansion of convenience facilities for residents as solutions to revitalize the local community and halt the hollowing out phenomenon at Uiyaji Village in PyeongChang that followed the Winter Olympics.
- Zhejian University hosted a workshop in collaboration with Alibaba Group. The goal of the workshop was to propose new era service design for improvement of life quality. (July 2018)
- Chiba University hosted a workshop to train students as designers in the process of establishing a game system as a means to overcome historical, cultural, and linguistic barriers between the participating students. (February 2018)
- Yonsei University hosted CAMPUS Asia Design Exhibition and Forum, an event that included sharing of academic and artistic outcomes among the participating universities from a multidisciplinary perspective. (January 2018)

Short

The curriculum for the summer and winter schools held jointly by the participating universities of **SUAE Asia** are composed of joint lectures, seminars, field trips and workshops. The curriculum focuses on social and international issues in the local communities of China, Japan and Korea and provides students with an opportunity to gain hands-on experience in practical subjects. For example, the objective of the project for 2017 summer school was analysis of the Akasaka area of Fukuoka City in Japan for possible future urban development.

Short

In the Spring Program of **ENGAGE**, the first half of the program was dedicated to a study trip to Iwate to learn about the social innovation that followed the Great East Japan Earthquake and tsunami. The second half of the program promoted actively learning through workshop/discussion utilizing theatrical techniques to explore the multi-layered issues experienced by local people affected by the disaster. Students also produced and performed mock presentations of recovery support plan that made references to various socially innovative approaches.

2018 CAMPUS Asia Joint Intensive Program

As a part of the CAMPUS Asia Program, Waseda Univ. will provide Joint Intensive Program in the spring 2018. This is a combination of Sessions *in Tokyo* and Study Tour *in Iwate*. A plenty of activities are planned: attending special lectures by faculty of Peking, Korea, and Waseda Univ., visiting NPO/NGO working for the revitalization after the Great East Japan Earthquake, and having discussions on social innovation among students.

Residents looking at Tsunami after evacuation on the 11th March, 2011

➢ **Date:** Tuesday, 6th February – Tuesday, 13th February, 2018 (8 days)
➢ **Schedule:** Please see the details on page 3.
➢ **Place:** Tokyo and Iwate, JAPAN
➢ **Number of participants:** 26 students (16 from Waseda Univ. + 5 from Peking Univ. + 5 from Korea Univ.) + Faculty and Staff + Teaching Assistant
➢ **Fees:** You need to pay approx. 20,000～30,000 JPY for local expenses, such as transportation between home/Tokyo Station and daily meals in Tokyo ※Waseda covers transportation between Tokyo/Morioka, accommodation & meals in Iwate, insurance, welcome party and farewell party
➢ **Contact:** Waseda University CAMPUS Asia Office

2018 Spring Program for ENGAGE

Examples from JMR2016

- **Provision of lectures, etc., through mutual exchange of academic staff**

  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 presented at annual symposiums held by the three universities to share with faculty, staff members and students.

- **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.

Hopes for Further Initiatives

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

- Expansion of student base
  - Development of joint online courses to expand the student base and establish a new facet for branding the program
  - Open course participation to other students to expand the student base and promote the program beyond its boundaries

- Development of internship opportunities
  - Further expansion of internship opportunities to advance practical skills and promote employability of students participating in the program
  - Establishment of international internship opportunities with industries and research institutions leading to branding of the program and its students

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 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.

....

I-i.
Faculty and staff with a high level of international capabilities

Long DD/JD

SUAE Asia provides all of its courses in English with the support of well-qualified teaching faculty. In addition, nearly all faculty and staff members of the program in each of the participating universities have experience in transnational education and research. In addition, the teaching faculty and staff of the participating universities are encouraged and supported by the program to participate in international conferences as a means to develop their international capabilities.

Short

The participating universities of **Co-work** invite internationally renowned educators with globally competitive expertise in their respective fields to teach as faculty for courses in short-term programs, workshops, etc.

Short Long DD/JD

In **NLIE**, an international development program is established by Shandong University to build international capabilities of staff. The activities of this development program includes recruitment to increase the number of experts from leading universities overseas and the dispatch of staff members to universities overseas for staff development.

Short Long DD/JD

In **NMRL**, a CAMPUS Asia secretariat with faculty and staff who can communicate in English, Chinese, Japanese or Korean is established at each participating university. (See p.31 [Criterion 1-2 GP. III] for the list of faculty and staff.)

Short Long DD/JD

All the courses in **CADL** are taught in English with the support of faculty members with experience in study and employment in China, Japan and Korea.

I-ii.
Implementation of faculty development (FD)

Short Long DD/JD

In **ENGAGE**, the participating universities held joint workshops for faculty and staff on three occasions to address how to introduce new teaching methods, develop common understanding of internships, fieldwork, structure of summer programs and content, introduce and provide training for new teaching methods such as active learning and project-based learning, and review feedback from external evaluation committee in order to make plans and implement academic contents and programming. In addition, faculty and staff members of participating universities participated in the Waseda University spring program along with students for a chance to gain hands-on experience with new teaching methods and discuss how these new methods can be improved.

Short Long DD/JD

In **CADL**, Professor Su-hong HWANG of Yonsei University and Professor Ikjoon CHANG of Chiba University published a conference paper on the educational effect of PBL based on the outcomes achieved from the global workshop held in 2016 and 2017. It was presented at the 2017 International Association of Societies of Design Research (IASDR) conference, and both professors are continuing their research to develop more effective educational methods.

Examples from JMR2016

- **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.

Hopes for Further Initiatives

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

- Continuous exchange and recruitment of faculty
  - − Facilitate uninterrupted brain circulation through continuous exchange and recruitment of faculty

- Establishment of research collaboration among academic staff of participating universities as a platform for promotion of academic exchange among students
  - − Promotion of academic exchange among students facilitated through research collaboration among academic staff as a platform

Criterion 3. Student Support
3-1. Student Admission

GP I.
Student 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, utilizing various mediums for dissemination of program information and recruitment content, implementation of original student selection method, and other creative efforts unique to the program can go a long way in attracting students who possess a level of academic ability and motivation appropriate to the goals and educational content of the program. A program must also find ways to gain student interest for admission into the program, as well as motivate students who are already part of a program to continue in its participation.

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I-i.
Establishment of a method for student selection

Short Long DD/JD
In **NMRL**, the same admission criteria for student selection is adopted by all participating universities to ensure uniformity of student quality. In addition, a common application form for student admission to be used by all participating universities was created for the program.
→ Common Application Form: See Supplementary Materials pp.62-67

Long DD/JD
The adopted admission criteria for **NLIE** were established jointly by the participating universities through consortium meetings with the intent of ensuring the expected learning outcomes, in terms of academic knowledge and practical skills in view of program objectives and designed educational contents, are achieved by students at the completion of the program. In addition, the participating universities share roles in the student selection process, with the initial student selection made by the home university and the final selection by the host university.

Short Long
In **Co-work**, the application, transcript, study plan and language abilities of candidate students are verified by the faculty of the host university, and common requirements as well as university-specific conditions are articulated to students prior to selection.

I-ii.
Dissemination of information in diverse ways about the program

Short Long DD/JD
Recruitment and publicity for **OQEANOUS** are performed through various channels including websites, fairs and promotional events. During visits to host universities for exchange and participation in workshops and other affairs, the participating universities visiting the host university seize the opportunity to promote the program to visiting students. A website dedicated to the program established by the participating universities actively provide the latest information on events and recruitment. CAMPUS Asia fairs are regularly held to provide information about the program and to recruit students.

In **NMRL**, an international symposium made open to students and the public is held annually at Osaka University and is also expected to be held by Tianjin University of Traditional Chinese Medicine, Peking University, and Yonsei University. The symposium is participated by students, faculty members, and officials from domestic/international universities and research institution, companies, and government offices and is designed to encourage and enhance the participants' understanding and motivation to participate in the CAMPUS Asia program, as well as to raise general public awareness. Professors of the program from the participating universities give presentations and program outcomes are shared during the symposium.

SUAE Asia launched a website to provide information on the educational content of the program and as a portal to the database for research and education conducted by the program. Also, the student admission process is made transparent to students, with all relevant information posted on its website in advance of student application submission and selection process.

In **NLIE**, websites and leaflets are designed with the intent of introducing the program to students and to familiarize them with both the educational and daily experiences to be expected at the three universities. It also serves to address concerns potential students of the program may have about studying abroad and encourages them to join the program.

In **ENGAGE**, "Waseda Meets Global Leaders", a CAMPUS Asia seminar series organized by Waseda University serve to expose CAMPUS Asia students to experts and practitioners in the field of conflict resolution and social innovation, thereby offering students real-world examples of potential career paths that lay ahead. The seminar is open to participation by all students, faculty and staff, as well as the general public, and serves as a conduit for promotion of the program beyond the program participants. This event and other CAMPUS Asia events are publicized via mailing lists and social media networks such as Facebook and Twitter.

