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# 'CAMPUS Asia' Monitoring on Quality Assurance

- Collaboration among Japan, China, and Korea -  
**Overview of the First Monitoring in Japan**

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March 2014

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

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## **1. Quality Assurance Initiatives for 'CAMPUS Asia' and the First Monitoring in Japan**

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## **1-1. 'CAMPUS Asia' Initiative**

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

The 'CAMPUS Asia' concept can be traced to a proposal for high-quality inter-university exchange made at the 2nd Japan-China-Korea Trilateral Summit held in October 2009. In response to this proposal, the Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities launched in April 2010, and discussed the concept of 'CAMPUS Asia'. The aim is not only to encourage exchange among universities but also to translate that into stimulation of economic activity and to create a platform for personnel exchanges. The designation 'CAMPUS Asia' symbolizes the concept of making all of Asia into a campus and denotes the expectation of developing human resources with a region-wide outlook in the three countries and the hope of contributing to the creation of an Asian community.

### **'CAMPUS Asia' Pilot Programs**

The 'CAMPUS Asia' initiative inaugurated a trilateral exchange program on a pilot basis in the fall of 2011. The programs are being implemented over a five-year period. The pilot programs with quality assurance under the 'CAMPUS Asia' concept consist of 10 programs (shown in *Table 1*) selected through joint screening by the three countries.

Table 1. : List of pilot programs under the 'CAMPUS Asia' initiative

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

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



## 1-2. Quality Assurance of ‘CAMPUS Asia’ Pilot Programs

Since its establishment, the Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities has been discussing the implementation of the ‘CAMPUS Asia’ concept and the modality of exchanges with quality assurance.

In parallel, the National Institution for Academic Degrees and University Evaluation (NIAD-UE) proposed to the Higher Education Evaluation Center of the Ministry of Education (HEEC) in China and the Korean Council for University Education (KCUE) in Korea the establishment of a framework for substantive collaboration among quality assurance agencies. Based on this proposal, the Japan-China-Korea Quality Assurance Council was launched in March 2010. The Council agreed to support inter-university exchange among the three countries in terms of quality assurance through collaborative projects. Recognizing the modality of quality assurance in international education as a common issue, the Council agreed to carry out quality monitoring for ‘CAMPUS Asia’ pilot programs as a pilot project to support those programs from the aspect of quality assurance.

## 1-3. Purpose and Overall Organization of the ‘CAMPUS Asia’ Monitoring

‘CAMPUS Asia’ monitoring looks at the ‘CAMPUS Asia’ pilot programs as case studies. The aim is to more clearly define the *quality to assure* in the context of transnational education and to develop joint guidelines for quality assurance agencies in the three countries while identifying good practices in the pilot programs.

Monitoring is being conducted not as an evaluation to confirm that a program has the minimum quality but rather to ascertain the current state of transnational programs and their quality enhancement initiatives with the aim of **identifying good practices from the standpoint of educational quality and promoting those good practices throughout the higher education community.**

The Japan-China-Korea Quality Assurance Council agreed to conduct monitoring twice during the five-year period of the 10 ‘CAMPUS Asia’ pilot programs that began in 2011. The first monitoring is to be conducted separately in each country, taking into account each country’s relevant regulations and evaluation system and methods.

The identified good practices and results of the monitoring will be broadly disseminated to the higher education community through the creation of a collection of good practices and the holding of a symposium. Upon completion of the first monitoring, NIAD-UE, HEEC and KCUE will compare and analyze each other’s monitoring results and compile the aspects and process for monitoring deemed necessary for all parties into a set of joint guidelines.

The method of the second monitoring, such as joint monitoring by the three countries and/or separate monitoring conducted in line with the joint guidelines, will be subject to discussions based on the results and comparative analysis of the first monitoring.

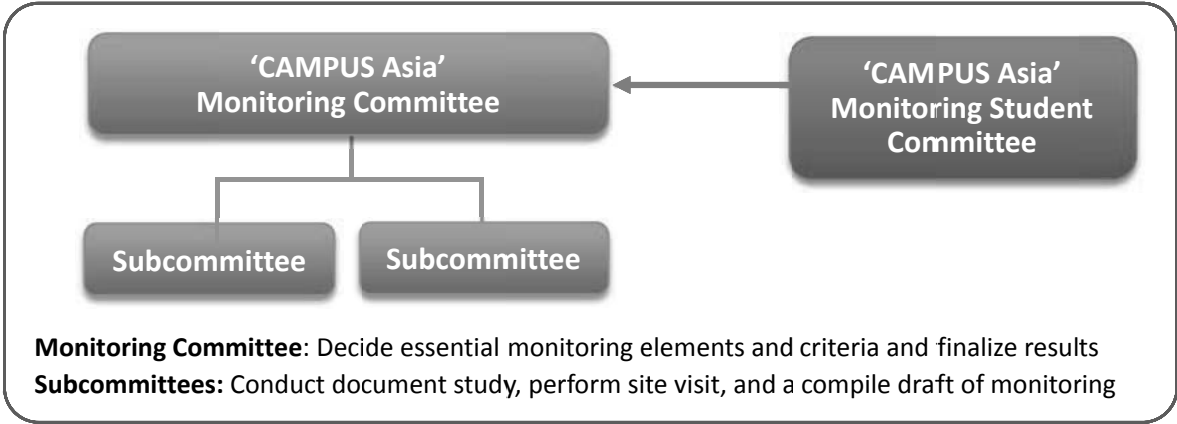
**1-4. First Monitoring in Japan**

**(1) Implementation Structure**

NIAD-UE formed a ‘CAMPUS Asia’ Monitoring Committee and Subcommittees consisting of academics and experts with in-depth knowledge of the quality assurance of higher education and experience managing international educational programs.

The Monitoring Committee is responsible for finalizing the monitoring criteria and methods, and determining monitoring results. The Subcommittees perform document studies of the self-analysis reports submitted by monitored program providers (Japanese universities), site visits and draft monitoring reports.

Figure 1. : Overall picture of the monitoring implementation structure



**(2) Monitoring Criteria and Process**

The monitoring framework in Japan is comprised of the seven criteria given in *Table 2*. Each criterion provides examples of good practices and a rubric for analyzing quality level.

Examples of good practices are given to monitored program providers to facilitate self-description of their own successful practices and effective measures for resolving challenges in international educational programs through self-analysis.

The rubric for analyzing quality level is intended for use as a tool in self-analysis to determine the extent to which quality education is assured in the monitored program.

When developing the monitoring criteria and method in Japan, discussions in the ‘CAMPUS Asia’ Monitoring Preparatory Committee organized by NIAD-UE and exchanges of opinions were held with monitored program providers through liaison meetings with program representatives and individual interviews were held. The monitoring process including self-analysis by the program providers and the document studies and site visits by the Monitoring Committee were all performed based on these criteria.

Table 2. : Criteria for the First Monitoring in Japan

- |   |
|---|
| Criterion 1: Goals of Academic Program              |
| Criterion 2: Teaching and Learning                  |
| • Criterion 2-1: Organization and Staff             |
| • Criterion 2-2: Contents of Academic Program       |
| • Criterion 2-3: Support for Learning and Living    |
| • Criterion 2-4: Credit Transfer and Grading System |
| Criterion 3: Learning Outcomes                      |
| Criterion 4: Internal Quality Assurance System      |

➔ See Appendix 1 (pp. 47-62) for details of criteria.

The monitoring process was as indicated in the Implementation Schedule given in *Table 3*. First, program providers prepared self-analysis reports in light of the monitoring criteria.

The ‘CAMPUS Asia’ pilot programs were in their third year in 2013 when the first monitoring was conducted and exchanges were well underway. In the first monitoring **self-analysis reports covered providers’ initiatives through the end of 2012 academic year (March 2013). The Subcommittees also took the progress of exchange programs during the 2013 academic year into consideration** when performing document studies and site visits. Afterwards, the Subcommittees deliberated good practices and challenges and compiled draft monitoring reports.

The monitoring reports for each program were approved in a meeting of the Monitoring Committee held in January 2014.

Table 3. : Implementation Schedule of the First Monitoring in Japan

Preparation for the first monitoring	
<u>2012</u>	<p>'CAMPUS Asia' Monitoring Preparatory Committee (a total of three meeting from May 2012 to February 2013)</p> <p>Liaison meeting for 'CAMPUS Asia' program providers (a total of three meetings from July 2012 to March 2013)</p>
<u>2013</u> March	<p>First 'CAMPUS Asia' Monitoring Committee Meeting</p> <ul style="list-style-type: none"> <li>- Finalized monitoring criteria, method, and implementation structure</li> </ul>
Implementation of the first monitoring	
April to May	Self-analysis and submission a report by monitored program providers
May	<p>First Subcommittee Meeting</p> <ul style="list-style-type: none"> <li>- Briefing the procedure of document study and site visit</li> </ul>
May to June	Document studies by Subcommittees
July to August	<p>Second Subcommittee Meeting</p> <ul style="list-style-type: none"> <li>- Preparation of site visits based on document studies</li> </ul>
July to October	Individual site visits to the monitored program providers (10 Japanese universities)
November	Draft monitoring results compiled by Subcommittees (by January 2014)
November	<p>Third Subcommittee Meeting</p> <ul style="list-style-type: none"> <li>- Deliberated and finalized the draft monitoring report for each monitored program</li> </ul>
December	Presentation of draft monitoring report to the monitored program providers
December	Student Committee Workshop for 'CAMPUS Asia' Monitoring
<u>2014</u> January	<p>Second 'CAMPUS Asia' Monitoring Committee Meeting</p> <ul style="list-style-type: none"> <li>- Finalized monitoring results after deliberating draft monitoring reports</li> </ul>
February	<p>Fourth Liaison meeting for 'CAMPUS Asia' program providers</p> <ul style="list-style-type: none"> <li>- Shared first monitoring results and exchanged opinions</li> </ul>

Table 4. : An Example Schedule on Day of Site Visit

Site visits were performed by teams of around seven people and lasted five to six hours per university. The visits focused on interviews with faculty and staff members involved in running the program and students participating in the program (including students in Japan from partner universities in China and Korea). The schedule given below is a typical example of a site visit.

Time	Content	Location
12:00	Assembly of monitoring visit team	(Waiting room) Room XX
12:00-13:00 (60 minutes)	<ul style="list-style-type: none"> <li>• Prior meeting of visit team (check schedule, documents and questions, and fill out paperwork)</li> <li>• Lunch</li> </ul>	(Waiting room) Room XX
13:00-14:30 (90 minutes)	Interview with person responsible for the program and faculty and staff members involved in the program [Attendees from the university] Faculty: XX Staff: XX	(Interview room) Meeting Room YY
14:30-14:50 (20 minutes)	Break	(Waiting room) Room XX
14:50-15:10 (20 minutes)	Class observation and/or tour of facilities *Conducted if requested by the university	
15:10-15:30 (20 minutes)	Break	(Waiting room) Room XX
15:30-16:20 (50 minutes)	Interview with students ( from the three countries together) [Attendees from the university] Japanese students: XX Chinese students: XX Korean students: XX	(Interview room) Meeting Room YY
16:20-16:40 (20 minutes)	Break	(Waiting room) Room XX
16:40-17:30 (50 minutes)	Visit team meeting	(Waiting room) Room XX
17:30-18:10 (40 minutes)	Exchange of opinions between university and visit team	(Interview room) Meeting Room YY
Around 18:10	Site visit finished	

### **(3) Monitoring Report**

The full monitoring reports compiled for each program consist of two sections: i. overview of the first monitoring results, and ii. monitoring results by criterion.

The monitoring results for each criterion include 'initiative characteristics' and 'good practices' identified from the perspective of the quality of education.

In order to contribute to the further development of the programs in the future, comments from committee members regarding future challenges described in the self-analysis reports were also included in the monitoring reports.

➔ See Part 2 (pp. 13-34) for the summary of monitoring report.

### **(4) 'CAMPUS Asia' Monitoring Student Committee**

As part of the first monitoring in Japan, NIAD-UE established a 'CAMPUS Asia' Monitoring Student Committee to supplement the Monitoring Committee and Subcommittees. The primary role of the Student Committee is articulating students' voice and providing feedback to the Monitoring Committee for the further enhancement of 'CAMPUS Asia'.

The Student Committee held a 'CAMPUS Asia' Student Committee workshop in December 2013. A total of 19 Japanese, Chinese, and Korean students who had studied or are now participating in 'CAMUPS Asia' programs attended the workshop and produced 'CAMPUS Asia' Proposals after engaging in group work and a general discussion. The Proposals organized positives and areas for improvement in terms of learning and living based on students' experiences on the programs and presented suggestions from the Student Committee.

Student representatives reported workshop results and the Proposals to the Monitoring Committee in January 2014. The Monitoring Committee decided to make use of the opinions given in the Proposals when it considers the second monitoring.

➔ See Part 3 (pp. 35-46) for documents relating to Monitoring Student Committee.

## (5) Composition of the 'CAMPUS Asia' Monitoring Committee and Subcommittees

As of January 2014

### 'CAMPUS Asia' Monitoring Committee (☉Chairperson, ○Vice chairperson)

Committee:

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

Representatives of the monitored program providers:

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

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

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



## 2. Summary of Monitoring Report

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This part includes a **collection of short summaries of monitoring report by program** translated into English. Each summary highlights **an overall conclusion of the report and some good practices** chosen from the pilot program. Summaries of self-analysis reports submitted by program providers are compiled in the **Appendix 2** (pp. 63-106).

Full monitoring report is written in Japanese including a summary, results of monitoring by criterion with good practices and comments towards issues and planned improvements submitted by program provider.

- ➔ Full monitoring reports (Japanese) are available from NIAD-UE website:  
[http://www.niad.ac.jp/n\\_kokusai/jckcouncil/1232101\\_1811.html](http://www.niad.ac.jp/n_kokusai/jckcouncil/1232101_1811.html)



## 2-1. The University of Tokyo

### Overview of the 1st Monitoring Results

Japanese Program Provider		<b>Graduate School of Public Policy, The University of Tokyo</b>
Partners	China	School of International Studies, Peking University
	Korea	Graduate School of International Studies, Seoul National University
Program Name		Beijing-Seoul-Tokyo Dual Degree Master's Program on International and Public Policy Studies (BESETO DDMP)

#### Overall conclusion

Having set the goal of training leaders who have mutual understanding of China, Korea, and Japan, the three BESETO (Beijing, Seoul, Tokyo) universities planned and implemented a trilateral dual degree program. The students share the vision of human resources expected to be produced by the program and are deepening mutual understanding by learning from each other. *The goals of academic program* (Criterion 1) are highly advanced.

*The organization and staff* (Criterion 2-1) are advanced, with the participating universities having established the BESETO Joint Academic Board (a decision-making body for the BESETO Consortium), and having concluded memorandums of understanding in addition to which the University of Tokyo provides ample program management support via specialized staff members. *The contents of academic program* (Criterion 2-2) are advanced, with the universities having created a challenging dual degree program in which students spend time studying in each of the three countries and the University of Tokyo having created the Master of Public Policy, Campus Asia Program (MPP/CAP) as a new specialization. *Support for learning and living* (Criterion 2-3) are advanced, with the provision of information including course lists and syllabi offered at the exchange institutions and the provision of support through student "tutors." *The credit transfer and grading system* (Criterion 2-4) is highly advanced, with the participating universities having carefully discussed the credit transfer system and identified solutions, including the creation of a "mapping table" (correspondence table) of core courses for credit transfer.

#### Good practices

- The universities created a degree program of the highest standard in the field of public policy and international relations in East Asia, established the goal of training excellent global human resources, and started a student exchange system and dual degree

program in which the goals are adequately shared among students.

- The universities established the BESETO Joint Academic Board as a decision-making body for program operation and hold a CAMPUS Asia Joint Meeting once or twice a year with the secretariat moving from university to university on a rotating basis. They also concluded a “Memorandum on Student Exchange” /Dual degree memorandum and a “Memorandum of Understanding on Operation and Financial Support” for the CAMPUS Asia Program.
- The universities cooperated to start an English-medium dual degree program in the fields of public policy and international relations that requires students to study in all three countries.
- To secure students from Japan wishing to study abroad in China and Korea, the University of Tokyo established the Master of Public Policy, Campus Asia Program (MPP/CAP) as a new specialization that includes the transfer of credits earned at Peking University and Seoul National University as part of the completion requirements, in order to recruit students with a clear sense of purpose who wish to study public policy and international relations in East Asia.
- A correspondence table (called a “mapping table” in the Graduate School of Public Policy) was created to identify what is equivalent between the core courses of the other schools and the University of Tokyo’s core courses and hence transferable for accreditation within the dual degree program in an effort to avoid the need to take overlapping core courses.