CAMPUS Asia Seminar flyer

Korea National University of Arts and Tokyo University of the Arts publish the career achievements (including works created and awards received) of graduates of **Co-work** on their respective websites as part of its effort to publicize the program.

CAMPUS Asia program leaflets
(from left to right: ENGAGE, NLIE, Co-work)

I-iii.
Motivation for students to continue the program and progress

Short Long DD/JD
In **ENGAGE**, the Spring and Summer Intensive Programs serve as an entry point for longer-term student mobility. A number of students who participated the intensive programs went on to apply for the longer-term programs.

Short Long
The original one-stop production workshop offered by **Co-work** was divided into two separate sessions, with each session hosted in a different country to enable the students to experience diverse environments and facilities in a global setting. In addition, the open nature of the program coupled with final project presentation by students of the program provide students of the short-term program with a glimpse of what to be expected in the long-term program.

Short Long DD/JD
The summer program of **OQEANOUS** for fourth-year undergraduates enable students to go to host universities to take graduate-level courses for credits and visit research institutes to get an early start in research activities to prepare for the graduate-level program.

Hopes for Further Initiatives
In light of the current circumstances of the CAMPUS Asia programs, the following are the main expectations for future initiatives in regards to Student Admission.

● Establishment of balanced student exchange
 − Coordination of effort among the participating universities to promote a balanced exchange of students

● Matching of students with academic staff
 − University-coordinated matching of students with appropriate academic staff to ensure academic success of students

Criterion 3. Student Support
3-2. Support for Learning and Living

GP I.
Pre-departure student support for study abroad

Provision of basic information about the host university, pre-departure student orientation, guidance by program supervisors, and language lessons are some examples of important pre-departure support provided for study abroad in international cooperative academic programs. Before students start their study abroad, they must also be given academic advice and other related information of the partner university. For this reason, 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.

Short Long DD/JD
At Tokyo University of Marine Science and Technology, pre-departure orientations are held for **OQEANOUS**, wherein the program coordinators explain to students matters such as insurance, travel expense, and paperwork schedule. E-learning for language skills is made freely available to students unsure of their language abilities in addition to the availability of language courses in Korean and Chinese. Similar pre-departure support is also provided by Korea Maritime and Ocean University for its students.

Long DD/JD
In **NLIE**, an academic supervisor is assigned to each exchange student at both the home and host universities, and the supervisors at the host and home universities collaborate in providing research guidance for the students. Moreover, the academic supervisors at the host university, with experience conducting research overseas, actively supervise exchange students regarding credit accumulation, provide research guidance and report to the home university about progress made by exchange students in coursework and research activities.

GP II.
Student support during study abroad

In addition to the provision of information on campus life, academic needs, medical care and other useful information, counseling services, language support and opportunities to experience the local culture are examples of the many services that a host university can offer the inbound students to make the overall study abroad experience worthwhile. It is also important that the home and host universities take appropriate measures to coordinate and provide a wide range of support for students.

Short Long DD/JD
In **NMRL**, the student support center under the CAMPUS Asia office functions as a "one-stop service" to assist CAMPUS Asia inbound students with all of their needs, including individual counselling, provision of information on living, learning, training/supplemental classes, safety and accommodation support. These support services are provided through program websites, emails, phone calls and as well as through in-person interviews.

Short Long DD/JD

In **IGPTE**, participating universities provide various support and services to inbound students. At Beijing Normal University, inbound students are provided with a Student Handbook which includes detailed instructions for learning and living while at the university. Students are also provided with orientation after arrival and academic counseling by the teaching staff. Free course in the Chinese language is made available to students who have applied for the regular academic courses instructed in Chinese. Tokyo Gakugei University has in place a mechanism to assign Japanese students as tutors to all inbound students of the program. Japanese students planning to study abroad in East Asia are preferentially assigned as tutors so as to encourage students to help each other and create a virtuous cycle of mutual support. Seoul National University of Education (SNUE) has in place a conversation partner system in which an inbound student is matched one-to-one with an SNUE student in order to help inbound students adjust to life both on and off the campus and promote friendship. In addition, "Korean Language Class for foreign students" is provided as a supplemental class free of charge to inbound students.

Short Long DD/JD

In **SUAE Asia**, medical care, accommodation, and opportunities to gain cultural experiences are just some of the provision of support provided to inbound students at host universities. Support for learning and living are also provided by teaching assistants of the host university who are assigned to each inbound student.

Short Long DD/JD

The inbound students of **CADL** are provided with information on medical support, safety measures, and other information useful to students for campus life and enriching cultural experience while abroad. At Chiba University, 6 staff members proficient in English and/or Chinese are assigned to the International Support Desk (ISD) to provide inbound students with consultation. In addition, the ISD website provides information useful to students such as information on entrance examination, accommodation, scholarship, insurance, campus life, tuition fee and job hunting. In addition, staff at the Center for International Research and Education accompany inbound students to banks and city council in order to help students transition to life in Japan.

GP III.
System of mutual support among students

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In international cooperative academic programs, the establishment of systems of mutual support among students from the three countries plays an important part in the goal of the program to deepen mutual understanding among international students. Examples of such initiatives include the use of teaching assistants (TAs), tutors and peer learning. Supporting the networking activities of students, such as through the establishment of an alumni association and by providing a stage for alumni students to present their research work to the faculty and students of the program, is also desired.

....

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

Short Long DD/JD

In **ENGAGE**, undergraduate Teaching Assistants (TAs) are assigned to lead the Summer/Spring programs and produce program newsletters. This arrangement enables the TAs to become a bridge and close the gap between students and the CAMPUS Asia faculty and staff. Student opinions are

communicated to faculty and staff directly through the TAs so that improvements can be made to the program.

Short Long DD/JD
Tokyo Gakugei University has in place a mechanism to assign Japanese students as tutors to all inbound students of **IGPTE**. Japanese students planning to study abroad in East Asia are preferentially assigned as tutors in order to encourage students to help each other and create a virtuous cycle of mutual support.

III-ii.
Peer learning, social events, and alumni associations

Short Long DD/JD
In **ENGAGE**, opportunity to network among CAMPUS Asia students is provided through planned events. At Waseda University, students who have completed a long-term program receive the title "CAMPUS Asia Ambassador". Under the title, these students engage in various activities to reach out to current CAMPUS Asia students and potential applicants and inform them about their first-hand long-term study aboard experiences. Also, the CAMPUS Asia Newsletter published every month and issued to all students who have taken CAMPUS Asia courses introduces and provides information on new student-led initiatives as well as events with which each participating university is engaged.
→ CAMPUS Asia Newsletter Issue No. 3: See Supplementary Materials pp.68-69

Short Long DD/JD
At the CAMPUS Asia Design Workshop held as part of the 4th Zhejiang University Graduate Summer School for **CADL**, not only were the students of the participating universities invited to attend, students from Singapore University of Technology and Design and Beijing Institute of Graphic Communication were also invited to attend. This enabled students to experience procedures practiced by other universities and learn from each other during the workshop.

Short Long DD/JD
In **NMRL**, alumni meetings are held annually and serve the purpose of cultivating, perpetuating and deepening friendship among the alumni members. Active exchange in medical science, public health and medical research among the Alumni Association members is facilitated through information provided via emails and posting on the program website.

GP IV.
Collection and dissemination of learning information from host universities

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.

Short Long DD/JD
The participating universities of **OQEANOUS** provide the students with various support for learning and living prior to their departure for study abroad. Pre-departure information provided by the program includes course listings, submitted by the professors, collated by the program administration of each participating university and uploaded to a dedicated program website. At Shanghai Ocean

University, outbound students are given in advance basic information about the host universities and are provided with university handbooks and course directories for reference.

Examples from JMR2016

- **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 different society and culture.

- **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 term-long 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.

- **Preparing and sharing a program guide and joint syllabi**

  The pamphlet for the **Joint Campus** program, "Program Guide of CAMPUS Asia", provides information including 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, and 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 a unified form.

- **Web-based course management system**

  The participating universities of the **Joint Campus** program built in cooperation 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.

- **Risk management**

  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.

  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 in case of an earthquake or fire.

- **Career support**

  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.

- **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 China, Japan, 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.

Hopes for Further Initiatives

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

- University-aided provision of information for extracurricular opportunities
  - Provision of information and opportunities for entrepreneurship and business incubation for exchange students
  - Provision of information on career opportunities and employment for exchange students

- Provision of language lessons for outbound students
  - Sufficient provision of program-supported opportunities for students to take language lessons prior to studying abroad

- University-supported formation and operation of CAMPUS Asia student alumni association
  - Provision of support by the participating universities for the CAMPUS Asia student alumni association for both its formation and operation

Criterion 4. Added-value of the Collaborative Program (Outcomes)
4-1. Student Satisfaction

GP I.
Monitoring of learning outcomes

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Applying appropriate evaluation methods to gauge the level of student satisfaction, evaluate the program's added-value, and measure learning outcomes relative to what was expected is important in terms of quality assurance. Also, it is important to establish valid evaluation methods through deliberation among the participating universities and to continuously employ such methods in periodic reviews.

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I-i.
Conduct and analysis of student satisfaction and achievement surveys

Short Long DD/JD
In order to carry out an objective evaluation of **OQEANOUS**, the participating universities created a common survey form after having jointly discussed survey methods. To ensure the quality of the courses, the survey is taken by students of the program at each participating university after completing a course and its results are shared among the participating universities at program meetings.
→ OQEANOUS CTSEA Survey form: See Supplementary Materials p.70

Short Long DD/JD
In **NLIE**, the learning outcomes are measured in two ways. First, students returning to their home university is asked to fill out a questionnaire survey mainly to gauge the level of student achievement and learning at host universities. Student satisfaction in the educational contents, curriculum, language learning lessons, field trips, and living support are some of the topics investigated based on the survey. Second, research summaries required to be submitted by exchange students at the completion of their exchange are utilized to help the program staff and faculty understand the academic achievement levels attained by the students.

Short Long DD/JD
In **CADL**, a student satisfaction survey is conducted immediately after the completion of the workshop. There are three categories of questions in the survey: environmental factor, interest factor and educational factor. The result of the survey is used to make quantitative assessment of the program, as well as to collect the opinions of the students. It is also utilized in planning for future programs and improving program operation.

Long DD/JD
Based on the Double Degree Agreement, the **SUAE Asia** committees of the participating universities conduct detailed discussion about the requirements for completing the double degree program and propose ways to improve the quality of learning outcomes of the program. The proposals are put into practice with the approval of the committee.

I-ii.
Monitoring of learning outcomes through students' reports, works, etc.

Short Long DD/JD
The participating students of **IGPTE** are required to submit a report at the completion of study abroad. The report, which is used as a main measure of learning outcomes, is expected to reflect back and describe the learning experiences and achievements of the students during the exchange. The students are also encouraged to include in the report any problems encountered during the program.

Short Long DD/JD
In **CADL**, all activities and products of the program are archived in a brochure format. These brochures, in addition to their archival purpose, are used to report the results of the program to the Ministry of Education and other stakeholders.

I-iii.
Monitoring of learning outcomes through presentations, etc.

Short Long DD/JD
In **NMRL**, as a means for measuring the learning outcomes at the completion of study abroad as well as to monitor and improve the program, students are evaluated based on oral presentation about their experiences in the program and student supervisors are asked to fill out student evaluation forms. Additionally, students are requested to write a report about the program and its curriculums in order to measure student development, competency and the attainment of educational goals by the program. These reports are shared with the CAMPUS Asia staff to ensure quality of the educational contents and student satisfaction.

Examples from JMR2016

- **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.

- **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.

- **Monitoring of learning outcomes through language proficiency tests**

  The **Joint Campus** program uses Chinese, Japanese, 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.

- **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 China, Japan, 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.

Hopes for Further Initiatives

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

- Establishment of a common framework for expected learning outcomes and their assessment
  - − Establishment of a common framework for both the learning outcomes and their assessment to maintain consistency in the learning outcomes by students from each participating university
  - − Establishment of a common criteria for measuring learning outcomes particularly for double degree programs to ensure consistency between participating universities

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 between the participating countries in the number of lesson hours, credit calculation methods, etc.

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I-i.
Establishment of a foundation for credit transfer through prior adjustment

Short
Through prior adjustment among the participating universities, **Co-work** established that each participating university shall provide core courses or guide students in their individual research and that the host university shall issue transcripts or study certificates at the completion of the semester, which are then verified by the home university before academic credits are recognized. In addition, the participating universities of the program have agreed to common principles for credit recognition in which the home university is required to grasp the total credits needed by outbound students before they can begin their studies at a host university.

Long DD/JD
In **NLIE**, the upper limit of transferable credits that can be earned at each of the participating university is stipulated in the academic regulations of each university. The participating universities also deliberated and reached an agreement regarding the conversion of lesson hours to credits and grading standards. In addition, the method for transfer and recognition of credits between the participating universities are periodically checked and reviewed for appropriateness through consortium meetings.

Long DD/JD
For **SUAE Asia**, mutual understanding about the criteria and the examination process for awarding degrees among the participating universities were established through SUAE Committee meetings, and a program-based credit transfer system was adopted with the execution of double degree program agreements in accordance with the related general policies of each participating university. The agreements also stipulate the details of the program-based credit transfer system as well as almost the entire examination process, including the process of inviting faculty members from partner universities as examiners. In addition, transcripts issued and their grading methods are reviewed in coordination by the academic staff of the SUAE offices of the participating universities, in cooperation with relevant departments within each university, to ensure their validity.

Short Long DD/JD
In **CADL**, the credit exchange policy was agreed and finalized among the participating universities through prior adjustment and detailed in the memorandum of understanding, including a policy on upper limit of transferable credits earned at the host university for the double degree program.

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

Short Long DD/JD

The Credit Transfer Scheme in East Asia (CTSEA) Guidelines, which provide common credit definition based on student workload, was established by the OQEANOUS committee represented by the participating universities of **OQEANOUS**. The workload system in the guidelines was designed based on lessons learned from the European Credit Transfer System (ECTS) by the participating universities who invited external experts from Turkey with expertise on ECTS to give a talk on the credit transfer system under ERASMUS and also made visits to Norway and Portugal to study about the credit transfer system. The credits earned at a host university are recognized by the home university based on the "Agreement on Student and Credit Exchange" executed among the participating universities.

CTSEA Guidelines: Credit Conversion

The following table illustrates credit conversion among the participating universities based on CTSEA:

University	CTSEA	SHOU	TUMSAT	KMOU
Credit Conversion	1CTSEA	1credit	1credit	1credit
Student Studying Hour	45hrs.	29hrs.	30hrs.	30hrs.
Teaching Hours*		16hrs.	15hrs.	15hrs.

* Hours shown represent standard conversion per course. The actual hours may vary for certain courses.

CTSEA Guidelines: Comparative Grading Scale

	SHOU	TUMSAT	KMOU
Range of the number of credits required for the completion of a Master's program	30 credits for the 3-year system	30 credits for the 2-year system	32 credits for the 2-year system
Grades and notation policies	Excellent(A) 85–100, Good(B) 75–84, General (C) 65–74, Pass(D) 60–64, Fail(F) 0–59.	Very good (A) 80–100, Good (B) 70–79, Passing (C) 60–69, Fail (F) 0–59.	A+ : 4.5 (95-100) A: 4.0 (90-94) B+: 3.5 (85-89) B: 3.0 (80-84) C+ : 2.5 (75-79) C: 2.0 (70-74) D+ : 1.5 (65-69) D: 1.0 (60-64) F: 0.0 (0-59)
Presence or absence of GPA	Absent	Absent	Present
University's own regulations on credit transfer with overseas partner universities	Up to 1/2 of credits required for graduation	Up to 10 credits required for graduation	Up to 1/2 of credits required for graduation

CTSEA Guidelines: Score Conversion Table

The following table illustrates the recommended conversion of grade for participating universities:

Reference Grade	Score	SHOU	TUMSAT	KMOU
A	90-100	A	A	A+, A
B	80-89	A, B	A	B+, B
C	70-79	B, C	B	C+, C
D	60-69	C, D	C	D+, D
F	0-59	F	F	F

SHOU:
Shanghai Ocean University
TUMSAT:
Tokyo University of Marine Science and Technology
KMOU:
Korea Maritime and Ocean University

Short Long DD/JD

The participating universities of **IGPTE** consulted one another to reach an agreement for the MoU on Credit Transfer for IGPTE by which a system was established for the transfer and recognition of credits at each of the participating universities and to recognize one credit earned at a host universities as being equal to one credit at the home university.

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.

Short

In **NMRL**, Osaka University implemented a system that enables short and medium-term inbound students to earn 1 credit per academic week for a maximum of 6 credits for education and research each semester. In addition, these students are accepted as "Special Auditors" with the privilege of earning credits.

GP III.
Issuance of certificate of completion

Certificates and other forms of recognition issued to students for completing certain program requirements can serve as a tangible token of achievement for accomplishments that might otherwise only be acknowledged in the student transcripts.

Short Long DD/JD

In **ENGAGE**, students who have participated in the exchange program and taken certain classes for the program at the host university as well as at their home university are issued a certificate of completion, jointly conferred by the participating universities.

GP IV.
Policy on double degree awarding

When implementing double degree programs, it is important for the participating universities to first and foremost 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.

Short Long DD/JD

In order to guarantee the quality of students admitted to the double degree program of **NMRL**, interested students must first be recommended by the supervisor of the home laboratory. Various foreign language ability tests (TOEFL iBT, IELTS and TOEIC) are used for student selection with the admission score set to the same standard as the international student standards for universities in

the United States. To ensure uniformity of student quality across the program, the same student selection criteria is adopted by each of the participating universities. As part of its program, Ph.D. candidates must participate in lectures and practices, conduct research and are mentored for doctoral dissertation by faculties of both the home university and host university. Doctoral candidates are expected to defend their thesis at both universities based on the defense process and degree awarding standards set by the respective universities. When the conditions for acquiring a Ph.D. degree are fulfilled at both universities, the degree is granted to the student by each university. Bilateral agreements for double-degrees between universities enable credits to be transferred between universities. They also set forth the student selection method, student responsibility, degree awarding, tuition, the roles of each participating university and other academic and administrative understanding between the participating universities. The course details are listed in the joint application form and cotutelle agreements.