## 2-2. Tokyo Institute of Technology Overview of the 1st Monitoring Results

Japanese Program Provider		<b>Tokyo Institute of Technology, Interdisciplinary Graduate School of Science and Engineering</b>
Partners	China	Tsinghua University, Department of Chemical Engineering
	Korea	KAIST, Department of Mechanical Engineering
Program Name		TKT CAMPUS Asia Consortium

### Overall conclusion

*The goals of academic program* (Criterion 1) are advanced. The participating universities established the goal of educating global human resources with excellent groundings in science and technology through the creation of a cooperative framework for education and research among science and technology universities in East Asia. The detailed planning of the program through careful discussions among the participating universities, including the development and preparation of forms for a Study and Research Plan and a Study and Research Record, is an advanced effort.

With respect to *the organization and staff* (Criterion 2-1), the fact that the three universities have established Implementation Guidelines and actually implemented initiatives based on those guidelines are advanced activities. *The contents of academic program* (Criterion 2-2) are advanced, with the universities having developed classes and research projects ranging from basics to cutting-edge content as well as an off-campus hands-on program based on the concept of gradually stepping up the level of learning and research through undergraduate, master's and doctoral programs. *The credit transfer and grading system* (Criterion 2-4) is advanced, with the three universities having shared information on the credit systems in the participating universities and held discussions with each other and having agreed to precise and substantial definitions.

### Good practices

- This program aims to contribute to the career formation of top leaders by providing guidance to students from their undergraduate years through the completion of master's or doctoral degrees. By expanding students' horizons through cross-cultural exchange while staying at a research laboratory in another country, the program

nurtures independent human resources who will be active internationally. A Study and Research Plan and a Study and Research Record are created for both inbound and outbound students.

- A characteristic of the program is that requirements are put together in a set of Implementation Guidelines shared by all three universities. The contents cover 15 matters including implementation structure, forms of exchange, and selection within the school.
- The framework of (a) semester-long exchanges with course study and/or lab work, (b) summer programs, and (c) research-oriented joint educational programs corresponds to the educational and research level of the participating students. For example, upon consultation among the three universities regarding the establishment of a curriculum in which credits can be earned, they developed a program offering classes and research projects in which students can study topics ranging from the basics all the way up to cutting-edge science and technology, taking into consideration the participating students' specializations and levels, and also offering opportunities to learn the culture and language of the host country. Furthermore, the three universities also implemented a program that enables students to gain real-life experience in the host country's culture and leading-edge R&D centers off-campus.

## 2-3. Hitotsubashi University

### Overview of the 1st Monitoring Results

Japanese Program Provider		<b>The Graduate School of International Corporate Strategy (ICS), Hitotsubashi University</b>
Partners	China	Guanghua School of Management, Peking University
	Korea	Graduate School of Business, Seoul National University
Program Name		Asia Business Leaders Program (ABLP)

#### Overall conclusion

*The goals of academic program* (Criterion 1) are advanced, with the participating universities having clearly established the human resources development goal of the program as “to co-develop business leaders who will contribute to the future co-prosperity of East-Asia,” having documented the BEST Business School Alliance, and having shared their goals and a direction for the program through the signing of various memorandums of understanding.

With respect to *the organization and staff* (Criterion 2-1), the fact that all courses in this program are conducted in English and that administrative staff members can support students in English, since the partner institutions are business schools that were already granting degrees in English-only programs at each of the three participating universities, is an advanced initiative. *The contents of academic program* (Criterion 2-2) are advanced, with the universities working on three types of programs to offer students many kinds of opportunities. Of particular note is the short-term intensive exchange program in which students visit each of the three countries in turn and study together. *Support for learning and living* (Criterion 2-3) are advanced, with a system in which faculty/staff provide support in English and with the full furnishing of dormitories and scholarships.

*The internal quality assurance system* (Criterion 4) is advanced, with the graduate schools at all three universities having received international accreditation, with the effective implementation of student questionnaires, and with the suitable provision of feedback to faculty members.

#### Good practices

- The participating universities are all business schools that grant degrees in English-only programs. All faculty members are required to teach in English and administrative staff members can also provide support in English. Additionally, all materials and documents

are provided in English.

- The Asia Business Leaders Program (ABLP) consists of a double degree program, a term-long exchange program, and a short-term intensive exchange program. On the short-term intensive exchange program, 30 students take classes together in Beijing, Tokyo, and Seoul, visit leading companies in each country, listen directly to current business leaders, and conduct a project together. In this way, they form strong ties and cooperative relationships over a two-week period.



## 2-4. National Graduate Institute for Policy Studies (GRIPS) Overview of the 1st Monitoring Results

Japanese Program Provider		<b>National Graduate Institute for Policy Studies (GRIPS)</b>
Partners	China	Tsinghua University School of Public Policy and Management
	Korea	KDI School of Public Policy and Management (KDI School)
Program Name		Northeast Asian Consortium for Policy Studies

### Overall conclusion

This program provides graduate school education with the objective of nurturing mid-career professionals in the public or private sectors in China, Korea, and Japan. A double-degree system has been adopted with the KDI School in Korea. *The organization and staff* (Criterion 2-1) are advanced, with the universities agreed to a MOU regarding program content and other matters and exchanged opinions in steering committee meetings. Additionally, all education in the program at the three universities is conducted in English and all faculty members involved in education and research at the National Graduate Institute for Policy Studies (GRIPS) being proficient in English and with personnel in place to run the program smoothly.

### Good practices

- The three universities conduct all education in the consortium in English, and GRIPS requires the use of English for all lecture materials, administrative information, and procedural forms. All faculty members involved in research and education are proficient in English while the CAMPUS Asia staff, including program coordinators, are required to have English abilities and consist of personnel hired based on recruitment standards that place high value on having a master's or higher degree and on having Chinese or Korean language abilities.
- GRIPS accepts CAMPUS Asia exchange students in its One-year Master's Program of Public Policy (MP1), which has a rich curriculum of lectures delivered in English for foreign students, and already implements a rigid evaluation system based on GPA.
- Many of the students at the three universities are mid-career personnel from government and other institutions. As they have limited time during their period of enrolment, the universities planned and held summer programs, short-term study trips (about three days), and special seminars that maximize the CAMPUS Asia framework as

events that students can participate in easily. This resulted in an increase in the number of exchange students.

- GRIPS sends a manual of information to support inbound students' life in Japan before they come to Japan and provides support for general daily life after they arrive. Meanwhile, it held pre-departure orientations for outbound students based on on-site investigations and communicated in detail the current status of support for living at the host institutions. Coordinators periodically contact students studying abroad and provide counseling.

## 2-5. Nagoya University Overview of the 1st Monitoring Results

Japanese Program Provider		<b>Graduate School of Law and School of Law, Nagoya University</b>
Partners	China	Law School, Renmin University of China Law School, Tsinghua University Koguan Law School, Shanghai Jiao Tong University
	Korea	Law School, Sungkyunkwan University School of Law/ College of Law, Seoul National University
Program Name		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

### Overall conclusion

This is a characteristic program formed based on the inter-university relationships and experience cultivated through law and political science on Asian countries and legal assistance projects conducted by Nagoya University since the 1990s. *The goals of academic program* (Criterion 1) are highly advanced, with the need for human resources development being considered and analyzed in meetings of deans of the participating universities and with the creation of a framework for the program.

*The organization and staff* (Criterion 2-1) is highly advanced, with a cooperative structure functioning among the participating universities through the establishment of a Quality Assurance Council and with everyday communication among the universities being achieved with the appointment of several Chinese and Korean faculty members at Nagoya University. *The contents of academic program* (Criterion 2-2) are advanced, with discussions among the participating universities in the three countries leading to the establishment of six common courses that are provided in common at each of the universities and with efforts to enhance educational effectiveness by conducting careful pre-departure education. *Support for learning and living* (Criterion 2-3) is highly advanced, with a number of initiatives being implemented, including pre-departure training for outbound students, interviews conducted by instructors dispatched after students have gone abroad, a tutor system, and the use of student clubs. *The credit transfer and grading system* (Criterion 2-4) is advanced, with the method of transfer and number of transfer credits clearly stated in a letter of agreement and with the establishment of

a formula for changing the grades of the host university into the grades of the home university.

*The internal quality assurance system* (Criterion 4) is advanced, with diverse and multifaceted inspections and evaluations, including questionnaire surveys and reviews as well as the preparation and publication of student reports. Additionally, the university proactively discloses information, including through seminars for high school students, which is an advanced initiative.

### **Good practices**

- This program was enabled through the accumulation of vast experience in law and political science on Asian countries and legal assistance projects conducted by Nagoya University's Graduate School of Law, School of Law, and its Center for Asian Legal Exchange, Nagoya University (CALE) since the 1990s.
- Program goals were shared through the establishment and signing of a letter of agreement, which functions as an operation policy.
- A Quality Assurance Council was established. The Council holds periodic meetings (two or three times a year) in each country in turn to consider the program's operation policy and challenges.
- Instructors specializing in Chinese and Korean jurisprudence and political science, instructors with experience studying in China, and Chinese and Korean instructors who earned degrees in Japan form the core of the program, ensuring education by a faculty with a high level of international competence.
- During study abroad, lectures on jurisprudence and political science are given in English or the local language and special classes are given to acquire the local language. Long-term exchange students from Japan already learn the basics of the language and local jurisprudence and political science by the time they go abroad by taking pre-departure education over the year before departure.
- Grading is based on guidelines formulated by the QA Council. Instructors assign draft grades, which are reported to the QA Council and become fixed upon approval by the Council.

## 2-6. Nagoya University, Tohoku University Overview of the 1st Monitoring Results

Japanese Program Providers		Nagoya University Tohoku University
Partners	China	Nanjing University Shanghai Jiao Tong University
	Korea	Seoul National University POSTECH
Program Name		A Cooperative Asian Education Gateway for a Sustainable Society: Expanding the Frontiers in Science and Technology of Chemistry and Materials

### Overall conclusion

*The goals of academic program* (Criterion 1) are advanced. Six universities in Japan, China and Korea formed a consortium based on previous inter-university exchange and networks among researchers. They established and shared the objectives of the program through a conference attended by all six universities. The consortium set the goal of training researchers capable of becoming global leaders, and in line with that goal it has created a program in which students experience the laboratory culture of another country and cultural differences in lifestyle. This is an advanced effort.

*The organization and staff* (Criterion 2-1) are advanced, with the universities holding a symposium, hosted by each in turn, at which they hold meetings of the persons in charge of the program, and Japanese universities having hired a foreign teacher/international coordinator exclusively for the CAMPUS Asia program. *Support for learning and living* (Criterion 2-3) are advanced, with the universities making efforts to provide pre-departure language programs and dormitories, in addition to which they arrange TAs in a man-to-man system for supporting inbound students and arrange company visits as a means of encouraging interaction among students.

### Good practices

- Starting with a short-term student exchange program conducted between Tohoku University and Pohang University of Science and Technology (POSTECH) since the 2008 academic year and the globalization of research and education cultivated through inter-university exchange, the universities expanded the number of schools agreeing to

international exchange and achieved a long-term research and education program through the partnership of chemistry-related departments at six universities: Nagoya University, Tohoku University, Shanghai Jiao Tong University, Nanjing University, Seoul National University, and POSTECH.

- The universities have adopted a system in which they hold an open symposium once a year in turn in Japan, China, and Korea. At that time they hold meetings of several committee members, including personnel in charge of operation at the participating (cooperating) universities.
- TAs are arranged in a man-to-man system so that inbound students are not inconvenienced in daily life or research.
- Regarding the transfer of credits for research activities conducted at the host university, the universities have adopted a policy of awarding credits based on activities at the home university and have established courses for that purpose.
- The universities periodically hold a CAMPUS Asia Committee Meeting to discuss problems in the program, including student exchange and recognition of credits, and to make improvement efforts.

## 2-7. Kobe University

### Overview of the 1st Monitoring Results

Japanese Program Provider		<b>Graduate School of International Cooperation Studies (GSICS), Kobe University</b>
Partners	China	School of International Relations and Public Affairs (SIRPA), Fudan University
	Korea	Graduate School of International Studies (GSICS), Korea University
Program Name		Program for Careers on Risk Management Experts in East Asia

#### Overall conclusion

*The goals of academic program* (Criterion 1) are advanced, with a program design entailing inter-university role sharing based on the objective of training risk management experts.

*The organization and staff* (Criterion 2-1) are advanced, with participating universities have created a cooperative structure for considering operational challenges with the establishment of a Consortium Steering Committee and a working-level committee. The establishment at Kobe University of a CAMPUS Asia office staffed by Chinese and Korean native speakers as well as individuals who have education and research experience in both countries is an advanced initiative to support learning and living. *Support for learning and living* (Criterion 2-3) are also advanced in that the university undertakes efforts aimed at supporting students' search for employment and career development, including the holding of job seminars with human resources personnel from international organizations. *The credit transfer and grading system* (Criterion 2-4) is advanced. There is a system in place for credit transfer and rigorous procedures have been established for degree conferral, including confirmation in a top committee within Kobe University, which are advanced efforts.

#### Good practices

- The participating universities have achieved a shared understanding regarding the operation of the program through discussions in meetings at different levels, such as a Consortium Steering Committee including the vice presidents and trustees from the three universities and a working-level committee including instructors and administrative personnel, concerning the coordination and adjustment of each other's curricula, the establishment of new lecture courses according to student needs, the exchange of information regarding the educational environment, and reciprocal

exchanges at the faculty level.

- Chinese and Korean native speakers, persons with education and research experience in both countries, and individuals with a high command of English staff the CAMPUS Asia office, which is in charge of working relations for the program. In this way, there is a structure in place for program operation and student support.
- The Consortium Steering Committee has discussed matters such as the curriculum level for courses on offer at each university, the criteria for credit recognition, and the grading criteria. Though each university evaluates a student's performance according to its own criteria and recognizes credits, the program ultimately issues a certificate of completion upon approval by the Program Management Committee on completion of the course.
- A system is in place to receive regular reports from students about the status of their everyday learning and learning outcomes by requiring all outgoing and incoming students to submit a monthly report. As this information accumulates, it is used as necessary for qualitative evaluations of aspects of learning outcomes at Kobe University and host universities that are not apparent from numbers such as credits and to ascertain learning problems.



## 2-8. Okayama University Overview of the 1st Monitoring Results

Japanese Program Provider		<b>Okayama University (All colleges/schools)</b>
Partners	China	Jilin University
	Korea	Sungkyunkwan University
Program Name		Program for Core Human Resources Development: For the Achievement of Common Good and the Re-evaluation of Classical Culture in East Asia

### Overall conclusion

The objective of this program is to develop core human resources within the next generation who can overcome challenges through cooperation among the three countries. *The contents of academic program* (Criterion 2-2) are advanced, with the contents of the academic program include education in the program in different fields across the university, beyond humanities and sciences boundaries. Of particular note, the attempt to deepen mutual understanding by studying about “the common good” within a program that stresses active learning by Japanese, Chinese, and Korean students is an advanced initiative.

*Support for learning and living* (Criterion 2-3) is advanced, with pre-departure language training and individual instruction provided and with the formation of a CA Club as a place for autonomous interaction among students.

With respect to *learning outcomes* (Criterion 3), there are still issues that need to be addressed in the future, including more clearly defining “the common good” and measuring the learning outcomes of students who participated on the program.

There are also issues remaining with respect to *the internal quality assurance system* (Criterion 4), including clearly defining “quality” in the program, conducting periodic validation, and establishing a system for considering challenges across each department.

### Good practices

- The outcome of discussions about how to understand “the common good” are to be compiled the CAMPUS Asia Common Textbooks and a common, collaborative educational program will be put together in each country based on these textbooks. In the 2012 academic year, Series 1 of the Common Textbooks, which is the prolog, was compiled in four languages.
- In the collaborative learning in East Asia, a student forum (individual presentations, discussions, and group presentations) on the theme of exploring mutual understanding in

East Asia by students who participate in the long-term exchange program in East Asia is conducted as an overview of learning.