Long DD/JD

The policies for the double degree program of **SUAE Asia**, including the credit transfer system, criteria for awarding degrees and the examination process, were discussed in meetings between the participating universities and stipulated in the Double Degree Program Agreement. The program-based credit transfer system stipulated in the Agreement are in accordance with the related general policies of each participating university. The transcripts and grading methods are reviewed and coordinated by the academic staff from the CAMPUS Asia offices of the participating universities under the cooperation of relevant departments at each university. The CAMPUS Asia Committee comprised of the members of the SUAE Committee, the education steering committee at each participating university for the SUAE Asia program, is charged with reviewing and corroborating thesis examination results. Only one thesis is required to be submitted by the students of the double degree program.
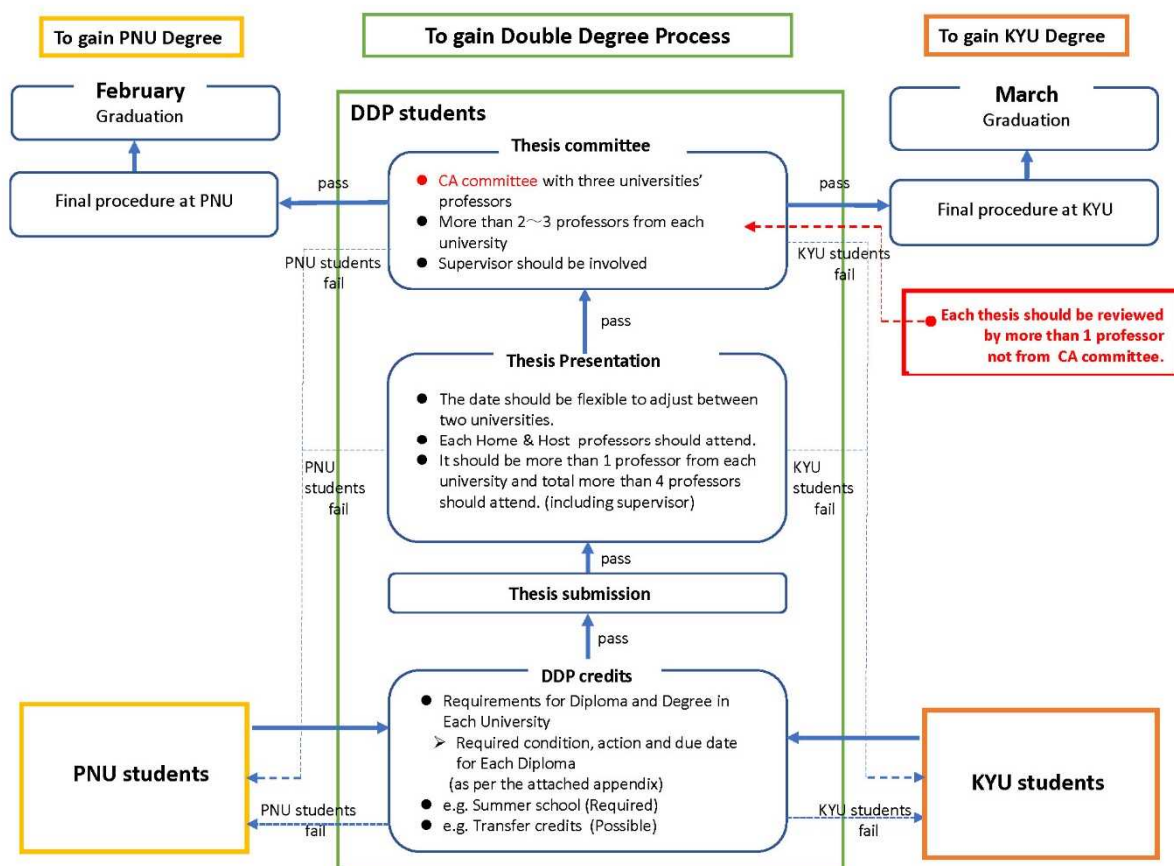
Process for attaining a double degree in SUAE Asia

Long DD/JD

In the double degree program of **NLIE**, a common policy is established based on the MOU on the Double Degree Program and its Implementation Guidelines executed bilaterally among the participating universities and academic regulations and review process at each of the participating universities, whereby degrees are awarded from two universities following a successful degree awarding review conducted by both universities provided that the student has obtained the necessary credits at both home and host universities and passed a thesis defense.

Examples from JMR2016

- **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

- **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.

Hopes for Further Initiatives

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

- Development of curriculum taking into account the strengths and weaknesses of each participating university
  - For courses with equivalent credits, the curriculum is developed in the way that enables weaknesses of one participating university to be covered by the strengths of another

- Development of a joint core-curriculum for double degree
  - Joint development of a core-curriculum for the double degree program by the participating universities in order to design a curriculum that is particularly meaningful with respect to the degree type

Criterion 5. Continuous Quality Improvement

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

When assessing program quality, it is essential for the participating universities to jointly conduct student questionnaires, analyze learning outcomes, and verify the curriculum in order to assure that their human resources development coincides with the program goals. The systematic use of joint academic board and steering committee meetings regularly convened by the participating universities to discuss program improvement is one of the effective ways by which to make continuous improvements to the program. Program reviews by external evaluators are also a welcome initiative in terms of internal quality assurance and the promotion of further improvement.

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

Short Long DD/JD
A plan was adopted for **OQEANOUS** for the monitoring and evaluation of the program. This plan includes the establishment of a Quality Assurance Committee (QAC) at each participating university. One of the functions of the QAC is to prepare a checklist by which each participating university can conduct internal evaluations to ensure that education is being carried out according to the learning agreement. The checklist ensures that the program is evaluated through methods including the review of syllabus contents, review of materials used to assess academic achievement including examination scripts and reports, and interview of faculty members or students. The academic achievement of students is expected to be assessed by the QAC comprehensively based on questionnaires given to students and companies involved in the program. Meetings (QA promotion meetings) are expected to be held on a regular basis to conduct mutual inspections of the internal evaluation systems.

Short Long DD/JD
In **NMRL**, CAMPUS Asia Workshop Medical and Public Health CAMPUS Asia (CAMPH), a CAMPUS Asia workshop, is held annually at Yonsei University School of Medicine. After the workshop and lectures, CAMPUS Asia faculty Medium Term Conference is held to review the results and outcomes of the program in order to solve specific problems encountered, as well as to promote operational efficiency and effectiveness of the program.

Short Long DD/JD
In **Co-work**, the CAMPUS Asia steering committee meetings in the summer and winter are utilized to conduct reviews of the overall condition of the program. In the review, the program is comprehensively evaluated by the review committee and issues regarding admissions, certificates, credits and other support issues are discussed with the relevant departments. The short-term and long-term programs for the current year are evaluated comprehensively and the programs for the following year are planned. Mutual reviews are conducted regularly among the participating universities to ensure the level of educational contents at the participating universities.

Short Long DD/JD
In **ENGAGE**, Program Committee at each participating university and Intercampus Program Committee established to coordinate and implement the CAMPUS Asia program serve as a conduit

to facilitate a systematic loop of input and feedback, leading to the overall improvement of the program.

Short Long DD/JD

The educational contents of **NLIE** are continuously monitored by having exchange students of the program at each participating university take a survey. Student study data are collected and analyzed. Quality of teaching is also monitored and controlled. Closing reports by students are collected at the end of the exchange to monitor student satisfaction, academic staff and the situation at the host university. In addition, the steering committee of the program regularly review the program syllabus, credit transfer system and admission criteria to ensure that the program is consistently of high standard.

I-ii.
External reviews

Short Long DD/JD

In **NLIE**, the program steering committee regularly reviews the quality of syllabus, the criteria for credit transfer system and the admission criteria, to ensure the standard for the program is consistently high. The Assessment Committee, comprised of internal and external members, monitor and assess the execution of the program to maintain quality as well as to improve the program continuously. Suggestions made by the committee are considered by the participating universities as the guidelines for improving the quality of the program.

Short

An accreditation committee comprised of four professors from universities overseas held a meeting in August 2017 at Kyushu University and evaluated **SUAE Asia** during a forum held at the end of the summer program. The program was assessed based on categories including "setting goals for the program", "inter-university consortium and collaboration", "collaborative education program", "evaluation system and information sharing" and "overall evaluation". In addition, international conferences, with participants that include external experts, are held by the participating universities, not only to provide students of the program with a platform for presenting their research achievements, but also to provide a window with a view of the program to enable the external experts to monitor the program.

GP II.
Dissemination of information (PR and promotion)

....

Disseminating information, such as program's educational contents and learning outcomes widely on and off campus through websites, events, and other means, can help to generate greater awareness of the program, which can then lead to acquisition of more students and further support from society (e.g., financial assistance from industries, the government sector, and alumni). It is also an important element in terms of continuation and development of the program.