## 2-9. Kyushu University

### Overview of the 1st Monitoring Results

Japanese Program Provider		Kyushu University (KU)
Partners	China	Shanghai Jiao Tong University (SJTU)
	Korea	Pusan National University (PNU)
Program Name		Co-operational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science and Technology

#### Overall conclusion

*The goals of academic program* (Criterion 1) are advanced. This program clearly sets out the objective of training advanced researchers and engineers who can play active roles globally in the field of Energy and Environmental Science and Technology (EEST) and establishes a clear vision of the kinds of human resources it intends to nurture under the shared awareness of the three participating universities. The goal of the program is to award a double degree and the three universities have signed a written memorandum of understanding. These are advanced initiatives.

With respect to *the organization and staff* (Criterion 2-1), the three universities established a joint International PDCA Committee and each university established its own Domestic PDCA Committee in order to achieve the program objectives. Additionally, a basic policy on program implementation has been spelled out in an agreement. These are advanced activities. With respect to *the contents of academic program* (Criterion 2-2), the fact that educational content, such as a specialized educational curriculum and research for a master's thesis within the EEST international course, the aim of which is to earn a double degree, was considered and implemented jointly by the participating universities is an advanced initiative. *Support for learning and living* (Criterion 2-3) are advanced, with Kyushu University providing various kinds of support, including arranging individual student supporters for each inbound student and providing pre-departure English classes and learning supports through on-site visits for outbound students. With respect to *the credit transfer and grading system* (Criterion 2-4), the participating universities confirmed with each other the upper limit for credit transfer and reached agreement regarding the definition of one credit. Furthermore, the agreement to mutually recognize each other's credits after preparing a conversion table for grading and then following through with this agreement is an advanced initiative.

## **Good practices**

- Having clearly established the training through international cooperation of advanced researchers and engineers who can play an active role globally in the field of EEST as the objective of this program, Kyushu University, Shanghai Jiao Tong University, and Pusan National University have been working on the cooperative development of a double degree program. The common goals among three universities are running a program in Asia, which is on the frontline of energy and environmental problems, and advertising the program to the world.
- Kyushu University not only provides an environment in which inbound foreign students can study along with other students in the laboratories, it also arranges individual student supporters, offers Japanese and English education, and provides various kinds of support in terms of daily living. Additionally, it provides academic guidance, including advice on courses to take.
- Matters relating to the transfer of credits are provided in each university's rules, including the upper limit of transferable credits earned at the host institution. The three universities also reached agreement regarding the definition of one credit. With respect to grading, they prepared a conversion table for the grading systems used by each university and agreed to recognize each other's grades based on student marks.

## 2-10. Ritsumeikan University

### Overview of the 1st Monitoring Results

Japanese Program Provider		<b>Ritsumeikan University, College of Letters</b>
Partners	China	Guangdong University of Foreign Studies, Faculty of Asian Languages and Cultures
	Korea	Dongseo University, Division of Foreign Languages
Program Name		Plan for a Joint Campus Representing Korea, China and Japan which will Foster Leaders in East Asian Humanities for the Next Generation

#### Overall conclusion

*The goals of academic program* (Criterion 1) are highly advanced, with the establishment of the goal of developing “leaders in East Asian humanities for the next generation” and, to that end, with the implementation of a “joint campus program” in which undergraduate students from the three countries learn and live together.

*The organization and staff* (Criterion 2-1) are also highly advanced, with the establishment of a joint faculty meeting and assistive IT tools and with the functioning of on-campus support and cooperative systems. *The contents of academic program* (Criterion 2-2) are advanced, with the creation of new courses specifically for the program and the establishment of a coherent curriculum. *Support for learning and living* (Criterion 2-3) are highly advanced, with the creation of a student support system for the joint campus program, the creation of a joint syllabus, the publication of a learning agreement (Program Guide of CAMPUS Asia), the establishment of an integrated online course management system, and the provision of shared housing. *The credit transfer and grading system* (Criterion 2-4) are advanced, with an established methodology, including prior adjustment for course recognition and adjustment of hours of instruction through supplementary classes for credit transfer.

With respect to the measurement of *learning outcomes* (Criterion 3), the joint development and implementation in the three countries of a questionnaire for assessing achievement in international communication abilities and leadership is a highly advanced initiative.

#### Good practices

- Through the implementation of a joint campus program, students from Japan, China, and Korea move between the three countries and study together. They live and learn together while supporting each other as a group.
- Tri-nation joint university faculty meetings were held in each country in turn as a body to

discuss matters related to program operation. Furthermore, routine communication is carried out through working-level meetings using remote systems and other IT tools.

- A Japanese instructor and two foreign instructors have been appointed, who pay attention to, among other things, risk management in life while studying abroad. A support and cooperation structure involving various university departments has been established, including the implementation of a student achievement questionnaire with the cooperation of the Office of Development and Support of Higher Education.
- The three universities have developed new courses for this program and created a coherent curriculum. The three universities have also made adjustments to standardize the percentage of language classes and humanities practicums. Education to increase students' capacity to adapt to the local environment is given before students join the joint campus program.
- Shared housing is leased for Japanese, Korean, and Chinese students to deepen their mutual understanding by studying and living together.
- The three universities created a joint syllabus and published a learning agreement (Program Guide of CAMPUS Asia).
- Adjustments were made beforehand to allow courses taken at the other universities to be recognized as language courses or special courses at the home university. Additionally, hours of instruction were also adjusted, including through supplementary classes, to ensure appropriate credit recognition at the home university.
- Using a tri-lingual (Japanese, Korean, and Chinese) online course management system, students can register for courses and check their grades directly, no matter which country they are in.
- An achievement questionnaire was jointly developed, translated into Chinese and Korean, and implemented simultaneously in the three countries to periodically measure comprehensive student achievement, including international communication abilities and leadership.

### **3. 'CAMPUS Asia' Proposal: Proposal from Monitoring Student Committee**

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One of the features of the monitoring process is including students in the external quality assurance of higher education. As part of the first monitoring in Japan, NIAD-UE established a 'CAMPUS Asia' Monitoring Student Committee to supplement the Monitoring Committee and Subcommittees.

The Student Committee held a workshop in December 2013 to collect views and opinions from participants in 'CAMPUS Asia' programs. A total of 19 Japanese, Chinese and Korean students who had studied or were studying in monitored programs participated. Group work and general discussion produced the 'CAMPUS Asia' Proposal. Student representatives reported workshop results and proposals to the Monitoring Committee in January 2014.

This part includes:

- Proposal from Monitoring Student Committee
- Workshop program

➔ Visit NIAD-UE website for short film of the Student Committee Workshop for 'CAMPUS Asia' Monitoring (in English) at:  
[http://www.niad.ac.jp/n\\_kokusai/jckcouncil/1233101\\_1811.html](http://www.niad.ac.jp/n_kokusai/jckcouncil/1233101_1811.html)





## CAMPUS Asia Proposals

January 2014

CAMPUS Asia Monitoring Student Committee

These proposals are being made to improve the CAMPUS Asia program based on the exchange of opinions among CAMPUS Asia students at the Student Committee Workshop for 'CAMPUS Asia' Monitoring held on December 11, 2013. The document includes a status report of positives and areas for improvement in the CAMPUS Asia program, divided into three categories—learning, living, and other opinions—followed by proposals based on the preceding.

### Status Report

\*The following are comments from students compiled by the student committee.

#### **Learning: Positives**

- Learning things outside my specialty has broadened my horizon.
- Even though job-hunting was a struggle, the experience of taking action on my own initiative and the experience of adapting to life overseas worked to my advantage.
- In discussing history with people from overseas I was shocked at how different their values are.
- I became even more motivated after coming into contact with highly motivated, insatiable students from other countries.
- Everyone, including the professors at the research center where I went to study, is friendly. It is an easy place to blend in.
- It was a good experience to have discussions amidst such diversity.
- I thought it was a good system in that I could manage the time for research at my own pace and decide which classes to take.
- Although I had some knowledge from books and the news, it was good to actually go, see for myself, and experience listening to people over there. I think that studying abroad is the only way to gain real on-the-spot experience.
- Some universities have common classes and programs where students from Japan, China, and Korea can learn in the same classroom and engage in cultural exchange.
- It was better than other study abroad programs in that you do not have to repeat a year and the credits are transferable.

### **Learning: Areas for Improvement**

- There were some universities that do not conduct pre-departure training, but I think they should.
- There were too few electives. There should be more or we should be allowed to participate in other classes.
- I would like a flexible system in which credits are transferrable for classes besides those that are prepared for the program.
- I would like an academic adviser the same as other students in the same year, who can provide support when I do not understand something in a class while studying abroad.
- I would like to see an internship system developed for exchange students. Also, I think the timing for participation in CAMPUS Asia should be reconsidered, since I will be doing an internship in Korea at a company that made me an unofficial offer before graduation.
- There are instances in which there is no credit transfer system in place, and so I would like to see a mechanism for the smooth transfer of credits. Specifically, one ends up having to do double work when the same classes have to be taken after returning to one's home university. That can also result in unfairness in the transfer of grades.
- Semesters start at different times of the year.
- Only one faculty and area of specialty are set up, and the specialization is sometimes different from the university in one's home country.
- There is either no or not enough information about research labs.
- There were times when no reply came even when I made personal inquiries in the research lab at the host university.
- If you do not belong to a research lab, you have no base for day-to-day learning and research, and so you have to go somewhere like the library, which means fewer opportunities for interacting with students.
- It would be good to have a network among academic advisors.
- With respect to dual degrees, if you write a thesis at two universities, you have to go back and forth between countries for guidance and presentations. Also, it is inconvenient that the academic year is different.
- It would be helpful while studying abroad if there were pre-departure language training courses. (Some programs do have language classes.)
- I could not participate in classes in my native language.

### **Living: Positives**

- I was able to objectively re-examine my home country after coming into contact with the different cultures, customs, and ways of thinking in the other countries.
- It was good that there were people who had many different experiences, since the objective of studying abroad differed depending on the study abroad program.
- After coming back from studying abroad, I was able to maintain motivation by traveling, staying in a shared house, and interacting with people from foreign countries.
- I was able to make good friends by interacting a lot with other students in activities besides studying,

such as sports, cooking, and traveling.

- I think that the ability to manage one's time for oneself and to engage in one's studies is a really good system.
- Receiving a scholarship (covering plane tickets and lodging fees) was a major incentive enabling participation in this program.
- Some universities have reports that let you see what happened with the CAMPUS Asia program the year before, which was very helpful.
- I made friends by joining club activities.

### **Living: Areas for Improvement**

- I was doing experiments from morning till night and so could not have other experiences. The program should have bit more flexibility to allow for experiences.
- Japanese exchange students had to pay the entire insurance premium while studying abroad. I would like some aid for that.
- Scholarships are paid out based on the prices in each country. In that case, Japan pays a lot and China only a little, which is unfair. I would like to see the amount for living expenses paid to students by each country made the same and a system made for channeling some of that to the budget for things like insurance and welcome parties.
- It was not clear who is responsible at the host institution, and so I was passed around from place to place. I would like it clarified who is responsible.
- I had a rough time in terms of language (especially in communicating off-campus).
- There are points that I would like improved in terms of scholarships:
  1. The timing of provision (I did not receive the scholarship money until two months after going abroad and so had a hard time making do financially during that time. It would be really great to receive the money before leaving to go abroad.)
  2. The amount provided (I acknowledge that the amount is enough for exchange students going from Japan to China and from Korea to Japan. But, it is not enough for students going from China to Japan, between which there is a gap in prices.)
- I would like to communicate more with Japanese students (they speak English), but it is difficult to find opportunities to do so, which sometimes makes me feel isolated.
- There is too big of a difference between local students and exchange students in the information they have.
- Some students were forced to pay large deposits that they had not heard anything about.
- The dorm for exchange students is expensive.
- Sometimes the airfare is not provided.
- Textbooks written in English are expensive, creating a great burden.
- Sometimes the shower had no hot water in the host country.
- There were frequent power outages in the host country. It was so bad that each research lab had its own power generator.

- A dorm I lived in in the host country had six floors but no elevator, which was tough.
- Sometimes the quality of the students giving support at the host university was poor. Some lacked sincerity and others would only interact in a businesslike manner. That is why the university should recruit people as tutors who can look after exchange students properly.

### **Other Opinions**

- In respect to job hunting:
  1. Many people give up to study abroad when they consider the effect on job hunting.
  2. I was able to do an internship in the host country.
  3. There was a joint job-hunting briefing for exchange students in the host country.
  4. The CAMPUS Asia Office at one university wrote a letter of recommendation for me to submit to a company.
- In respect to the CAMPUS Asia system in general:
  1. It is confusing with several programs.
  2. This program should be publicized more.
  3. I would like more courses for CAMPUS Asia students to take together between universities in Japan.

### **Proposals**

- A national CAMPUS Asia conference should be held with Japanese, Chinese, and Korean students all together, to which university personnel, government personnel (the Ministry of Education, Culture, Sports, Science and Technology, etc.), media, professors, and companies are invited to increase the CAMPUS Asia profile and boost student motivation.
- General students should be able to take CAMPUS Asia classes and a course created that confers certificates.
- An open class with professors invited from Japan, China, and Korea should be organized jointly by several universities and a symposium should be held in the same way.
- A national/international Facebook page should be created to connect all CAMPUS Asia students from Japan, China, and Korea beyond on-campus interaction within each CAMPUS Asia program. (The page has been created by student committee members, and now effort should be put into getting it known.)
- Creating a chat room for CAMPUS Asia students at each school would encourage interaction among students across borders, improve language skills, and lead to mutual understanding.

End Document

**Student Committee Workshop for 'CAMPUS Asia' Monitoring**

-Wednesday 11 December 2013, NIAD-UE Takebashi Office, Tokyo-

**List of Participants**

(sorted alphabetically)

CHOI, Byungyoon	Imaging Science and Engineering Laboratory, Tokyo Institute of Technology (from KAIST, Korea)
DING, Zi	Special Research Scholar, National Graduate Institute for Policy Studies (from Tsinghua University, China)
FUJIYA, Ami	Faculty of Law, Okayama University
GOTO, Yumiko	Faculty of Economics, Okayama University
HANZAWA, Yuta	Interdisciplinary Graduate School of Engineering Sciences, Dept of Energy and Environmental Engineering, Kyushu University
INAGAWA, Yuichiro	Department of Chemistry, Graduate School of Science, Tohoku University
ITO, Hikari	School of Law, Nagoya University
KIM, Jae Kyung	Molecular Architecture Laboratory, Faculty of Science, Nagoya University (from Seoul National University, Korea)
LEE, Haemin	School of Law, Nagoya University (from Sungkyunkwan University, Korea)
NAGAKAWA, Misato	Graduate School of Public Policy, The University of Tokyo
NAKATA, Kazumi	Graduate School of International Cooperation Studies, Kobe University
PARK, KkogSongi	Graduate School of Public Policy, The University of Tokyo (from Seoul National University, Korea)
SAKA, Kazuhiro	International Corporate Strategy, Hitotsubashi University
SHIMIZU, Taichi	Department of Chemical Engineering, Graduate School of Engineering, Tohoku University
SUGIURA, Yuta	The Department of Architecture and Building Engineering, Graduate School of Science and Engineering, Tokyo Institute of Technology
TAKAGI, Daichi	Interdisciplinary Graduate School of Engineering Sciences, Dept of Applied Science for Electronics and Materials, Kyushu University
TAKEKAWA, Motoi	Graduate School of Asia-Pacific Studies Waseda University
YAMAKAWA, Yuiko	Graduate School of International Cooperation Studies, Kobe University
ZHAO, Yun	Department of Molecular Design & Engineering, Graduate School of Engineering, Nagoya University (from Nanjing University, China)



**Student Committee Workshop for 'CAMPUS Asia' Monitoring  
Program**

11:30-16:00 Wednesday 11 December 2013

Room #1112, NIAD-UE Takebashi Office, Tokyo

Theme

**Further enhancement of the 'CAMPUS Asia' programs**

The purpose of the 'CAMPUS Asia' Student Committee Workshop is to **collect views and opinions from students** involved in 'CAMPUS Asia' programs to **enrich the quality and value of the programs for all students**.