....

In **ENGAGE**, information about the program, including a listing and details about the upcoming courses, is published on the CAMPUS Asia website dedicated to the program and serves as a tool in disseminating information about the CAMPUS Asia program to the wider public and beyond the stakeholders of the program.

Website for CAMPUS Asia ENGAGE

GP III.
Agreements and other preparation for program sustainability

···

It is important to continuously operate and develop a program, even after financial support from the government and other sources come to an end. Participating universities must thoroughly discuss and come to an agreement regarding how to develop the program as a going concern while ensuring quality and devise a concrete plan based on the know-how and experience that they have acquired by running an international cooperative education program.

···

In **BeST**, as part of its effort to promote continuity of the program, the University of Tokyo has internally secured funding for the program beyond its first 5 years of program operation based on a fund pooled from businesses with which the university is in academic-industrial cooperation.

SUAE Asia was approved and accredited as one of the official Korea UNESCO Education for Sustainable Development (ESD) projects. The accreditation contributes to a wider recognition and understanding of the program as a model for ESD. Additionally, the program is able to leverage the added recognition and visibility of the program to expand its activities and collaboration with the local community both in the public and private sector.

Hopes for Further Initiatives
In light of the current circumstances of the CAMPUS Asia programs, the following are the main expectations for future initiatives in regards to Continuous Quality Improvement.

● Consideration of input from the industry sector
  − Listen to voices of the industry sector to continually maintain currency and relevancy of the program

● Promote accessibility of upper-level programs to undergraduates
  − Make graduate-level programs and above more accessible for participation to undergraduates so as to contribute to the development and sustainability of the program

● Coordinate internal and external quality assurance framework among the participating universities
  − Conduct internal and external quality assurance in coordination among the participating universities to enhance program success and establish accountability

Criterion:	3-1
Element:	GP I-i. Establishment of a method for student selection
Program:	NMRL
Material:	Common Application Form

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CAMPUS Asia Project
Application Package

DESIRED VISITING DEPARTMENT:

_____

DESIRED SUPERVISOR
IN VISITING DEPARTMENT:

Date (Day/Month/Year): _____

Name of Applicant: _____

Applicant's home University: _____

Desired Visiting University: _____

Study Preiod: _____

(DD/MM/YY－DD/MM/YY)

Applicants must read following the instrauctions and checklist very carefully

to prepare for the CAMPUS Asia (CA) Project application process.

1) Please be very cautious in filling application form, make sure all information undisputed and unanimous.
2) Once application has been submitted , no changes may be made, and we cannot return any documents.
3) Applicants should submit all of the application materials together to the CA project office by e-mail or posting. The application deadline is 1st day of the Five months before the beginning of exchange period.

NOTE:

Every applicant must find, well in advance, an academic advisor suitable for the research field in which the applicant is interested, and contact him/her by email to confirm whether the field is adequately fitting to his/her laboratory.

For questions and detailed information, please contact the CA project office;

CAMPUS Asia Project Office

E-MAIL:
TEL : FAX :

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CAMPUS Asia Project Application Timeline

Application Submission

⬇

Interview (hold by home university)
Interview candidates will be notified indivisually via e-mail by each university's CA office.

⬇

Result Annoucement
The result of Interview will be announced via e-mail or phone by each university's CA office.

Application Materials

Checklist
This checklist is intended to help you prepare your application, but is not a substitute for the full instructions.

☐ **CAMPUS Asia Project Application Form**
Fill in all of the specified fields on the application form.

☐ **Recommendation Letter**
In English, issued by your academic advisors at your home university.

☐ **A copy of language certificate and test score**
Please submit the copy of English Proficiency Certificate (choose one out of TOEIC, TOEFL , or IELTS Official Score Report) .Official scores are valid for two years from the date they are taken. If your scores have expired before you apply, you must retake the exam.

☐ **Academic Transcript**
A transcript issued in English with the seal or signature of the head of the institution or department of your home university.

☐ **Copy of the passport photo page**
Attach a copy of the passport photo page.

☐ **Registration for going abroad（留学願）** *Osaka University students only*
Applicants who will take the Double-Dgree-Program should submit this document.

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CAMPUS Asia Project
Application

Note:
- Please type or print.
- Should be filled out in English or in Japanese
- Numbers should be Arabic numerals.
- Years should be written according to the Western calendar.
- Proper nouns should be written in full, no abbreviations.

Section 1: Personal Details

1. Name as in your passport

_____   _____   _____
First Name   Middle Name   Family Name

_____
Name in Chinese characters (if applicable)

2. Nationality   **3. Sex**   **4. Date of Birth**

_____   ☐ Male   ☐ Female   _____ _____ _____
                                                       Day   Month   Year

5. Present Mailing Address

_____

Tel: _____   Fax: _____   E-mail: _____

6. Permanent Address

_____

Tel: _____   Fax: _____   E-mail: _____

7. Person to be notified in case of emergency

Name : _____   Relationship _____   Tel: _____

Contact
Address: _____   E-mail: _____

8. Applicant's University

University: _____

Faculty / School: _____

Department: _____

Entrance: _____ _____   ☐ Undergraduate
            Month   Year   ☐ Master   Current
                                   ☐ Doctor   Academic Year: _____

Expected
Graduation: _____ _____
             Month   Year

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10.   **Educational Background**

Institution	Name and location of institution	Degrees earned	Entrance		Completion	
			Month	Year	Month	Year
University/ College	Major:					
University/ College	Major:					

11.   **Job history (if any)**

Section 2: Language

1.   **Language Self Evaluation** (Check the appropriate box.)

	Native Language	Excellent	Good	Fair	Poor
Japanese	☐	☐	☐	☐	☐
English	☐	☐	☐	☐	☐
(Others: Specify)	☐	☐	☐	☐	☐

2.   **Language Qualification**
If you have a certificate of language, such as TOEFL, IELTS or JLPT (Japanese Language Proficiency Test), specify the details below.

(1) Name of the test:

(2) Date of the test: _____

(3) Score / Classification: _____

_____

Attach a certified copy of the test score.
Proficiency equivalent to TOEFL iBT 60 for short term, middle and long term is recommended, respectively.

Section 3: Study Plan at Visiting University

1.   **Research topics wishing to study in Campus Asia Project**
   ●   Please write down your first to third preferences of research topics

Research / Study Topics
1
2
3

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2. Study Period
Desired study schedule is as follows;
① Length of Stay (please circle one which appropriate):
②

<u>   month   week</u>

③ Start date (Day/Month/Year): _____

④ End date (Day/Month/Year): _____
(Start date and End date are not applicable for DDP applicants)

3. Visiting Laboratory
① Desired visiting laboraty(if applicable):
② Situation (please circle one which appropriate): Already accepted / Under negotiation / Not decided

4. Your motivation
Please state reasons why you are applying to take part in Campus Asia Program

1. Your research / Study plans during your stay in visiting University

2. Your motivation to join Campus Asia program

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Section 4: Application for Accommodation

(1) Do you need a help to find the accommodation?

☐ Yes

☐ No I will find by myself

(2) If Yes, please indicate the schedule.

Check in (Day/Month/Year):_____ Check out (Day/Month/Year):_____

- **It is possible to check in 2-3 days in advance if needed.**
  (Notice that most of the accommodation do not accept payment per day, ONLY monthly.)
  - Yonsei Univ: Chejung House's accommodation fee is calculated per day.
  - Additional submission of application form for dormitory is needed.

Section 5: Application for Financial Aid

1. **Application for Scholarship other than Campus Asia Project paid from Osaka University**
   (1) Will you receive any financial aid by your home instituition or a funding body other than Campus Asia Project?

   ☐ Yes　　☐ No　　☐ Now Applying (Notification of the result will be in _____.)

   If "Yes" or "Now applying", fill below
   Funding body:_____ Amount:_____ JPY/Month

Section 6: Declaration

Declaration

I hereby certify that my statements on this application including the financial aid information are true and complete to the best of my knowledge, and I understand that any willfully false statement is sufficient for rejection of admission, or for dismissal from the program. I also declare that I should respect the regulations of the visiting univesity when I am successfully admitted to the program. I will not chancel/change the program after I receive official admittance notice from the visiting university.

I have contacted the coordinator/ international center of my home university and/or relevant staff of visiting university in order to collect sufficient information.

Name of applicant(block letters): _____

Date: _____　Signature of applicant: _____

Criterion:	3-2
Element:	GP III-ii. Peer learning, social events, and alumni associations
Program:	ENGAGE
Material:	CAMPUS Asia Newsletter Issue No. 3

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CAMPUS Asia Newsletter

Issue 3, February 2018

Greetings from the CAMPUS Asia Office! This monthly newsletter is intended so that the three universities in the CAMPUS Asia program (Peking University, Korea University and Waseda University) can share information on events, people and courses related to the program.

Event of the Month

Conflict Resolution and Social Innovation Joint Intensive Program (Spring 2018) in Iwate & Tokyo, Japan

The Spring Intensive Program took place from February 6th-13th in Japan, hosted by Waseda University. The theme of this course was Social Innovation. The first part consisted of a field trip to cities/towns in Iwate Prefecture, that were severely destroyed by tsunamis resulting from the Tohoku earthquake of 2011. In Iwate, students heard the experience of people in the area as well as hearing of policies through dialogue sessions with the local NGOs, businesses and government sectors.

In the second part, students went back to Waseda University in Tokyo where they used techniques of theatre for conflict resolution (taught by Mr. Kokido) as well as presenting a project proposal in order to think about effective methods of social innovation.

Group photo after workshop

Schedule:
Day 1 Orientation @ Tokyo
Day 2-4 Field Work @ Iwate
Dialogue sessions, workshops, and outdoor activities with local NGOs, businesses, government sectors in Otsuchi town and Kamaishi City
Day 5-7 Reflection/Preparation @ Tokyo
Reflection on field works, acting sessions with Mr. Kokido (professional actor), preparation of theatre and business proposals
Day 8 Presentations @ Tokyo

Final theatre performance at Ono Auditorium

Discussion time with Mr.Kokido

Student Voices

"This course has made me rethink about the way I perceive the world around us. By acting out our feelings, we learnt how to stand in other people's shoes and truly emphasize with the people. By learning social innovation, we discover the most efficient way of helping people. Moreover, the friends we made over 8 days are worth a life time of keeping in touch."
(Wenxin Yan, Student from Peking University)

"This program has given me a chance to ponder on how to revive disaster stricken communities. In Iwate, I was able to hear the real needs of the area through the outdoor activities and the dialogue sessions with the local NGOs, businesses and government sectors. At Waseda, I learned how to form and deliver my ideas not only in the logical context but also in the emotional context. Overall, it was truly an intensive but enjoyable one week and I will cherish this experience as my life long assets."
(Yiming Tang, Student from Waseda University)

Guided by Ms. Kamitani at former Otsuchi Town Hall, which was hit by a tsunami

"Through all the programs, I recognized how much "emotion" is excluded in the discourse regarding social innovation. During our field trip to Kamaishi, we could hear the voice of the local people and clearly capture their emotions, their life, and internal problems after the Tsunami. By empathizing with them, we could approach the issue in better and smarter ways, and this will remain as a lesson in my remaining careers."
(Ha Lim Jun, Student from Korea University)

Issue 3, February 2018

New Years in China, Korea & Japan

January and February are months of celebrating the new year for all of our countries. Here, let's see how each country celebrates!

China

The date of the Chinese New Year changes every year according to the lunar calendar. It is the longest and most important public holiday in the year where family members reunite and celebrate. Customs and activities include eating dumplings, pasting spring festival couplets and worshiping traditional gods, and dragon dances being performed.

Korea

New Year is one of the most celebrated annual events in Korea, and it is celebrated on the three days before, during and after Chinese New Year. Seollal is a special occasion for Koreans, where they respect their ancestors and reunite with family members. Celebrations are done through customs such as wearing traditional clothes, playing folk games and eating traditional foods such as Tteokguk (a traditional rice cake soup).

Japan

Japanese New Year is celebrated on January 1st, and is an event where families gather to eat the traditional osechi meal, where each dish has a particular meaning such as long life or prosperity. It is also traditional for Japanese to visit a shrine or a temple during the holidays to pray for safety, health etc. in the new year. There is also tradition of families sending New Year greeting postcards to one another as a greeting for the new year.

China: Chinese Dumplings (Travelchinaguide.com©)

China: Dragon Dancing (99.co©)

Korea: Charye ritual (left), Sebaetdon (New Year's money) given as a Seollal gift (right) (Visitkorea.or.kr©)

Japan:Traditional Osechi Meal (Tripsavvy.com©)

Exchange Students of the CAMPUS Asia Program (Spring 2018)
Give them a shout on campus!

Waseda Univ.→ Korea Univ.
En Hsiung (Double Degree, 1.5 years)
Jin Hirakawa (Double Degree, 1.5 years)
Ayano Kohara (Minor-Field, 1 semester)

Korea Univ. → Waseda Univ.
Sanghyuk Cho (Double Degree, 1.5 years)
Ji Soo Sim (Double Degree, 1.5 years)
Jeongahn Seon (Double Degree, 1.5 years)

Peking Univ. → Waseda Univ.
Qingzao Yu (Intensive-Study, 1 semester)

Contact Information
Campus Asia Office, Waseda Univ.
Tel:
Fax:

Check out our website/SNS!
Website (English):
https://www.waseda.jp/top/en/about/activities/campus_asia
Website (Japanese):
https://www.waseda.jp/top/about/activities/campus_asia

Twitter/Facebook: @CAMPUSAsiaEAGLE

See you again in the next newsletter!

OQEANOUS CTSEA Survey
QUESTIONNAIRE ON THE ACTUAL STUDENT WORKLOAD

With the help of this questionnaire, the OQUEANOUS QA committee wishes to determine the actual workload of students enrolled in a new program. Your personal data and answers will remain anonymous, and will be used only for the purpose of improving the quality of the educational process. Thank you very much for your cooperation.

Course: _____ Course instructor: _____

Year: _____ Home university: _____

Note
For each of the below items, please indicate whether the envisaged number of workload hours in the course catalog is adequate.
Example: If you spent more workload hours than that envisaged by the course catalog, please mark "not enough" and enter the workload hours that was actually spent (e.g. "20") in the designated column. Repeat this procedure for each item. The total number of workload hours doesn't have to be the same with that given in the course catalog.

Name of the subject	Item	Educational Activities	Number of workload hours envisaged by the course catalog (entered by the office)	Envisaged number of hours for the subject against the actual workload (filled by the student) Please check ☑			Estimated actual workload hours (filled by student)
		Teaching hours in class	hours	No evaluation is needed			
	1.	Contact hours (Laboratory time)	hours	☐ not enough	☐ adequate	☐ too many	hours
	2.	Preparation hours before classes	hours	☐ more time needed	☐ adequate	☐ less time needed	hours
	3.	Review hours after classes	hours	☐ more time needed	☐ adequate	☐ less time needed	hours
	4.	Preparation hours for presentation	hours	☐ more time needed	☐ adequate	☐ less time needed	hours
	5.	Preparation hours for examination	hours	☐ not enough	☐ adequate	☐ too many	hours
	6.	Supervised Study Hours (Meeting with the course instructor or TA)	hours	☐ not enough	☐ adequate	☐ too many	hours
	7.	Participation in related seminars	hours	☐ not enough	☐ adequate	☐ too many	hours
	8.	Other activities					
		Total	hours				hours

Notes :

Item	Educational Activities	Details of each category
	Teaching hours in class	No evaluation is needed.
1.	Contact hours (Laboratory time)	The total introduction hours from the lecturer for practice subjects and experiment subjects. This item should be 0 for lecture subjects..
2.	Preparation hours before classes	The total self-study hours for preparation of the next class. Hours for preparatory assignments are also included here.
3.	Review hours after classes	The total self-study hours for retaining general contents after the class. Hours for reviewing assignments are included here.
4.	Preparation hours for presentation	The total self-preparation hours for presentation outside the class room. It is not applied when presentation is not in the class syllabus.
5.	Preparation hours for examination	The total self-study hours only for examination
6.	Supervised Study hours (Meeting with the course instructor or TA)	The total instruction hours directly from the lecturer or TA other than class hours
7.	Participation in related seminars	The total hours of attendance to the class-related seminars except for voluntary participation of non-related seminars
8.	Other activities	Other study-hours for the class

Appendix

List of Joint Monitoring Committee /Joint Monitoring Panel Members
(As of November 2019)

Joint Monitoring Committee

China

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

SHI Jinghuan
Executive Deputy Dean, Institute of Education, Tsinghua University

LIU Baocun
Director, Institute of International and Comparative Education, Beijing Normal University

Japan

SATOW Toyoshi
Chancellor, J.F.Oberlin University and Affiliated School

NINOMIYA Akira
Special Professor, Aichi Mizuho Junior College
Emeritus Professor, Hiroshima University

OKAMOTO Kazuo
Advisor, National Institution for Academic Degrees and Quality Enhancement of Higher Education

Korea

AHN Se-Keun
President, Korea University Accreditation Institute, Senior Director, Korean Council for University Education

SEO Dong Seok
Director, International Cooperation Division, Korean Council for University Education

HONG Jun Hyun
Vice President for International Affairs, Professor, School of Public Service, Chung-Ang University

Joint Monitoring Panel

China

FAN Shiming
Associate Professor, School of International Studies, Peking University

LUO Yan
Associate Professor, Institute of Education, Tsinghua University

YAN Ping
Associate Professor, School of Education, Renmin University of China

Japan

OBI Shinnosuke
Dean, International Center Professor, Faculty of Science and Technology, Keio University

KASUYA Hideki
Professor, Graduate School of Medicine, International Medical Education, Nagoya University

TAKENAKA Toru
Professor, Research Department, National Institution for Academic Degrees and Quality Enhancement of Higher Education

Korea

CHOI Dong Ju
Professor, School of Global Service, Executive Director of Institute of Global Governance, Sookmyung Women's University

CHOE Young Jin
Professor, English and Cultural Studies, Chung-Ang University

KIM Seon-Joo
Professor, Department of Life-long Education & Counseling, Pukyong National University

Joint Guidelines for Monitoring International Cooperative Academic Programs in CAMPUS Asia

June 2017

Higher Education Evaluation Center of Ministry of Education (HEEC)
National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)
Korean Council for University Education (KCUE)

Contents

1. Introduction

CAMPUS Asia (Collective Action for Mobility Program of University Students in Asia) is a program launched based on a trilateral summit agreement among the governments of China, Japan, and Korea, and is designed to carve out a better future for Asia. Its objectives are to promote exchange and cooperation with quality assurance among higher education institutions (HEIs) in the three countries, create a shared 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 trilateral educational exchanges. In 2010, the three governments agreed to commence the CAMPUS Asia pilot program, and 10 pilot programs were selected for participation in October 2011.