The workshop will provide several key topics for discussion in relation to the 'CAMPUS Asia' Monitoring Standards. Students will exchange their own views and discuss with suggestions for future success of the programs.

Students' perspectives and opinions from the discussion are to be compiled by participants at the workshop as a brief report. This will be reported to the 'CAMPUS Asia' Monitoring Committee\* as recommendations from students for further enhancement of 'CAMPUS Asia' programs as a whole.

\* Note: Representative students selected at the workshop will report to the 2nd Meeting of the monitoring committee on Tuesday 14 January 2014 in Tokyo.

**'CAMPUS Asia' Monitoring Standards**

The monitoring of the 'CAMPUS Asia' programs is to identify good practices of the ongoing 10 trilateral exchange programs among Japan, China and Korea from the aspect of the quality of education.

The monitoring is undertaken based on the seven criteria (See below) in Japan which are set by NIAD-UE. The process of monitoring includes a self-analysis of the program provider, site-visit by NIAD-UE, and student committee workshop. The criteria provide 'examples of good practices' and 'rubric' which serve as a guide for program providers to conduct self-analysis in the monitoring process.

- Criterion 1: Goals of Academic Program
- Criterion 2: Teaching and Learning
  - ✧ Criterion 2-1: Organization and Staff
  - ✧ Criterion 2-2: Contents of Academic Program
  - ✧ Criterion 2-3: Support for Learning and Living
  - ✧ Criterion 2-4: Credit Transfer and Grading System
- Criterion 3: Learning Outcomes
- Criterion 4: Internal Quality Assurance System

For more details, please see the 'Criteria for 1st Monitoring in Japan'.

**Timetable:**

Time	Details
11:30	<b>Registration</b> (Room #1112, NIAD-UE Takebashi Office)
11:40-12:00 [20 min]	<p><b>Opening and Introduction: <i>What is 'CAMPUS Asia' Monitoring?</i></b></p> <p style="text-align: right;"><i>Facilitated by NIAD-UE</i></p> <p><b>An introduction by NIAD-UE will cover:</b></p> <ul style="list-style-type: none"> <li>• the role of 'CAMPUS Asia' Student Committee and the theme and purpose of the workshop</li> <li>• topics for group discussion</li> <li>• program of the workshop</li> </ul>
12:00-12:30 [30 min]	<p><b>Ice Breaking Session</b></p> <p style="text-align: right;"><i>Facilitated by Motoi Takekawa, Graduate Student, Graduate School of Asia-Pacific Studies, Waseda University</i></p> <p><b>The session will cover:</b></p> <ul style="list-style-type: none"> <li>• a brief introduction by each student and game</li> <li>• selection of student group leaders, minute secretaries, and rapporteurs (presenters) for a consensus session</li> </ul> <div style="border: 1px solid gray; background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>- <b>Group leaders</b> take a role of chair at the following group work and co-chair at the consensus session. After the workshop, the leaders make a brief document on student recommendations based on the consensus session, and report at the 2nd meeting of the monitoring committee.</li> <li>- <b>Minute secretaries</b> take a note of the progress of group discussion.</li> <li>- <b>Rapporteurs</b> make a short presentation on findings of the group work at the consensus session.</li> </ul> </div> <ul style="list-style-type: none"> <li>- <i>NIAD-UE assists in leading the session in the beginning and helps the group work.</i></li> </ul> <p><i>*Lunch (light meal) available for participants during the opening and ice breaking sessions.</i></p>
12:30-12:40	Break
12:40-14:20  [85 min] [15 min]	<p><b>Group Work: 'Further enhancement of the 'CAMPUS Asia' programs'</b></p> <p style="text-align: right;"><i>Facilitated by student group leaders</i></p> <ul style="list-style-type: none"> <li>- Group Discussion</li> <li>- Compiling discussion points for report at the consensus session</li> </ul>



### <How to organize the group work>

- Please compile ideas and views of your group through the discussion on **what you think necessary to enhance the quality of 'CAMPUS Asia' programs.**
- With key words listed in the following two topic sheets, participants submit/share good points and challenges based on their own experiences in the CAMPUS Asia programs. The secretary takes a note in the provided recording sheet.

#### ●Topic Sheet 1:

##### 'Experiences and expectations in learning and research at university'

###### Key words

###### <Learning and research>

- Contents of curriculum
- Pre-departure learning
- Class, Learning methods and modes (including research activities)
- Learning support / Mentoring
- Environment for research and learning
- Grading / Assessment
- Recognition and transfer of credits
- Learning and research outcomes, etc.

#### ●Topic Sheet 2:

##### 'Experiences and expectations in daily life'

###### Key words

###### <Daily life>

- Accommodation
- Financial aid
- Language support
- Orientation on life in host country
- Club activities, etc.

###### <Topics other than study and daily life>

- Application for 'CAMPUS Asia' program
- Internship
- Communication with supervisors and program coordinators at a host university
- Friends
- How to maintain motivation during the study at host university/after coming back to home university
- Job hunting activities
- Any change in sense of values after the program participation
- Any outcomes what you could not achieve/obtain as expected.

	<ul style="list-style-type: none"> <li>• After the discussion, the rapporteur, in cooperation with the group leader, compiles views and opinions to make a report at the following consensus session.</li> </ul> <p><b>Contents to be included in the report:</b></p> <ul style="list-style-type: none"> <li>- What you think necessary to enhance the quality of ‘CAMPUS Asia’ programs? - based on the ideas and views of your group on good practices and issues to be improved of the programs.</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>- PowerPoint (Screen and projector) available. Alternatively, the group may make a short presentation using discussion record (whiteboard or other equipment).</li> </ul>
14:20-14:50 [30 min]	<p><b>Break</b></p> <ul style="list-style-type: none"> <li>• The group leaders and rapporteurs will have a brief meeting for the consensus session (at Room #1105, NIAD-UE Takebashi Office).</li> </ul>
14:50-15:50 [60 min]	<p><b>Consensus Session</b></p> <p style="text-align: right;"><i>Facilitated by student group leaders</i></p> <p><b>The consensus session will cover:</b></p> <ol style="list-style-type: none"> <li>1. a report (5-minute presentation) from each group</li> <li>2. Q&amp;A and discussion (Chairs coordinate Q&amp;A and discussion, and <b>summarize each group’s view and opinion for further enhancement of the ‘CAMPUS Asia’ programs.</b>)</li> <li>3. drafting and agreeing with the outline of the ‘Student Report’</li> <li>4. selecting presenter(s) for the monitoring committee</li> <li>5. remarks by chairs (student group leaders)</li> </ol>
15:50-16:00	<p><b>Closing Remarks</b></p> <ul style="list-style-type: none"> <li>• Final comments from participants</li> <li>• Remarks by NIAD-UE</li> </ul>
16:00	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>* The group leaders, presenter(s) for the monitoring committee and NIAD-UE will have a brief meeting after closing of the workshop.</li> </ul>

## **Appendix 1: Criteria for the First Monitoring in Japan**

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These criteria were shown in the Handbook for 'CAMPUS Asia' Monitoring to program providers in prior to self-analysis.



### **Criterion 1: Goals of Academic Program**

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

#### **Examples of good practices**

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

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

b) Sharing goals among the participating institutions

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

### Rubric for Analyzing the Quality Level

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

**\*How to use the rubric**

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

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

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

### **Criterion 2-1: Organization and Staff**

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

#### **Examples of good practices**

##### a) Organizational framework

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

##### b) Academic and supporting staffs

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

### Rubric for Analyzing the Quality Level

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



## Criterion 2-2: Contents of Academic Programs

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

### Examples of good practice

#### a) Contents and methods of academic program

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

#### b) Student admission

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

## Rubric for Analyzing the Quality Level

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

### **Criterion 2-3: Support for Learning and Living**

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

#### **Examples of good practice**

##### a) Support for learning

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

##### b) Support for living

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

## Rubric for Analyzing the Quality Level

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

## **Criterion 2-4: Credit Transfer and Grading System**

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

### **Examples of good practice**

#### a) Recognition and transfer of credits

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

#### b) Grading and award of academic degrees

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

## Rubric for Analyzing the Quality Level

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

### **Criterion 3: Learning Outcomes**

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

#### **Examples of good practice**

##### a) Measurement and achievement of learning outcomes

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

##### b) Graduate tracking

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

## Rubric for Analyzing the Quality Level

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



#### **Criterion 4: Internal Quality Assurance System**

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

### **Examples of good practice**

#### a) Internal quality-assurance system

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

#### b) Improved practices and future plan

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

### Rubric for Analyzing the Quality Level

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

## Appendix 2: Summary of Self-analysis Report by Program Provider

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English summary of self-analysis was provided by each program provider in June 2013. Please also refer to the overview of each pilot program in English in **Appendix 3** (pp. 107-127).

Full self-analysis report written in Japanese includes written reports and documents of number of students exchange, lists of subjects/curricular of the program, and organization framework responsible to deliver the program.

- ➔ Full self-analysis reports (Japanese) are available from NIAD-UE website:  
[http://www.niad.ac.jp/n\\_kokusai/jckcouncil/1232101\\_1811.html](http://www.niad.ac.jp/n_kokusai/jckcouncil/1232101_1811.html)



‘CAMPUS Asia’ 1<sup>st</sup> Monitoring in Japan

## Summary of Self-Analysis Report

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

The University of Tokyo

### 1. Participating universities and academic departments in the project

Japanese University	Graduate School of Public Policy, The University of Tokyo
Chinese University	School of International Studies, Peking University
Korean University	Graduate School of International Studies, Seoul National University

### 2. Outline and progress of the project

#### 1) Project outline

**PROJECT TITLE:** BESETO Dual Degree Master’s Program on International and Public Policy Studies (BESETO DDMP)

**LANGUAGE :** English

**LIST OF BESETO (Beijing, Seoul, Tokyo) CONSORTIUM INSTITUTIONS AND DEGREES INVOLVED:**

School of International Studies, Peking University (PKU), Master of Law in International Relations

Graduate School of International Studies, Seoul National University (SNU), Master of International Studies

Graduate School of Public Policy, The University of Tokyo (UT), Master of Public Policy

**NUMBER OF EXCHANGE STUDENTS:** 10 students each from PKU, SNU and UT will annually undertake studies at one of the other partner institutions.

**PROGRAMME SUMMARY:** The 3 BESETO universities will aim to develop a double degree Master’s program with each other so that participating students can obtain one degree from their home university, a second degree from another of the BESETO universities, and a study certificate from the remaining BESETO university in a minimum of two and a half years of study. Furthermore, the

BESETO members will consider the development of a program to award three Master's degrees after a minimum study period of one year at each institution, totaling three years minimum. This program, incorporating three leading East Asian universities, is the first English-medium, trilateral, dual or triple degree Master's-level collaborative agreement offered by these top schools.

## 2) Progress of the project (up to the end of March 2013)

### **Criterion 1: Goals of Academic Program**

The goal of this program, shared among the participating universities, is to promote a reciprocal three-way exchange of students – foreign exchange and dual degree programs – in the fields of public policy and international studies, and thereby foster global human resources through educational cooperation between 3 top ranking universities in three countries, China, South Korea and Japan. In order to achieve this goal, the *“BESETO Joint Academic Board”* was established in December 2012.

In addition, this program implements the strategy for internationalization set forth by the University of Tokyo. The University of Tokyo's basic philosophy and underlying vision for the future of the University is set out in its “Action Scenario: FOREST 2015.” One of its key priorities is to “Build a Truly Global Campus,” thereby reinforcing ties with Asian countries, through promotion of multilateral framework for cooperation between Japan, China, South Korea, and other countries. Moreover, the *“Long-Term Project for Promoting Internationalization of the University of Tokyo (Tokyo Daigaku Kokusaika Suishin Choki Koso),”* under its section on overseas operations and international affiliations, encourages the reinforcement of ties between China, South Korea and Japan.

### **Criterion 2: Teaching and Learning**

#### **2-1: Organization and Staff**

The School of International Studies (SIS) at Peking University (PKU), the Graduate School of International Studies (GSIS) at Seoul National University (SNU) and the Graduate School of Public Policy (GraSPP) at the University of Tokyo (UT) held a joint meeting at the University of Tokyo in December 2012. This meeting saw the launch the *“BESETO Joint Academic Board”* (“the Board”) as the principal decision making body of the BESETO Consortium (“the Consortium”). Board members were appointed, comprising two faculty members and a staff member from each consortium university. It was agreed that the Board would hold at least one joint meeting every year. The consortium universities concluded a “Memorandum of Understanding on Operation and Financial Support” for the CAMPUS Asia Program.

The International Planning Group of the University of Tokyo's Division of International Affairs functions as a university-wide contact coordinator. In the Graduate School of Public Policy (GraSPP), the CAMPUS Asia Program (“the Program”) is operated in collaboration with the International Affairs Committee, comprising professors with rich experience teaching in English, and with the Graduate School Office and the International Affairs Office, both comprising staff members who are capable of doing business in English.

### **2-2: Contents of Academic Program**

The Consortium concluded a “Memorandum on Student Exchange,” which was jointly signed by the three universities in 2011, and started exchanging students between the three schools in the 2012 academic year. A bilateral dual degree memorandum between GraSPP and GSIS was signed in August 2012, and another between GraSPP and SIS in March 2013. In the process, at a joint meeting, we compared the curriculum structures of the three schools and discussed how to manage accreditation. At the University of Tokyo, we have adjusted our curriculum and expanded the number of courses taught in English in order to launch a new specialization, the Master of Public Policy, Campus Asia Program (MPP/CAP) in April 2013. GraSPP has also increased the number of institutions agreeing to receive internships for international students.

### **2-3: Support for Learning and Life Abroad**

GraSPP held information sessions in October 2012 and February 2013 for Japanese students newly enrolled in MPP/CAP. In the sessions we explained how the dual degree would work, how negotiations were progressing and how to plan for study abroad. At the same time, we held a meeting between exchange students who had briefly come back from China or South Korea and the new enrollees so that the former might share information on their study and life at PKU and SNU. For students from PKU and SNU, we held an orientation session in English and provided a student “tutor” to help them adapt to life in Japan as well as settle in at GraSPP. GraSPP provided accommodations and scholarships to all incoming students and scheduled Japanese language classes accommodated to their class schedules. An international student advisor conducted an individual counseling session with each incoming student. To finalize our welcome, we invited the students to join a trip to the Izu Peninsula together with other international students belonging to another English program.

### **2-4: Credit Transfer and Grading System**

In the process of discussion on the details of the dual degree program, we checked the credit system of each school and agreed to set a transfer ratio for credits at China:South Korea:Japan=1:1:1. In addition, we checked the completion requirements of each school and the upper limits of

transferrable credits. At GraSPP, we created a “mapping table” for courses (particularly the core courses) of both the other schools (SIS and GSIS) to identify courses that could be recognized as equivalent and hence transferable for accreditation. We agreed that this “mapping table” may be reviewed and revised whenever necessary.

### **Criterion 3: Learning Outcomes**

As we only started the actual student exchanges from the Winter Semester 2012, we have yet to establish standardized criteria for converting grades obtained at partner institutions. For outgoing students, we check the status of each student’s course registrations and credits earned. Students who study abroad are also asked to contribute an article on their study or experience to the GraSPP website page “*Ryugakusei Dayori*” (Letters from students studying abroad) at

<http://www.pp.u-tokyo.ac.jp/international/abroad/index.htm>.

### **Criterion 4: Internal Quality Assurance System**

The GraSPP staff member in charge of student exchange stays in touch with outgoing students throughout the whole period of their exchange, though selection, during and after their study abroad, and is available at all times to hear students’ opinions and requests. Feedback from students is shared among faculty and staff. When necessary, we have negotiated with partner schools to solve any problems. We actively encourage students returning from Seoul and Beijing to express their opinions frankly, in order that we may make improvements to the program.



CAMPUS Asia 1<sup>st</sup> Monitoring in Japan  
**Summary of Self-Analysis Report**

TKT CAMPUS Asia Consortium  
**Tokyo Institute of Technology**

**1. Participating universities and academic departments**

Japanese University	Tokyo Institute of Technology, Interdisciplinary Graduate School of Science and Engineering
Chinese University	Tsinghua University, Department of Chemical Engineering
Korean University	KAIST, Department of Mechanical Engineering

**2. Outline and progress of the project**

**1) Project outline**

TKT CAMPUS Asia Consortium

This Consortium consists of world-class universities in the field of science and technology in East Asia: Korea Advanced Institute of Science and Technology (KAIST), Tokyo Institute of Technology (Tokyo Tech) and Tsinghua University (Tsinghua).

The Consortium's objectives are: providing students with a strong motivation toward being globally oriented future leaders; nurturing participating students into becoming globally competitive human resources; and enhancing higher-quality education in Asia.

Initially, the Consortium will implement several forms of exchanges such as (a) semester long exchanges with course study and/or lab work, (b) summer programs and (c) research-oriented joint educational programs. The Programs are offered to advanced undergraduate students, master students and doctoral students. Students in all departments of the three universities may join the programs.

After three years' practice of these programs, the Consortium will build a common understanding of establishing a dual degree program for selected areas of specialty. This dual degree program is an advanced research-oriented educational program.

## 2) Progress of the project (through March 2013)

### Criterion 1: Goals of Academic Program

On the application form for the CAMPUS Asia Pilot Program, Tokyo Tech's long-term objective is stated as "The creation of a university of science and technology to lead the world." In order to realize this objective, we must collaborate with the world's top-tier universities. In 2012, to address this matter in part, Tokyo Tech launched this educational-research program with the aim of developing human resources together with leading East-Asian universities such as Tsinghua University in China and KAIST in Korea.

The long-term goal is for Tokyo Tech to conduct this program together with other top-tier universities in the US, Europe, and other regions in Asia.

We have accepted international students into our "Summer Program" to meet this objective.

### Criterion 2: Teaching and Learning

#### 2-1: Organization and Staff

##### a) Organization and System

1) We have developed and customized an educational program with best practices for this pilot project.

2) We have formed a Joint Committee, examined concrete issues, and created Implementation Guidelines, in order to successfully implement this program. Additionally, our professors and administrative staff members have participated in workshops held at our partner universities and discussed how to implement the program.

##### b) Faculty and Staff Members

1) We have established procedures and regulations, set up a project steering committee and established another section to specifically engage in the planning and implementation of the project. This section holds monthly meetings to discuss progress. Additionally, we have created an administrative structure and hired an international cooperation planner, program coordinator, advisor for study abroad, and other staff members. Many of our staff members have earned degrees abroad in English or Chinese.

#### 2-2: Contents of Academic Program

1) From June to August 2012, we implemented a research-oriented, hands-on international educational program and accepted students from our partner universities. Furthermore, at the request of students, we also accepted students for an entire semester (i.e. for a period longer than the

Summer Program).

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

#### a) Academic Life Support

- 1) We developed an online application system for students and made it bilingual (Japanese and English).
- 2) We utilized a *Study and Research Plan/Record* commonly used at Tsinghua and KAIST to assist students with planning and completing their studies. This was utilized for both inbound and outbound students.

#### b) Student Life Support

For inbound students

- 1) For newly arrived international students, Tokyo Tech laboratories chose *tutors* (peer mentors) upon our request and we conducted a tutor orientation for them so that they could support incoming international students.
- 2) We provide counseling to all students, Japanese and international students, at our Student Support Center in the Life Support Section.
- 3) We examined and compared private accommodations for international students and contracted to use the most appropriate ones.
- 4) We held orientations for international students about the accommodations and student life support services.
- 5) We supplied scholarships and provided accommodations free of charge to international students.

For outbound students

- 1) We developed and strengthened the support we provide to students before, during and after a student's stay abroad.
- 2) We organized and held study abroad fairs to disseminate information about our various study abroad opportunities.

### 2-4: Credit Transfer and Grading System

- 1) We created "Implementation Guidelines" and reached agreement on the transfer of credits.
- 2) Tokyo Tech students who studied at Tsinghua and KAIST were able to transfer and have their Tsinghua and KAIST credits recognized here at Tokyo Tech.

Criterion 3: Learning Outcomes

- 1) We conducted an investigation concerning the earning of credits for both inbound and outbound students.
- 2) We conducted a systematic comparison of credit systems, academic record management, and degree systems of 3 universities for determining a method for evaluating our educational program.
- 3) We conducted a survey of the students upon completion of the program.

Criterion 4: Internal Quality Assurance System

- 1) We held an advisory board meeting and received advice from committee members.  
(Jan. 18, 2013)
- 2) We held the TIER Symposium to facilitate the sharing of information.
- 3) We have completed an “Appendix to the Implementation Guidelines of TKT CAMPUS Asia.”

‘CAMPUS Asia’ 1<sup>st</sup> Monitoring in Japan  
**Summary of Self-Analysis Report**  
 Asia Business Leaders Program (ABLP)  
 Hitotsubashi University

**1. Participating universities and academic departments in the project**

Japanese University	The Graduate School of International Corporate Strategy (ICS) Hitotsubashi University
Chinese University	Guanghua School of Management Peking University
Korean University	Graduate School of Business Seoul National University

**2. Outline and progress of the project**

**1) Project outline**

Peking University Guanghua School of Management (PKU), Hitotsubashi University Graduate School of International Corporate Strategy (ICS), and Seoul National University Graduate School of Business (SNU) will collaborate to develop a program to educate students to become business leaders who will guide the future economic relationship between China, Japan, and South Korea. This program will build knowledge of the business systems of the three countries, develop expertise in working in cross-national teams, and create close ties between students and faculty in the three universities. It will allow PKU, ICS, and SNU to further align their curriculums and standards of evaluation and credit granting, and provide a model for other universities.

This program is titled the **Asia Business Leaders Program (ABLP)** and involves students in the Masters of Business Administration (MBA) programs. It includes a double degree program, a term-long exchange program, and short-term intensive exchange program. When the program is in full operation, each year, a total of 12 exchange students (4 from each university), and 6 double degree program students (2 from each university) will participate. Each year, approximately 30 students will attend the three-week Doing Business in Asia program.

The background is the **BEST Business School Alliance**, an educational and research alliance between PKU, SNU, and ICS signed in January 2011. Through this alliance, the three business schools have already embarked on a very close and mutually beneficial exchange of ideas. Under the sponsorship of **CAMPUS Asia**, and with the framework of the **BEST Alliance**, the **ABLP** takes these schools another step forward.

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

In January 2011, Peking University Guanghua School of Management (PKU), Hitotsubashi University Graduate School of International Corporate Strategy (ICS), and Seoul National University Graduate School of Business (SNU) signed the BEST Business School Alliance in order to promote full-fledged research and educational cooperation, and promote the future prosperity of East Asia. Under the sponsorship of CAMPUS Asia, these three leading Asian Business Schools will initiate the Asia Business Leaders Program (ABLP), which will be offered to Masters of Business Administration (MBA) students. The ABLP program will offer a double degree program, a one-term exchange program, and a three-week intensive exchange program.

Based on the framework of BEST Business School Alliance, ICS has signed “Agreement for the Promotion of Academic Cooperation and Exchange of Personnel” (Exchange Agreement) and “Memorandum of Understanding for Double Degree Program” (MoU) with both PKU and SNU, and defined the operation of the core programs for ABLP. Starting from 2013 (H25), Double Degree program will start its exchange operation, and 1 student each to PKU and SNU from ICS are scheduled to join the program. Also, 1 student from PKU is scheduled to join ICS for Double Degree program.

Providing close and attentive support to exchange students and Double Degree students of ABLP were enabled by incorporating the “Seminar” system which has been implemented in ICS since its establishment where one faculty member is assigned as an academic advisor to every 3 to 4 students.

Participants of ABLP were provided opportunities to build extensive business knowledge by studying in respective universities in Japan, China and Korea. The detailed method is to learn by taking a course which focuses on uniqueness of the country, or to learn through case studies and guest speaker sessions in standard MBA courses. The students also experienced further understanding of cultures in respective countries by participating in joint group projects among 3 universities.

The 10 students from each university who advanced the selection process participated in short-term exchange program “Doing Business in Asia”, where the group studied and visited companies together and shared experiences and knowledge that also created strong bond in short period of time that will lead to strong network among next generation’s business leaders in Asia. For the second DBiA this year, the contents will be enhanced by adding 1 day, and carefully reflecting feedbacks of participants in previous year.

PKU, SNU and ICS are all substantial in experience as well as infrastructure.

The curriculum developed of all English is one of the elements, and as for ICS, all instructors teach in English. Administrative staffs also support students in English as well. All materials and documents related to the courses are provided in English.

Also, English speaking mental health counselor is available twice every month to care for students who have concerns, and regular counseling is available stationed in Kunitachi main campus.

From January 2013 (H25), Japanese Language courses officially started as credit courses, to provide higher extent of environment and support for incoming exchange students and Double Degree students to get accustomed to everyday life in Japan.

For incoming double degree students and exchange students, scholarship will be provided by host university. For outgoing double degree and exchange students, home universities provide roundtrip transportation fee. (As for PKU, Chinese Government has independently decided not to support outgoing students)

3 universities agreed on credit transfer system based on credits per course.

Graduation requirement differs by each university, and for ICS, it is 70 credits for 2-year program, whereas SNU is 49, and PKU is 54. For Double Degree Program, candidates are required to complete the credits subtracting the transferable credits from graduation requirement.

ICS and SNU use the GPA as grading system, whereas PKU's grading system is point system. The grading for exchange program and Double Degree program will be recorded on transcripts of the students' home universities. For Double Degree program, respective universities are responsible for administering the academic records, and both universities will issue transcripts.

Expected outcomes of ABLP participants are as follows. 1) Develop curriculum and teaching materials to educate future business leaders in the 3 countries. 2) Develop cooperating relationship with leading companies of Japan, China and Korea, and provide internships and placement to the students with education tailored to become the business leaders in the East Asian region. 3) Develop higher level of recognition and popularity of 3 universities in Japan, China and Korea.

ICS has been setting boundary for GPA, and those who obtain higher complete the graduation requirement. At the same time, guidance and support system for low GPA students has strengthened, and also established substantial environment for student consultation and academic support.

3 universities are accredited by international accreditation organizations. ICS by ABEST21, PKU by EQUIS, and SNU by AACSB. In ICS, each course is evaluated by students by "Course and Faculty Evaluation". All students are also graded by respective faculty members, and both of the deadlines for submission to administration are set on exactly the same date for all courses to maintain the fairness among all members involved. Each faculty members review the "Course and Faculty Evaluation" carefully for future improvement of the contents of their respective courses.





‘CAMPUS Asia’ 1<sup>st</sup> Monitoring in Japan  
**Summary of Self-Analysis Report**

Northeast Asian Consortium for Policy Studies  
**National Graduate Institute for Policy Studies**

**1. Participating universities and academic departments in the project**

Japanese University	National Graduate Institute for Policy Studies (GRIPS)
Chinese University	Tsinghua University School of Public Policy and Management
Korean University	KDI School of Public Policy and Management (KDI School)

**2. Outline and progress of the project**

**1) Project outline**

- **Background**  
 In the 21<sup>st</sup> century where economic and social problems in a country are interwoven with those of others, the need has been exponentially growing for integrated policy framework in Asia to rise to the EU and North American clout.
- **Objective**  
 Cooperation among the top-notch graduate schools in public policy aims to 1) lay the groundwork for regional networks and 2) fulfill a general mandate for Pan-Asian policy research.
- **Academic Field**  
 Public Policy, Public Administration, and Development Policy/Administration
- **Number of Exchange Students**  
 Twenty students annually, per institution (10 outbound + 10 inbound)
- **Available Programs**  
 Master of Public Policy (MPP)  
 Master of Public Administration (MPA)  
 Master of Development Policy (MDP)  
 Master of Public Administration in International Development (MID)

■ Expected Outcome

- 1) Joint program will lead to a synthetic understanding on policy issues in Northeast Asia, allowing students and faculty to learn the forte of each country's policy design;
- 2) Students on a degree-track can obtain additional master's degree;
- 3) Students on a non-degree track can gain a first-hand insight on neighboring countries;
- 4) The program can expand into a multilateral exchange with other Asian institutions based on existing networks of each school.

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

The three institutions in the Northeast Asian Consortium for Policy Studies agreed to the Memorandum of Understanding (MOU), and they have made steady progress in sharing understanding of the goals and contents of the educational program. GRIPS established the administrative organization and the arrangements to support students' learning and living for CAMPUS Asia program. In October 2012, GRIPS accepted three students from KDI School for double-degree program.

GRIPS made various efforts, described in the following sections, and succeeded in increasing the number of exchange students, especially in short-term stay programs (less than three months). In order to further increase the number of exchange students, GRIPS has extensively carried out promotional activities, with the help of students and alumni. An example of such significant events is the GRIPS-MOFA Joint Discussion Forum held at GRIPS in February 2013, where junior government officials of Japan, China, and Korea engaged in group discussion regarding the future of trilateral cooperation among the three countries as well as that of CAMPUS Asia program.

### **Criterion 1: Goals of Academic Program**

Three institutions conducted careful and detailed preparation to launch the CAMPUS Asia program, so that they could share common goals. The goals of academic program are to educate global policy professionals through nurturing practical solution-oriented skills rooted in social science, and to encourage the networking among policy professionals who share such common values and mutual trust, which would develop Japan, China, and Korea into an intellectual hub for Asia and the world.

Having recognized these common goals, three institutions have introduced credit transfer system and double-degree program and have established academic programs, where exchange students can study at multiple institutions and enjoy the educational benefits including the uniqueness and strengths of each institution.

**Criterion 2: Teaching and Learning****2-1: Organization and Staff**

In September 2011, three institutions concluded the MOU. The MOU stipulates such matters as the goals of the program, framework of student exchange, credit transfer and double-degree systems, and cost allocation. Daily administrative matters and new issues, which were not covered in the MOU, were discussed at the steering committee meetings. GRIPS held such meetings around three times a year with each institution, on the occasion of mutual visits for purposes of promotion, onsite reviews of students' living environment, and joint seminars.

At GRIPS, 'CAMPUS Asia Committee' was established in February 2012. The Committee consists of the Dean as chairperson and several core professors. The Committee deliberates on basic issues including program guideline and activity planning. The administrative staff, including Program Coordinators in Academic and Student Affairs Division, perform the secretariat functions of the Committee and are responsible for daily matters of the program such as management of application process, student consultation, planning and hosting various events, and negotiation and coordination among three institutions.

Given that over 60 percent of students at GRIPS are from overseas, the use of English is essential in lectures, materials, administrative information, and various applications. Accordingly, the level of English proficiency of faculty members and staff is very high in academic teaching and professional guidance for students.

**2-2: Contents of Academic Program**

Three institutions regularly examine and discuss the details of academic programs at the steering committee meeting. GRIPS accepts CAMPUS Asia exchange students in its One-year Master's Program of Public Policy (MP1), which has a rich curriculum of lectures delivered in English for foreign students, and already implements a rigid evaluation system based on GPA. The curriculum consists of three layers: 1) taking broad interdisciplinary courses with focus on fundamental social science areas such as economics, public policy and administration, and quantitative methods, 2) deepening expert knowledge by taking advanced and applied courses, and 3) learning in workshops and thesis writing as practical exercise to apply the knowledge to actual policy issues.

The selection of CAMPUS Asia exchange students is conducted by each institution based on individual administrative policies under the shared common goals. The total number of outbound students from GRIPS has reached 47, and that of inbound students to GRIPS has reached 23 (cumulative sum up to the end of March 2013).

### **2-3: Support for Learning and Living**

Program Coordinators provide learning support for both outbound and inbound exchange students in CAMPUS Asia. The administrative staff monitor progress in the students' studies and provide consulting and advice. They may extend additional learning support with the help of TAs when necessary. Upon students' request, CAMPUS Asia faculty members also provide consultation regarding academic achievement and supervise their thesis work. In terms of learning environment, CAMPUS Asia students have full access to school facilities such as IT equipment, individual study booth, and library, just like other students.

As for support for living, Student Office provides general and thorough support to all international students including CAMPUS Asia students. Accommodation and health care service both inside and outside GRIPS can be provided in English. Instructions for risk management in case of emergency are offered, based on the lessons learned from the Great East Japan Earthquake.