Three quality assurance agencies—*i.e.*, the Higher Education Evaluation Center of the Ministry of Education in China, the National Institution for Academic Degrees and University Evaluation (currently the National Institution for Academic Degrees and Quality Enhancement of Higher Education) in Japan, and the Korean Council for University Education in Korea—set up the China-Japan-Korea Quality Assurance Council in 2010. Recognizing the modality of quality assurance in international education as a common issue, the Council agreed to carry out quality monitoring of the CAMPUS Asia pilot programs. This monitoring was intended not to confirm attainment of minimum quality standards, but to identify good practices from the standpoint of educational quality and disseminate them at home as well as abroad.

The three quality assurance agencies conducted monitoring activities twice for the 10 pilot programs. The first monitoring was conducted independently in each country in 2013, following the country's relevant regulations, quality assurance system, and methods. After that, the monitoring criteria and each country's methods were comparatively analyzed and the three agencies jointly established a common framework for quality assurance, which includes criteria, principles, and processes, before conducting the second monitoring in 2015. In the second monitoring, panel members from the three countries jointly performed document reviews and site visits, based on common self-assessment reports provided by the consortium for each CAMPUS Asia program. The monitoring results were compiled in a report featuring examples of good practices, which was widely disseminated.

The three governments then promoted CAMPUS Asia as a full-fledged program following the completion of the pilot period, selecting a total of 17 programs (including 9 new ones) for participation in the fall of 2016. They also agreed to continue discussing the feasibility of further expansion to other nations in Asia. The three quality assurance agencies plan to conduct monitoring on the full-fledged programs as well. In so doing, they are expected to refer to these guidelines and further expand their monitoring efforts based on the experience gained in the pilot period and the structure of close cooperation established among the three countries while collaborating with the national governments and the participating HEIs.

We hope that these monitoring activities and the ongoing dissemination of good practices contribute to the enhancement of the quality of international cooperative academic programs including CAMPUS Asia, to the fostering of excellent students who acquire appropriate learning outcomes with respect to the goals of the respective programs and strengthen international cooperation among the quality assurance agencies.

2. Objectives of the guidelines

The three quality assurance agencies formulated these joint guidelines based on experiences gained through the establishment of a common quality assurance method for future quality assurance initiatives on CAMPUS Asia programs.

The first objective of the guidelines is to specify a method of monitoring international cooperative academic programs so that the three agencies and the reviewers can clearly understand the monitoring criteria, processes, and methods and, thereby, carry out the monitoring of CAMPUS Asia programs in a consistent fashion.

The second objective is to serve as a helpful model for other quality assurance agencies conducting monitoring or evaluation of international cooperative academic programs, especially when working with partner agencies in other countries, and for HEIs in their internal quality assurance work with regard to international cooperative education.

Through their experience of joint monitoring of CAMPUS Asia, the three quality assurance agencies developed the unified quality assurance framework described here and also built a sense of mutual trust. This encourages them to apply the common quality framework to conduct their monitoring activities in an abridged form (*e.g.,* joint recognition of monitoring results obtained by each country).

We hope that these guidelines will contribute to the improvement of quality assurance initiatives both within and beyond the three participating countries. The three agencies involved will review these guidelines periodically and improve them as needed in light of global trends in quality assurance and the circumstances of international collaborative education at each institution.

3. Guidelines

3-1. General principles

- Promote quality enhancement of international collaborative academic programs
- Conduct monitoring based on joint criteria and procedures
- Review consortium-wide progress and achievements to identify the programs' good practices
- Examine the degree of cooperation among participating HEIs with respect to resource integration and quality assurance activities as international collaborative academic programs
- Examine each program's continuous quality improvement
- Value students' opinions and ideas regarding CAMPUS Asia

3-2. Implementation system

The Joint Monitoring Committee is the decision-making body for conducting the monitoring. A Monitoring Panel is set up under the Committee to carry out the actual process.

The Joint Monitoring Committee consists of three experts from each of the three countries who are designated by the quality assurance agencies. One from each country represents the country's

quality assurance agency. The Committee exists to confirm, finalize, and officially release the joint monitoring report. It is preferable for Joint Monitoring Committee members to have knowledge and experience of international collaborative academic programs and quality assurance.

The Monitoring Panel consists of three experts from each country appointed by each country's quality assurance agency, serves to review self-assessment reports and write document review reports, conduct site visits, and write final monitoring reports on each consortium.

- It is preferable for Monitoring Panel members to have knowledge and experience of international collaborative academic programs and their quality assurance as well as those of the field of specialization of the program to be reviewed.
- Roles within the Monitoring Panel, such as those of its chairperson and coordinator, should be clarified.

The members of the Joint Monitoring Committee and the Monitoring Panel are not entitled to be part of the decision-making process on any matter pertaining to programs with which they are associated.

3-3. Procedures

The overall procedures for monitoring are as follows:

1. The quality assurance agencies hold an orientation program for Monitoring Panel members to enable them to deepen their knowledge and understanding of monitoring activities. When holding different orientation programs separately in different countries, the three quality assurance agencies should cooperate for the content to be the same at all the programs.
2. The quality assurance agencies hold an orientation program for the consortia to explain the objectives of monitoring and its implementation. They cooperate so as to provide the same or similar information for institutions in all countries.
3. Each consortium is required to produce and submit one common (joint) self-assessment report produced by all participating HEIs in the consortium, describing its good practices and issues for improvement under each criterion.
4. Monitoring Panel members conduct document reviews based on the submitted self-assessment reports.
5. Monitoring Panel members conduct site visits to ask about matters that are not clear from document reviews. Interviews with the officials responsible for the program, with faculty and staff members involved in the program, and with students are included in the site visit schedule. An exchange of views and opinions with the officials responsible for the program takes place at the end of the visit. It is preferable to conduct site visits at a time when representatives of the participating HEIs in each country can be present.
6. Monitoring Panel members produce a draft monitoring report on a consortium based on the results of their document review and site visit. If the draft report is produced in the local language, a version in English is also prepared.

7. Monitoring Panel members share the draft monitoring report on a consortium with all panel members from the three countries so as to collect their comments and revise the draft report where necessary.

8. Before finalizing the draft monitoring report on a consortium, the consortium itself has the opportunity to review it and ensure that there are no factual errors. If any errors were to be identified, Monitoring Panel members would conduct deliberations and revise the report where necessary.

9. Monitoring Panel members then share finalized monitoring reports on a consortium with the three quality assurance agencies, which will draw up a draft joint monitoring report based on the monitoring reports on each consortium.

10. The Joint Monitoring Committee finalizes the joint monitoring report.

11. The quality assurance agencies make the finalized joint monitoring report widely available to the public in book form, online, and at symposia.

3-4. Criteria and viewpoints

　　To ascertain the current status of each program and its quality enhancement initiatives, the following monitoring criteria on quality should be applied. When monitoring with respect to each criterion, refer to the viewpoints listed thereunder. However, the envisioned viewpoints are not limited to those listed here.

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 in terms of students' knowledge, skills, and attitudes. Participating institutions exhibit a shared recognition of these program goals.

- The program goals are shared among the staff members and students of the participating institutions and are understood in the same, unequivocal way at each institution.

- The program goals function as guidelines for developing and implementing the academic program.

1-2. Organization and Administration

- Basic policies on the multi-institutional operational structure, institutions' responsibilities with regard to students, and the allocation of expenses are clearly articulated in a written agreement signed and put into effect by the participating institutions.

- Periodic meetings are held among the participating institutions; a mechanism for reviewing program implementation and related issues is established, and responsibility for addressing common issues is shared.

- Where academic supervision is applicable, an appropriate supervisory system is established and implemented cooperatively among the participating institutions.

- Within each institution, responsibility for conducting the international collaborative academic program is clearly defined along with a suitable support system involving other divisions (*e.g.*, international, student support, and quality assurance).
- The participating institutions have agreed to sustain the program, and the operational structure and plans for sustaining the program are actively reviewed. Also, institution-wide approval to sustain the program is obtained from the management of each institution.

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 by and 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 attitudes).
- The educational content and methods are suited to international collaborative education.
- The relationship between the teaching methods and content and the expected learning outcomes is clarified.