### **2-4: Credit Transfer and Grading System**

System for credit transfer is stated in the MOU, to which the three institutions agreed in September 2011. Based on the credit transfer clause in the MOU, GRIPS amended its school regulations in September 2012, under which credits that GRIPS students earn at other institutions can be counted toward degree requirements at GRIPS. In contrast, GRIPS had already introduced and implemented the credit transfer system which recognizes credits earned at other institutions before admission to GRIPS as those earned at GRIPS. Applying this existing system, credit transfer was approved for the first group of three CAMPUS Asia students who came from KDI School in October 2012.

### **Criterion 3: Learning Outcomes**

Three CAMPUS Asia students are currently enrolled in One-year Master's Program of Public Policy, and their academic achievements and grades are monitored and measured continuously. Program Coordinators regularly obtain information regarding their academic performance, and the information on student performance is shared with CAMPUS Asia faculty members when necessary.

### **Criterion 4: Internal Quality Assurance System**

Opinions of CAMPUS Asia students are gathered in several ways: 1) questionnaire for course evaluation collected from all GRIPS students, 2) student consultation with Program Coordinators, and 3) student consultation with CAMPUS Asia faculty regarding learning outcomes. The student views are compiled by Program Coordinators and shared with CAMPUS Asia Committee members and other administrative staff at GRIPS.

‘CAMPUS Asia’ 1<sup>st</sup> Monitoring in Japan  
**Summary of Self-Analysis Report**

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

**Nagoya University**

**1. Participating universities and academic departments in the project**

Japanese University	Graduate School of Law and School of Law, Nagoya University
Chinese University	Law School, Renmin University of China Law School, Tsinghua University Koguan Law School, Shanghai Jiao Tong University
Korean University	Law School, Sungkyunkwan University School of Law/ College of Law, Seoul National University

Nagoya University

**2. Outline and progress of the project**

**1) Project outline**

Globalization in the field of law has at the same time given rise to regionalization. There have been efforts in China and Korea to search for formation of a “jus commune” in East Asia. This project is aimed at discovering the Western “global standards of law”, and on that basis, promoting human resources for the development of an epistemic community in law and political science, where participants can exchange discussions on the formation of “jus commune” in East Asia. We seek to collaborate with universities in China and Korea to promote three main activities: (1) exchange of legal information in the East Asian region; (2) joint formation of theories on Asian law and legal assistance; and (3) setting common standards for legal education and law school programs. The universities will together develop mutual exchange programs based on reciprocal conference of academic credits to undergraduate students who participate in the exchange program. The partner institutions will also be committed to exchange quality research and educational cooperation.

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

### **[Progress of Fiscal 2011 Efforts to Promote Campus Asia Project]**

#### **[Major Activities]**

#### **(1) Meetings held to exchange information and ideas with partner universities in China and Korea**

Following the adoption of the Campus Asia Project, we held meetings with our partner universities—both lead and member academic institutions—in China and Korea to exchange information and ideas. We met with the School of Law of Renmin University of China, and the School of Law of Tsinghua University in December, and with the Koguan Law School of Shanghai Jiaotong University in January. For partner universities in Korea, we also met in January with Sungkyunkwan University and Seoul National University. The same month, moreover, a meeting for lead academic institutions was convened in Beijing, China to share information—including the institutions' current situations and requests—and enhance shared understanding. As a result, substantial progress was achieved in determining the content of the Project.

#### **(2) Surveys conducted regarding Chinese and Korean universities' preparations for accepting our students, and their responses to our requests**

We conducted surveys in China and Korea in January and March, respectively, regarding the progress of preparations for the acceptance of our students, to be sent under a one-year study abroad program and preparatory training/adjunct programs, as well as their responses to our requests. As a result, we were able to better understand the challenges associated with the exchange of students, and improve our efforts to promote the Project.

#### **(3) Quality Assurance Committee launched in the three countries**

In Japan, the Quality Assurance Committee was formed in January and engaged in improving systems for curriculums, syllabuses, academic assessment standards, credit granting and credit transfer. In the same month, the Quality Assurance Council, comprised of the Quality Assurance Committee members representing the participating universities, was founded in Beijing, the Council reaching a basic agreement regarding details on common subjects, the granting of credits, academic assessment and credit transfer.

#### **(4) Special classes in English, Chinese and Korean launched for students participating in the Project**

In February, we launched English, Chinese and Korean language classes for students participating in the Project, lectures on Chinese and Korean laws by professors/lecturers invited from lead universities, and guidance concerning cultural exchange. Students were given classes of three hours per week on English and on the language of their destination countries, to help them acquire the linguistic ability necessary for campus and everyday life during their study abroad. In addition, we provided lectures on Chinese and Korean laws, to equip students with basic legal knowledge of their overseas study destinations.

**(5) Students sent to China and Korea for preparatory education**

Four students were sent to Korea in February and seven to China in March, to participate in a nine-day preparatory training program. The program was designed to provide students with prior experience, so as to enhance the educational effects of the full-scale overseas study program. The program included special lectures by prominent academics, visits to law courts and legal offices, visits to the Japanese embassy consular/political section (in China), interactions with local students, history studies and cultural experience.

**(6) Japan-China-Korea Quality Assurance Council meeting and international symposium held**

In February, at an international symposium held in Nagoya, representatives of partner universities met to discuss the plan, significance and vision of the Project. In addition, the second Japan-China-Korea trilateral Quality Assurance Council meeting was held in January (Beijing), February (Nagoya) and March (Shanghai). Council members engaged in (i) information exchange/discussion of, and adjustments to, partner universities' implementation plans for the Project, (ii) examination of the curriculums, syllabuses and academic assessment of each university, and (iii) examination and adjustment of each university's systems for credit granting, academic assessment and credit transfer.

**[Results]****Activities (1) and (2):**

By conducting a survey of partner universities in China and Korean regarding their preparations to accept our students and their responses to our requests, we were able to establish a system that enables smoother implementation of student exchange between Japan and China/Korea.

We also confirmed our partner universities' state of preparation both in terms of education and student support systems: the opening of common and elective courses, the current status of lectures given in English, the implementation of internships, the implementation of language classes, arrangements for student accommodation, and the availability of faculty members/tutors to support foreign students in living and campus life. Since the survey found slight differences in preparations to accept our students, we made necessary adjustments to close the differences. As a result, we were able to establish a system for providing students with a uniform, high quality education.

**Activities (3) and (6):**

Through activities by the Quality Assurance Committee and the Quality Assurance Council, we were able to advance preparations (system development and the appointment of persons in charge) necessary to ensure the implementation of a joint high quality education program.

Specifically, we determined the content of common courses and consolidated systems for students participating in the Project: the required number of class subjects, the recognition of credit/academic results and the presentation of diplomas to students completing the Project. In response to these systems, we initiated a revision of the rules and regulations of the Nagoya University School of Law.

**Activities (4) and (5):**

The short-term stay program for our students in Korea in February and China in March gave participants a taste of study abroad and provided partner universities in the two countries with an opportunity for hands-on practice in sending and accepting students.

The short-term stay program (preparatory training program) gave students a glimpse of reality in terms of law and politics in China and Korea. This program not only enhanced participants' desire to study, but also influenced non-participating students. Moreover, it encouraged faculty members to improve preparatory education programs on languages, law and political science, positively influencing their attitudes toward the Project.

**Activities (6):**

The international symposium held in Nagoya in February played an important role in disseminating information on our efforts to promote the Campus Asia Project to those engaging in education inside and outside Japan, thereby raising interest in and support for our activities.

The Second Deans' Meeting on Campus Asia Project was held in Nagoya with more than 50 participants, including persons from lead and member universities. This meeting was taken up by the Nikkei newspaper, and after the meeting closed we received many email inquiries about the Project.

**[Progress of Fiscal 2012 Efforts to Promote the Campus Asia Project]****[Major Activities]****(1) A briefing session on the Campus Asia Project was held for freshmen and other students, and language education and preparatory education were offered to students participating in the Project**

A briefing session on the Campus Asia Project was held for students newly enrolled in 2012; in October we began offering preparatory education to those wishing to participate in the Project.

**(2) Quality Assurance Council meetings held (July in Seoul and March in Beijing)**

Students desiring to study abroad under the Project in 2012 were screened by their universities; the list of students was then deliberated and finalized by the Quality Assurance Council. The Council also confirmed the content of common education offered under the Project, guidelines on academic assessments and their areas for improvement, and curriculums provided by each university.

**(3) Sending and acceptance of students for long-term study commenced**

In August and September, universities dispatched students to each other for long-term study.

**(4) Students from China, Korea and ASEAN nations accepted by Nagoya University under adjunct program and preparatory training program**

As part of an adjunct program and preparatory training program, we held an international summer seminar in August, in which international students were given an opportunity to experience education and life in Japan. Vietnamese and Cambodian student members of the Research and Education Center for Japanese Law, established in those countries by Nagoya University, were



invited; the aim was to further expand the Campus Asia Project through the exchange of students from Southeast Asia and Northeast Asia (Japan, China and Korea).

**(5) Third Deans' Meeting on Campus Asia Project held**

The Third Deans' Meeting on Campus Asia Project was held, with partner universities in Japan, China and Korea participating. At the international symposium, participants discussed the significance and progress of their efforts to promote the Project and confirm the international outcomes of the Project from a long-term perspective.

**(6) Problems with overseas study identified, and arrangements made for internships**

Problems students have faced while studying abroad were identified, and solutions were sought. Moreover, we made arrangements to provide students with internship opportunities in their destination countries, so that they could receive practical work experience. (December)

**(7) Students sent to China and Korea under adjunct and preparatory training programs**

New students who received preparatory education for the Campus Asia Project were given an opportunity to experience education and life in their destination countries, with the aim of enhancing the effects of their education. Under an adjunct program, four students from the Nagoya University Graduate School of Law were sent to China and Korea each to promote exchange with local law students. (February to March)

**[Results]**

**Activities (1):**

Proactive efforts to enhance new students' awareness of the Campus Asia Project expanded opportunities for students to participate in the Project and enabled us to secure better-qualified human resources for the Project. The preparatory education and language education, designed for students participating in the Project, made the education provided in their destination countries smoother and more productive.

**Activities (2):**

Through activities by the Quality Assurance Committee and the Quality Assurance Council, we were able to develop and improve systems necessary to enable the joint implementation of quality-guaranteed education.

**Activities (3):**

This was the first attempt of partner universities to dispatch students to each other under the Project since it was launched. This experience encouraged further preparation and contributed to system improvement for the Project.

**Activities (4):**

Our program of selecting partner university students from among those wishing to study in Japan and providing them with an opportunity to experience education in Japan increased their motivation for learning, while enhancing the quality of education provided to those sent to our university in the following year. This student exchange also acted as a trigger for developing an environment where people who play a leading role in developing an epistemic community in law and political science

to promote the formation of a “jus commune (common law)” in East Asia can meet each other.

**Activities (5):**

The Third Deans’ Meeting on Campus Asia Project disseminated information on the Project, thereby increasing interest and support for the Project both in Japan and abroad. The meeting’s more than 50 participants included persons from lead and member universities. Information (including reports and questions/answers) on the past three Deans’ Meetings on Campus Asia Project was compiled and disseminated to further enhance the quality of the Project.

**Activities (6):**

We conducted an intermediate survey of our students when they had spent one semester in Chinese and Korean universities, by which means we were able to identify and remedy problems students face in pursuing study abroad. Moreover, we provided our students with an internship opportunity in their destination countries, enabling them to gain practical work experience and make use of their knowledge of law and political science.

**Activities (7):**

As part of our preparatory training program, we sent students to universities in Korea (February) and China (March) to provide them with a flavor of the real world of law and politics through experiencing education abroad. The impact of the program on participants was sufficient to increase their awareness and motivation, influencing non-participating students as well. Moreover, this program encouraged faculty members to improve preparatory education on languages, law and political science, thus positively influencing their attitudes toward the Project.

‘CAMPUS Asia’ 1<sup>st</sup> Monitoring in Japan  
**Summary of Self-Analysis Report**

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

**Nagoya University and Tohoku University**

**1. Participating universities and academic departments in the project**

Japanese Universities	Nagoya University Tohoku University
Chinese Universities	Nanjing University Shanghai Jiao Tong University
Korean Universities	Seoul National University POSTECH

**2. Outline and progress of the project**

**1) Project outline**

We propose to create a trilateral hub in the field of chemistry and materials for a sustainable society through cooperative education and research. We will utilize the synergies of the high education potentials of partner universities: Nagoya University and Tohoku University (Japan), Shanghai Jiao Tong University and Nanjing University (China), and Seoul National University and POSTECH (Korea).

We plan to exchange a total of about 30 high potential undergraduate or graduate students per year among partner universities and to teach to them the principles of research for the development of environment-friendly materials during the exchange for 3-12 months. The exchange students will be engaged in advanced courses reflecting the strengths of the host university in a complementary way, and apply the knowledge to actual research problems in a hands-on approach. Additionally, we plan to exchange lecturers for short seminars to encourage mutual understanding and exploration of joint research projects. The first step has already been undertaken through a joint symposium of all partners in March 2011 in Shanghai. On the basis of the connection between students and researchers, we plan to build an Asian Campus of Molecular Science in a Cyberspace.

We expect to nurture future leaders in material related areas, who will have the intellectual and communication abilities and extended experience to work in academia or industry for the prosperity and benefit of their home countries. We also expect to promote the students' global compassion and commitment by realizing the history, culture and ways of thinking of foreign countries. Last, but not least we plan to cooperate with chemical and pharmaceutical companies in each partner country to

provide special lectures, internship offers and job-hunting opportunities.

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

### **Objectives of the Educational Program**

The objectives of the present Program were elaborated at the Campus Asia Conference of six Universities in Japan, China and Korea that took place in Shanghai in March 2011, prior to the approval of the present Program. The goal of the present Program is to educate chemistry-oriented students globally, aiming to train specialists capable of becoming leaders on a worldwide level. One of its most important features is that the students' international exchange is developed in close connection with the joint research activities of their laboratories. Concentrating on the progress of joint research, the participating Universities undertake various activities for its support.

### **Systems of implementation (Organization, teaching personnel)**

The required support for the international activities of the Program has been accomplished by hiring a foreign Teacher/International Coordinator and office members who are proficient in English. Once a year an International Symposium is organized in turn in Japan, China and Korea. At the Second International Symposium (starting on March 13, 2013), according to the decisions made in the previous meeting, the results of the students' exchange were reported. It was decided that the next International Symposium will be held at Seoul National University in November 2013.

### **Content and Methods of the Educational Program**

Since the present Project is mainly joint research-oriented, the content and methods of education already established in each laboratory are used or are decided between the Universities involved in the exchange. In order to achieve optimum feedback on the results of the joint research, considerable efforts are made to present them as much as possible at the appropriate conferences. Besides, the opportunities given by research abroad are created not only for the designated visiting students, but also for all students in the laboratories participating in the Project. Accomplishing this effective mechanism of information exchange has been made possible via constructing illustrative tables of all participating laboratories from Japan, China and Korea, so that students and professors can conveniently find appropriate partners for carrying out joint research and student exchange. By attending the Joint Campus Asia Symposia the participating students and professors promote further scientific exchange and share the results of their joint research with all participants of the Project.

### **Classes, Living Support**

Aiming for an active move toward education in English, classes for improving the presentation skills of the Japanese and foreign students were prepared by Campus Asia staff member associate professor Ilya Gridnev. The dormitory fees of the visiting students are covered by the Campus Asia Project, along with the payment of a monthly allowance of 80,000 JPY. As a rule, to facilitate the everyday life for the visiting students the university offers dormitories that specialize in accepting

foreign students. Since many foreign students accepted by other Programs already live in these dormitories, such a policy contributes to the easy life of, and facilitates information exchange among, foreign students. Information about the university, the accepting laboratory, dormitory and living conditions around the university is sent to foreign students prior to their visit. Besides this, detailed information on these and other items is available via e-mail and on the home page of the Campus Asia Project. In 2011-2012 a total of 18 students were accepted.

**The grading system (credit confirmation and exchange, evaluation of grade level, conferment of degrees)**

Since the present Program involves international joint research in the broad field of chemistry (all branches of chemistry, chemical engineering, material science, pharmacology, agriculture, etc.), the particular kinds of credits obtained by the visiting/accepted students may vary. There are therefore no fixed regulations for receiving or exchanging credits; students sent abroad receive credits based on the grading system of the host university; their credits are then confirmed at the home university. For accepted students credits are based on evaluation of their research activities in terms of their Master's or Doctoral Program. "Training abroad" (Master's Program) or "Special training abroad" (Doctoral Program) credits are awarded to students sent abroad. Students make the request for credits beforehand, and assessment of their academic achievement is conducted based on a written report after returning to their home university.

**Results of study (regulations for dissemination of results)**

Since the exchanging students are supposed to carry out specialized research, their evaluation is made by the accepting Professor. Since as a rule graduate students are accepted (or students who are planning to continue their education at a graduate school), the general level of their knowledge and potential for producing results is normally high. After completion of their visits, the students submit a research report. They also participate in the organization of the Summer Schools and similar events and present their results in English at international conferences, thus increasing the value of their results.

**Self-evaluation system (organization, optimization and plans for future)**

The present Program is an important part of the internationalization of the education process in each university. Hence, the self-evaluation system is based on the criteria given for each graduate school. The opinions of the exchange students are collected, the results of which will be put to use as reference materials for future operations.

The results of the joint research with the participation of the exchange students are presented at conferences and symposia, thus becoming a subject of evaluation and feedback from other researchers. Meetings of the staff members responsible for the international exchange from Japan, China and Korea are held regularly. The situations of student exchange, grading systems and other activities within the present Program are the subjects of these meetings, as well as the possible ways of improvement. Responses from the exchange students, their supervisors and Teaching Assistants are used for the evaluation of the results and for planning future activities.

Since 2013 is an interim year of the Program, a profound review of the plans is anticipated after receiving feedback from public evaluation.

‘CAMPUS Asia’ 1<sup>st</sup> Monitoring in Japan  
**Summary of Self-Analysis Report**

Program for Careers on Risk Management Experts in East Asia

**KOBE University**

**1. Participating universities and academic departments in the project**

Japanese University	Graduate School of International Cooperation Studies (GSICS), Kobe University
Chinese University	School of International Relations and Public Affairs (SIRPA), Fudan University
Korean University	Graduate School of International Studies (GSICS), Korea University

**2. Outline and progress of the project**

**1) Project outline**

**Aims**

As agreed at the Japan-China-Korea summit in May 2011, the development of international co-operation between Japan, China, and Korea is not only significant in East Asia, but also throughout the world. The program aims to develop “risk management experts in East Asia” through postgraduate education on an international level by forming a consortium among the three universities: Kobe University, Fudan University, and Korea University. More concretely, the program aims to develop a new inter-collegiate curriculum by reviewing the postgraduate curricula currently on offer at the three universities. By developing such a curriculum, it is expected to equip students with (a) applicable expert knowledge and skills concerning risk management at the time of natural disasters as well as economic and social crises; (b) overall expertise in social sciences, including politics, economics, human resource development, and development management in Japan, China and Korea, with the three universities acting as the base; (c) communication skills so that policy and implementation support can be provided in English and local languages in addition to one’s mother tongue. The program is also expected to develop experts who can analyze problems, and lead policy development at public institutions, international organizations, and non-profit organizations (NPOs) at a time of crisis in the world as well as exercise leadership on the ground during disasters while showing a good cross-cultural understanding.

## **Overview**

The Great East Japan Earthquake and accidents at the Fukushima Daiichi Nuclear Power Station have vividly shown that relief, recovery, and rebuilding operations face many difficulties and that a natural disaster and its associated incidents can exert an influence beyond national borders, triggering a currency crisis or posing problems to security arrangements.

Kobe University's Graduate School of International Cooperation Studies (GSICS) has developed a unique curriculum based on the lessons learnt from the Great Hanshin Earthquake of 1995. The curriculum combines lectures and seminars in the field of social sciences, such as economics, law, politics, educational development, development management, and international relations concerning Asian countries, which are offered in collaboration with the Research Center for Urban Safety and Security and the School of Humanities and delivered in both Japanese and English. The program also includes lectures and seminars in fields such as urban engineering and environmental hygiene. Many graduates have found employment in institutions such as the United Nations (UN), World Health Organization (WHO), and World Bank.

The program, drawing from the past achievements of Kobe University's GSICS in Japan and abroad, offers an extensive curriculum by collaborating with various research institutions and NPOs involved in risk management, such as the WHO Kobe Center, Disaster Reduction and Human Renovation Institution, Asian Disaster Reduction Center (ADRC), and Japan International Cooperation Agency (JICA)'s Hyogo International Center, currently, the Kansai International Center. The program arranges internship opportunities at international organizations in the university's extensive network, including the UN organizations, World Bank, Asian Development Bank, and Inter-American Development Bank. In addition, by inviting part-time lecturers from universities and research institutions abroad, it provides enhanced educational opportunities to the program participants. It is also expected that the program offers opportunities to improve the program participants' practical skills. In addition, by further expanding the network with these institutions, the program is expected to offer enhanced career prospects to participants by securing them positions in institutions like the WHO, World Bank, and ADRC.

Fudan University, a partner of the consortium, is a leading institution in international relations education in China and offers many educational opportunities in East Asian international relations, including Japan-China relations, and in Chinese politics, sociology, economics, and languages. On the other hand, Korea University offers opportunities to research security, Korean affairs and policy making, as well as risk management during



economic crises. Opportunities for internships are provided in both Korean and English. The program has developed a collaborative model based on incoming and outgoing students from the three universities, consisting of an exchange program and a double degree program targeted at master course students. Kobe University, Fudan University, and Korea University concluded the agreement on the exchange and double degree programs in 2012, and student exchanges have since begun in both programs. The aim of the student exchanges is to develop risk management specialists to work at both the East Asian and international levels. To facilitate students' participation in the program, pre-program courses are offered to participants at each university. In this course, students learn the language and culture of the destination country and prepare themselves to adapt to the education and life there.

The Consortium Steering Committee has joint representatives who are in charge of the Program at each participating universities, and 15 members, including one person responsible for implementing the program, one academic staff member, one academic staff member in charge of implementing the program, and one administration staff member from each university. The Program Management Committee reviews the quality and standard of the curriculum of each course, the criteria for converting credits, and the evaluation criteria in order to ensure consistency and to evaluate and select exchange students to be sent out both within and outside the consortium. In addition to the Program Management Committee, the Evaluation Committee, comprising some external members, aims to monitor and evaluate the program so as to ensure the quality and improvement of education on offer.

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

### **Establishing and sharing the aims of educational programs**

The program aims to develop risk management specialists who analyze the “risks” associated with various crisis situations; lead policy making decisions; and exercise leadership on the ground, working both in East Asia and throughout the world. To achieve this aim of developing human resources, each of the three consortium universities exploits its strengths and plays unique roles.

#### **Graduate School of International Cooperation Studies(GSICS), Kobe University**

- Training disaster relief and management experts, drawing from Japan's rich experience of providing foreign assistance
- Risk management education related to natural disasters and disaster reduction, drawing from the country's experience of the Great Hanshin Earthquake of January

17, 1995, and the Great East Japan Earthquake of March 11, 2011

**School of International Relations and Public Affairs (SIRPA), Fudan University**

- Risk management education from the perspective of public policy and administration, taking advantage of being a graduate school in public policy;
- Risk analysis of international relations in East Asia, while incorporating a regional power (China) and future scenario planning for the region.

**Graduate School of International Studies (GSIS), Korea University**

- Risk analysis of security arrangements while exploiting the geographical location of the Korean Peninsula at the crossroads of East Asia;
- Risk management education related to energy issues, such as nuclear energy.

**Organization and teaching staff at Kobe University**

GSICS at Kobe University, SIRPA at Fudan University, and GSICS at Korea University teach courses or programs in English, and almost all of the participating teaching staff have studied and/or researched in English or other local languages in foreign countries. In addition, the three universities host many foreign students from all over the world, and have sufficient experience and support systems to conduct research and education in Japanese, Chinese, and Korean.

In addition to these existing facilities, the “CAMPUS Asia” office in charge of the program is staffed by Chinese and Korean native speakers as well as individuals who are highly proficient in English so as to ensure the smooth running of the program and effective support for students. Each graduate school has a number of experts specialized in the country of exchange, which enables us to provide educational support to the program participants tailored to their backgrounds.

**Curriculum content, methods of delivery, and incoming students at Kobe University**

Kobe University’s CAMPUS Asia office has arranged voluntary seminars for students going to Fudan University and Korea University and provided educational support with a view to improving their TOEFL scores. Furthermore, Kobe University has designated or newly created ‘CAMPUS Asia subjects’ which are in line with the program’s educational system and are treated as the core subjects of the program.

In addition, during the 2012 academic year, six “risk management seminars” were held with experts and specialists invited from Japan and abroad. These provided educational opportunities with an added international value that exceeded the consortium’s framework.

This year, internships took place in Thailand and Otsuchi, Iwate Prefecture, which were hit by the Great East Japan Earthquake. Students were offered further opportunities to carry out fieldwork: overseas fieldwork in the United States and a domestic study tour in the Tohoku region in relation to the Great East Japan Earthquake.

In the 2012 academic year, Kobe University hosted three double degree exchange students from Fudan University as well as one double degree exchange student from Korea University, who arrived in September 2012 and are due to complete the program in September 2013. Korea University has also sent four exchange students for 6 months: one arrived in September 2012 and returned in March 2013, while three arrived in March 2013 and are due to return in September 2013.

### **Educational and general support of Kobe University**

Each university syllabus is made available to outgoing students before the start of their study period abroad, and orientation sessions on choosing courses are held. Student handbooks are translated into various languages so as to facilitate the diffusion of information about the destination university. Incoming students are supported by teaching assistants, who are assigned to each lecture, and personal tutors, who are assigned to each incoming student; they provide support tailored to each student's needs.

From the 2013 academic year, we intend to facilitate better communication between the program graduates and participants by setting up an alumni association.

In terms of the learning environment, the library, information technology facilities, and databases subscribed to by the university are made available to exchange students on the same terms as other registered students. The program has rented a number of apartments within commuting distance of Kobe University for the program participants in order to provide them with accommodation.

The Student Career Office of the Kobe University's GSICS holds a monthly consultation session where students can discuss any issues related to finding employment. Various job and career seminars are also held.

### **Mutual recognition of credits, marking criteria, and degree conferral**

The Consortium Steering Committee from the three universities has discussed the curriculum standard of each university, the criteria for mutual credit recognition, and marking criteria in order to ensure the consistency of the program. Each university evaluates a student's performance according to its own criteria, and certificate of

completion is issued upon approval by the Program Management Committee on completion of the course.

Credits gained through the exchange program are recognized as credits required for completion based on the criteria specified in each university's regulations. The three universities have already concluded associated agreements and agreed upon a method for converting credits. In addition, the double degree agreement among the three universities stipulates that upon gaining the necessary credits and passing the thesis examination, the student will be awarded a degree from each university involved after passing the degree examinations at each university.

### **Evaluating the educational impacts and post-completion situation**

Both outgoing and incoming students are required to submit a monthly report on their daily education progress and achievements to ensure regular reports are received. Similar reports are required for domestic or overseas internships in addition to the monthly report.

At the end of the 2012 academic year, two exchange students, an outgoing student in the 2011 academic year and an incoming student in the 2012 academic year 2012, had completed the program at Kobe University. The 2011 student has been issued the certificate of program completion upon confirming the credits gained at the destination university and is currently in employment. Both students submitted a study abroad report, and we are currently researching and gathering information regarding their satisfaction with the program and post-completion situation.

We are planning to carry out a survey on student satisfaction with the double degree program after their degree conferral and return to the home country.

### **Internal quality assurance system, record of improvement, and future planning**

The program asks program participants to submit a monthly report through which the curriculum content is continuously monitored. An external evaluation committee with participants from Japan and abroad, both from Kobe University and outside the university, was convened to evaluate the program's achievement and review the program's implementation and educational content.

‘CAMPUS Asia’ 1<sup>st</sup> Monitoring in Japan  
**Summary of Self-Analysis Report**

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

**1. Participating universities and academic departments in the project**

Japanese University	International Affairs, Okayama University
Chinese University	International Relations, Jilin University
Korean University	College of Liberal Arts / Academy of East Asia Studies, Sungkyunkwan University

**2. Outline and progress of the project**

**1) Project outline**

Okayama University, Jilin University (China), and Sungkyunkwan University (Korea) seek to extend the success of their established cooperative inter-scholastic academic programs to regional development. This project will have multiple aims: to broaden and deepen the scope of shared instructional content; to increase and strengthen common standards, evaluation, and administration; and, to establish a nucleus of talented graduates with international experience who can lead the development of east Asia. The three schools will form a consortium to develop a comprehensive system to educate students from the undergraduate to graduate level through two-way or three-way annual exchanges; credit transfer and sharing consortium-wide lectures; a double degree at two schools concurrently at the master's and doctoral levels; and, a dual degree awarded jointly by several participating institutions. Specifically the aim of this program is for the three universities to collaborate, develop, and implement an educational program based on the studies of eastern and western classics to establish an east Asian commonwealth and to foster the human resources necessary to lead this commonwealth with the capability to solve current and future problems facing east Asia. This program will cover the natural sciences and other areas of study.

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

### ■ Forming the University Network with Quality Assurance

#### 1. Common Educational System in East Asia

Three universities are working towards to establish common educational system through common textbooks and curriculum. Annual international symposium and regular meetings of the editorial group of common textbooks were held to pursue the goal.

#### 2. Development of Human Resource for Problem-Solving

We have conducted a student forum (conference), workshops, and regional conferences for the exchange students of the three countries to work on the common issues in the region.

#### 3. Evaluation, Grade-Transfer

The targeted common educational system has been pursued through the exchange of the information regarding evaluation, grade-transfer, and syllabus of the participating universities.

### ■ Student-Exchanges

1. Long-term and short-term student exchanges have been conducted, which involves cultural experiences and higher academic pursuit on top of language acquisition.

2. Conference/Seminar/Workshop: Various opportunities for the students of the three countries were carried out such as summer seminar, 3 regional conferences, follow-up seminar, 1-week workshop in China and Korea, and student forum.

### ■ Student-Mobility

#### 1. Outbound (2011-2012)

Dispatched long-term: 4 students to Jilin University (China), 7 students to Sungkyunkwan University (Korea).

Dispatched short-term: 20 students to Jilin University, 22 students to Sungkyunkwan University.

#### 2. Inbound (2011-2012)

Accepted long-term: 6 students from Jilin University, 5 students from Sungkyunkwan University.

Accepted short-term: 34 students from Sungkyunkwan University.

### ■ Promotion of Student-Mobility Environment

#### 1. Outbound

A team of dedicated office/personnel/faculty is set by each of Jilin University, Sungkyunkwan University and Okayama University. At Okayama University both preparatory and follow-up education are provided for the exchange students.

## **2. Inbound**

CAMPUS Asia office and staff are dedicated to provide any necessary support and information to the accepted students. The support for various needs in the student life abroad including accommodation and scholarship are taken care of at a high standard.

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

#### **External Review, Publication of the Review**

International Review Board organized in 2012 conducted the annual review of Okayama University's program in March, 2013 by the three international reviewers. The program activities have been publicized on the website promptly.





## Summary of Self-Analysis Report

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

**Kyushu University**

### 1. Participating universities and academic departments in the project

Japanese University	Kyushu University (KU)
Chinese University	Shanghai Jiao Tong University (SJTU)
Korean University	Pusan National University (PNU)

### 2. Outline and progress of the project

#### 1) Project outline

Science and technology related with interlocking energy and environmental issues, Energy and Environmental Science and Technology (EEST), is the discipline that is indispensable to realize a low energy-consumption society in an environmentally adaptive way.

The purpose of the here-proposed project under the collaboration among Pusan National University, Shanghai Jiao Tong University and Kyushu University, is to develop a quality-assured graduate educational system for nurturing next-generation talents who have (i) highly specialized expertise and research development skill based on the expertise, (ii) understanding of current energy and environmental issues and progressive investigation skill, (iii) globally-competent English language skill, (iv) professional ethics required for researchers and engineers in the globalized era as well as understanding of different cultures/races/societies.