2-2. Academic Staff and Teaching

- A sufficient number of qualified faculty and staff members are deployed for the sustained implementation of the international collaborative academic program.
- The system for the provision of educational content (*e.g.,* joint supervision by dispatching faculty, distance learning) which faculty members of partner institutions join is implemented.
- Faculty and staff development and capacity building for attaining international competencies are conducted.
- Incentives and a support for the work environment are provided to attract faculty and staff members who are skilled in international education and can contribute to the sustainability of the program.
- The teaching methods used are acceptable and suitable for international students (*e.g.*, multilingual textbooks, classes taught in English and access to after-class or extracurricular tutorials).

3. Student Support

3-1. Student Admission

- Information on the program is disseminated widely in order to recruit motivated students.
- The student selection process (selection criteria and system) is suited to the educational objectives and content and are 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.

3-2. Support for Learning and Living

- Participating institutions share with students the information necessary for course selection and enrollment, including sufficient guidance prior to participating students' departure from their home countries.
- Various types of learning support are provided for participating students, including language training, supplemental classes, and support from teaching assistants.
- Various types of living support are provided for the participating students, including orientation, counseling, disaster risk management, and career support.
- A sufficient learning environment is provided for participating students, including libraries, information technology, and laboratory facilities.
- Sufficient scholarships and accommodation support are provided appropriately for participating students.
- Participating institutions support exchange and interaction among students and alumni.

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 measured regularly.
- The relationship among students' course enrollment, credit acquisition, and learning outcomes is analyzed.
- Appropriate learning outcomes aligned with the program objectives are achieved.
- Students are highly satisfied with the program content and exhibit high levels of achievement.
- The results of a student satisfaction survey and student achievement survey are shared across participating institutions.
- Learning outcomes with added-value resulting from the international collaborative program are obtained.
- The status of graduates is tracked regularly and is shared among 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.
- As regards a program that awards two degrees upon completion, criteria for awarding degrees and methods of review at each institution are shared, and the criteria and methods of review are discussed periodically 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 the awarded credits.
- As regards a program that awards two degrees upon completion, the achieved learning outcomes are appropriate for a CAMPUS Asia program.

5. Continuous Quality Improvement

- Feedback from students is periodically gathered in multiple ways, in such manners as through questionnaires, interviews, and student participation in review committees, and is incorporated into the program review.
- A program review is carried out based on an analysis of information gathered on the learning progress of students, learning outcomes achieved, curriculum, teaching and its contents, and other information.
- An external review, including inputs from an advisory committee, is conducted.
- The results of program reviews are shared and discussed among the participating institutions to contribute toward further program improvement and development.
- Participating institutions discuss and consider measures for quality improvement and future initiatives based on the self-assessment results.
- The results of the review are appreciated by the international affairs, quality assurance, and student support divisions of each institution, and necessary measures are taken at the institutional level.
- The participating institutions agree to sustain and enhance the program through quality improvement. Also, institution-wide approval from the management of each institution to sustain the program is obtained.
- Some effects of the program's implementation on students who are not in the program are recognized.

3-5. Considerations when conducting monitoring

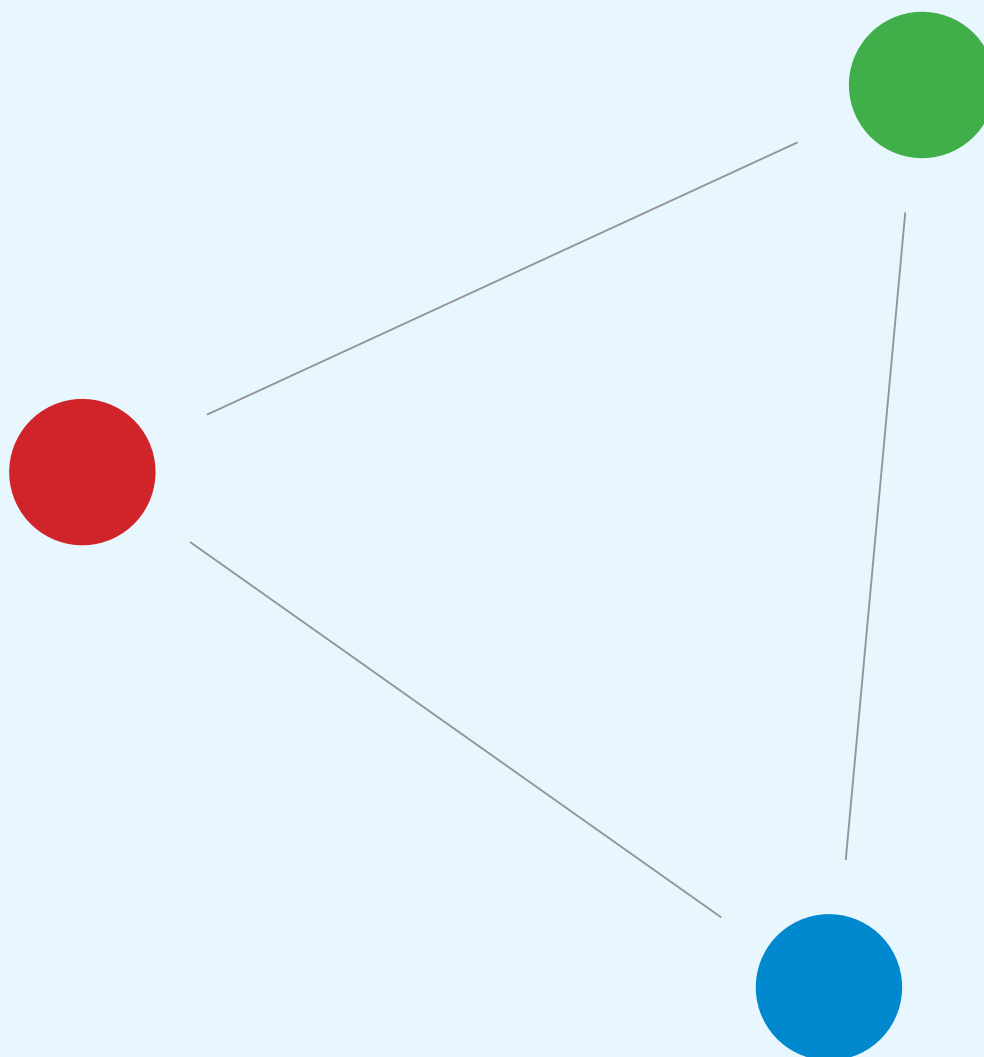**3-5-1. Considerations for the quality assurance agencies**

(1) Adequate and appropriate resources, both human and financial, should be available to carry out consistent monitoring. It is preferable to obtain financial support from the government in one's own country.

(2) Objectivity, transparency, and independence of the quality assurance agencies should be maintained. The independence of the reviewers should be ensured to carry out objective and fair monitoring.

(3) Active communication and cooperation among quality assurance agencies from the three countries, participating institutions, and organizations concerned should be ensured in all monitoring activities.

(4) Systems leading to continuous improvement through quality assurance activities should be developed.

3-5-2. Considerations for the reviewers

(1) <u>Active communication and cooperation</u>: Reviews are to be conducted with active communication and cooperation among the reviewers from the three countries.

(2) <u>Monitoring documents and information</u>: Documents and information obtained during monitoring are not to be used or provided for purposes other than monitoring activities.

(3) <u>Liaison and coordination</u>: If uncertainties or inquiries about the CAMPUS Asia programs are recognized during the document review and the preparation of reports, the quality assurance agency in charge of queries should be contacted. Directly contacting the HEIs is discouraged.

(4) <u>Objective and unbiased review</u>: Reviews are to be conducted objectively and in an unbiased manner.

(5) <u>Dialog during site visit:</u>
   - Before each interview, the reviewers should hold a meeting to thoroughly discuss the facts to be confirmed and remarks to be made during the interview.
   - Regarding inquiries from the HEIs during the site visit, the reviewers carrying out the site visit should, in principle, be unanimous on their responses. Should you wish to offer your personal opinions, it would be appropriate to convey to the interviewees that the views are personal and not those of the review team.
   - The reviewers should refrain from asking interviewees about personal issues.
   - The reviewers should take care so that interviewees are not detrimentally affected by their responses but ensure confidentiality.
   - The reviewers should not debate with interviewees or criticize the HEIs.
   - Should the interviewees criticize CAMPUS Asia initiatives or the monitoring process, it would be advisable to listen for the reasons behind their opinions and avoid making any counterarguments. However, if there are misunderstandings, correct information should be conveyed.
   - At the end of the site visit, the reviewers should thoroughly discuss the facts to be included in the report.

(6) <u>Points to keep in mind when producing each report (document review report, site visit report, and final report)</u>
   - Reports should be produced with objectivity and fairness based on the facts verified in the document review and the site visit.
   - Especially when making negative observations, care should be taken to provide detailed and objective reasoning that led to that observation.
   Any contradictions should be avoided within a report.

CAMPUS Asia Monitoring+
Joint Monitoring Report

Good Practices from CAMPUS Asia Consortium
among China, Japan and Korea
2016 - 2019