The proposed cooperative education program of Master course, in which official language is English, consists of specialized education curriculum, EEST curriculum, and research for Master's thesis, for all of which joint credit/degree conferral system with quality assurance are developed and introduced. Based on students' achievements, a certificate of the completion of the EEST program is jointly issued and a double degree is conferred.

Considering legal system and curriculum/diploma policy of each university, the consortium will establish and propose the demonstrative educational system with openness, progressiveness and

universality in the science and engineering field.

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

① 2012, March Kick-off meeting was held as a formal startup with signing ceremony for the Memorandum of Understanding (MOU) among three universities on KU-PNU-SJTU Consortium under CAMPUS Asia program. Kyushu University held Spring Seminar after the signing ceremony, inviting 20 students and 14 faculty members from two partner universities on March 12-13, 2012.

② 2012, March Local and International PDCA committees were established to consult implementation, operation and management of CAMPU-Asia EEST program and the 1<sup>st</sup> International PDCA meeting was held to discuss how to realize the program and the program title and logo were adopted among three universities as [Energy-Environmental Science and Technology, Advanced School of International Alliance, abbreviation: **EEST ASIA**]. Domestic PDCA committee meeting was held regularly through a whole year and International one was held a few times a year including online or TV conference to discuss and solve the issues.

③ 2012, April CAMPUS-Asia office in KU has officially opened with three teaching staff and three supporting staff to operate CAMPUS-Asia EEST program in KU.

④ 2012, April~July, November~2013, February Special English training course to improve English skill for EEST Asia course students has been provided. Lessons for listening, speaking and writing have been made by native English teachers and an e-learning system, ALC TOEIC2000 for TOEIC exercises, is introduced. Achievement of English skills of students will be analyzed and reviewed by periodical TOEIC tests.

⑤ 2012, August The Agreement on Student Exchange among three universities was entered into force on August 20, 2012. Based on this agreement, three universities have prepared international collaborative education programs including summer school, students exchange and Autumn Seminar.

⑥ 2012, August The 1<sup>st</sup> summer school was hosted by PNU for 10 days in the mid-August. Total of 42 students (21 from KU, 10 from SJTU and 11 from PNU) attended three study courses including exercises and scientific tours instructed by professors from three universities. After marking or evaluation for three courses, all students were awarded three credits together with the Certificate of the completion.

⑦2012, September~2103, February

Reciprocal student exchange took place. The three universities had a reciprocal arrangement whereby they exchanged three students each. During their staying as the exchange students at a host university, all students studied according to the curriculum in English prepared by each university separately. Simultaneously, they were supervised by one or two professor(s) of a host university to make laboratory work such as experimental studies and theses. Their academic achievement was approved by awarding credits and Certificate for the completion of the curriculum course in each university.

⑧2012, November Establishment of EEST international course which consists of both DD course and non-DD course from FY 2013 was approved in KU.

⑨2012, September~2103, February A supporting system for exchange students was implemented effectively through their staying at host university. CAMPUS-Asia office and Domestic PDCA committee are always taking care of the exchange students and remote care and advice were made by using TV communication system occasionally. In addition, teachers of home universities occasionally visited host universities to watch their students.

⑩2013, February Framework Agreement aiming for Double Degree among three universities entered into force on February 18, 2013, and EEST course in KU with new curriculums for DD and non DD courses will be realized from April 1. At the same time, General overview was carried out at the international PDCA committee meeting and its review was shared among the universities for the improvement.

⑪2013, February In FUKUOKA-BUSAN FORUM, which is one of the most important international enterprises between local governments of Fukuoka and Pusan, CAMPUS-Asia EEST program was introduced and succeeded in getting full support from the Forum.

⑫2013, February Autumn seminar called CSS EEST 14 was jointly organized with CAMPUS-Asia EEST program and Interdisciplinary Graduate School of Engineering Sciences, KU. 55 KU students, 38 PNU students and 22 SJTU students attended including 12 EEST course students.

⑬2013, February The external review by evaluation committee for international education and research programs in KU was conducted. CAMPUS-Asia EEST program was highly evaluated and some suggestion for improvement of the program was given.

⑭ All activities are posted on web sites below

HP (<http://www.tj.kyushu-u.ac.jp/campus-asia/>) , and face book

( <http://www.facebook.com/kucampus.asia>) which are also used for communications with the students studying in a host university.

⑮ Recruitment of EEST-Asia course students both for DD and non DD course in KU has started.

Based on MOU for DD, admission of DD course students from SJTU was approved and they will enroll in KU from April 1, 2013.

⑯ A summary report of all activities from the adoption on December, 2011 to the end of FY2012 was issued and distributed to the related sections/partners including MEXT, NIAD, and others.

‘CAMPUS Asia’ 1<sup>st</sup> Monitoring in Japan  
**Summary of Self-Analysis Report**

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

**Ritsumeikan University**

**1. Participating universities and academic departments in the project**

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

**2. Outline and progress of the project**

**1) Project outline**

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

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

Talented people are needed

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

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

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

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

Enhancement of the program:

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

Efforts related to program implementation:

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

Assessment academic achievement

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

System to ensure program quality

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

### Appendix 3: Overview of CAMPUS Asia Pilot Programs

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Following English documents are overviews of program activities up to 2012 academic year (April 2012-March 2013) by program providers.

- ➔ These documents are available from JSPS\* website in PDF format:  
[http://www.jsps.go.jp/j-tenkairyoku/concept\\_list2.html](http://www.jsps.go.jp/j-tenkairyoku/concept_list2.html)

\*JSPS: Japan Society for the Promotion of Science





# Re-Inventing Japan Project

CAMPUS Asia Pilot Program

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

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

【Project Aim】

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

【Summary of project】

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

## ■ Forming the University Network with Quality Assurance

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

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

### ○ Summer School, Language Education and Internships

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

Students are encouraged to take internship whenever possible

### ○ Human resource capabilities

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

## ■ Activities in the Academic Year 2012 and Progress Report

( With other PKU students )



○ **Exchanges:** Commenced exchanging students between the three countries (CJK).

○ **CAMPUS Asia Summer School (CASS):** Summer School held at SNU, August 2012.

○ **Dual Degree Memorandum (DD MOU):** DD MOU was signed August 2012 with SNU, and in March 2013 with PKU.

○ **Master of Public Policy, Campus Asia Program (MPP/CAP):** A new program has been set up to admit students from 2013.

(Summer School 2012 in SNU)



## ■ Student-Mobility

### ○ Outbound

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

### ○ Inbound

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

	2011	2012	2013	2014	2015
Accepted number in Japan	C0 K0	C5 K3	C10 K10	C11 K11	C12 K12
Accepted number in China	J11 K0	J3 K5	J7 K5	J11 K5	J14 K5
Accepted number in Korea	C0 J11	C10 J18	C5 J8	C5 J11	C5 J15

Note : FY2011-2012 results, FY2013 -2015 planned  
Number of students attending only summer school included.

## ■ Flexibility, Expanding Options and Support

○ **Japanese Language Course:** GraSPP's Japanese Language Course is planned to avoid time conflicts with other classes.

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

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

<http://www.pp.u-tokyo.ac.jp/campusasia/index.html> (English version is currently under development)

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

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

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



## Tokyo Institute of Technology International Education Program for Research Advancement: Conceptual Overview

Project Name: (Type A-1)

TKT CAMPUS Asia Consortium

### Project Overview

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

### ■ Program objectives and model for developing human resources

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

The type of human resource to be developed under the project is a global leader who has grounding in-depth knowledge in the fields of science and technology and can be an active, international leader in university, corporate, government and other institutions and organizations. To achieve this objective, the project offers start-to-finish career guidance that begins by motivating the students.



### ■ Formation of a framework for inter-university exchange with quality assurance

#### ○ Approach to the assurance of quality

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

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

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

#### ○ Development of a framework of higher-level exchange

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

Summer program students in group discussion



### ■ Making educational content visible and communicating results

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

For the implementation of its programs, the project has established a unique website associated with the existing Tokyo Institute of Technology English website and those of its partner universities, providing information to a wide demographic extending beyond participating students. Moreover, the use of *Study and Research Plans/Records*, as well as grade management, are presented in a form that is easily accessible to other universities. Success of the program will be measured by the realization of global human resources with in-depth knowledge in the fields of science and technology who can take on global leadership roles. Future goals include the building a network of global human resources.

### ■ Preparations to support the exchange of outgoing Japanese and incoming international students

#### ○ Preparations to support outgoing Japanese students

The project has established an English preparatory course to boost the language skills of students wishing to study abroad. Academic and other advisors counsel students while they are studying abroad. The project also offers students academic and general consultation through means such as email while they are abroad, and supports them upon their return with advice on careers provided by career advisors.

#### ○ Support structure for incoming international students

In addition to posting program content on its website, the project is working toward the smooth acceptance of international students through close communication with partner universities. During students' studies in Japan, the project appoints Tokyo Institute of Technology students in related fields as tutors, and provides advice from career advisors.

### ■ Student mobility in exchange programs

#### ○ Outgoing Japanese students

In fiscal year 2012, the project sent 5 students to Tsinghua University and 7 students to KAIST (for a total of 12 students).

#### ○ Incoming international students

In fiscal year 2012, the project received 7 students from Tsinghua University and 8 students from KAIST (for a total of 15 students).

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

Note : FY2011-2012 results, FY2013 -2015 planned



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

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

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

**【Summary of project】**

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

### ■ Forming the University Network with Quality Assurance

#### ○ Double Degree Program

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

#### ○ Exchange Program

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

#### ○ Short-term Exchange Program

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

(BEST Symposium in PKU, May 2012)



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

(DBiA, Tokyo Module, Aug 2012)



#### ○ Short-term Exchange Program “DBiA”

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

### ■ Student-Mobility

#### ○ Outbound from ICS

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

#### ○ Inbound to ICS

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

	2011	2012	2013	2014	2015
Accepted number in Japan	C0 K0	C 10 K 10	C 13 K 13	C 13 K 13	C 13 K 13
Accepted number in China	J 0 K -	J 12 K -	J 13 K -	J 13 K -	J 13 K -
Accepted number in Korea	J 1 C -	J12 C -	J13 C -	J13 C -	J13 C -

【Note】 FY2011-2012 : results, FY2013 -2015: plan

### ■ Promotion of Student-Mobility Environment

#### ○ Travel Fee will be covered for outbound Students from ICS

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

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

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

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

#### ○ Development of Curriculum and Joint Research Projects

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

#### ○ Alumni Network and Reuniting Events for ABLP

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





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

Northeast Asian Consortium for Policy Studies

【Aim of project, Ideals of Global Human Resource】

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

【Summary of project】

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

■ Forming a University Network with Quality Assurance

○ Strengthened Academic System

Improved the academic and thesis advising system by hiring a full-time professor who specializes in finance.

○ Summer Program and Short-Term Seminars Promoting Student Exchange

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

■ Contents of the Programs

(SPPM Short-term seminar (above), KDIS special lecture at GRIPS (below))



○ GRIPS-KDIS Workshop Held at GRIPS (Aug 21-22, 2012)

Held a workshop with 25 participants from GRIPS and 20 from KDIS. Arranged a field trip to Toyota Motor Corporation and Okamoto Glass. Co., Ltd., special lectures, and an international exchange event.

○ GRIPS Students Join KDIS Summer Program (Aug 7-Sep 7, 2012)

Three students joined this program and attended seminars such as an OECD lecture and a Global Government Officials seminar.

○ CAMPUS Asia Seminar Held at SPPM (Sep 26-29, 2012)

Special lecture “NGOs in China” by Prof. Wang and other lectures. Participated in the event organized by SPPM students, deepened friendship and cultural understanding.

○ GRIPS-KDIS Special Lecture conducted at GRIPS (Oct 29, 2012)

“Development Consensus: a Korean Perspective” by Prof. Nam of KDIS

○ GRIPS-SPPM Special Lecture conducted at GRIPS (Jan 22, 2013)

“China’s Economic Development in the Future.” by Prof. Wei of SPPM

○ CAMPUS Asia GRIPS-KDIS Joint Seminar at KDIS (Mar 13-16, 2013)

Ph.D. students from GRIPS/KDIS made presentations on their study/thesis proposal. Organized a special lecture by a GRIPS professor, audited regular KDIS classes, participated in an international exchange event.

【Accepted number of students】

	2011	2012	2013	2014	2015
in Japan	C0, K0	C0, K23	C10, K10	C10, K10	C10, K10
in China	J7, K1	J11, K3	J10, K5	J10, K5	J10, K5
in Korea	J9, C0	J20, C0	J10, C5	J10, C5	J10, C5

Note: FY2011-2012 results, FY2013-2015 planned

■ Student Mobility

○ Outbound

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

○ Inbound

Double degree program students from KDIS. GRIPS workshop participants from KDIS.

■ Promotion of Student-Mobility Environment

○ Amendment of school codes based on CAMPUS Asia program

Established a new regulation for scholarships for students from KDIS/SPPM. Amended the credit transfer system to enable credits earned at KDIS/SPPM to be transferred to GRIPS.



(GRIPS-MOFA Joint Discussion Forum)

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

○ CAMPUS Asia Promotion using Homepages and other media

For further promotion, added the voices of participants in new CAMPUS Asia leaflet, ‘International Development Journal’, ‘CLAIR Forum’, and ‘Shinken-Ad’. Established automatic homepage renewal system for swift update.

○ CAMPUS Asia GRIPS-MOFA Joint Discussion Forum conducted at GRIPS (Feb 25, 2013)

Fifteen government officials from Japan, China, and Korea, and 15 GRIPS students had a discussion about the future of trilateral cooperation among Japan, China, and Korea and the importance of trilateral cooperation in the CAMPUS Asia program.

〈KDIS Summer Program Participants〉







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

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

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

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

**【Summary of project】**

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

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

**○ Japan, China, and Korea Quality Assurance Council**

The Quality Assurance Council, composed of partner universities in China, Japan, and Korea, held two meetings to discuss various topics. The council was held in July in Seoul to discuss the progress of preparation, and once more in March in Beijing, to discuss credit acquisition and quality of education for students.

〈5<sup>th</sup> QA Council in Beijing (March)〉



**○ Dean's Meeting**

This meeting is held for graduate school of law chiefs and school of law chiefs at universities of the three countries to understand the significance of the project, share their views on the project's future prospects, and to discuss realistic measures. The 2012 meeting was held December in Nagoya, where various topics such as curriculum, exchange, and prospects of building an East Asian educational network were discussed.



〈3<sup>rd</sup> Dean's Meeting in Nagoya (December)〉

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

〈 International Summer Seminar 〉



**○ International Summer Seminar**

From August 5th to the 30th, Nagoya University hosted the International Summer Seminar providing English lectures on law and political science, as well as research visits to companies, courts and bar associations. 9 students each from China and Korea participated in this program, as well as many Japanese students. Preparation for the August 2013 program is in progress.

**○ Preparatory training program**

9 students participated in this program at Renmin University (Mar. 11-20) of China, and 5 at Sungkyunkwan University and Seoul National University (Feb. 21-Mar. 2) in Korea, attending lectures, student exchanges, and visits to jurisdictional facilities (court, law firm, etc.).

**■ Student-Mobility**

**○ Outbound**

As an one year exchange program, 4 Japanese students to Renmin University of China and 5 to Sungkyunkwan University of Korea were sent, and one to Shanghai Jiao Tong University of China from February. Also, 9 undergraduate students to China and 5 to Korea were sent for the prerequisite training program, and 7 to China and 4 to Korea were sent for the adjunct program for graduate students.

**○ Inbound**

In August, 5 undergraduates and 4 graduate students from China and Korea each participated in the ISS. For the one year exchange program beginning in October, 4 students from Renmin University and one from Shanghai Jiao Tong University, 4 students from Sungkyunkwan University and one from Seoul National University were accepted.

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

Note : FY2011-2012 results, FY2013 -2015 planned

**■ Promotion of Student-Mobility Environment**

**○ Preparatory Education**

For prospective Japanese students that wish to be sent, lectures on law, political science, the languages of each country, and English are provided for a total of 7 hours per week a year before their departure. Special lectures from invited scholars are also held once every two months.

**○ Committee for credit accreditation**

To establish a system so credits obtained by students at their host university can be transferred smoothly, a committee meeting is held periodically in the department of Law.

**○ Improvement of Japanese education for accepted students**

As well as being able to take Japanese classes that are provided at the Education Center for International Students, our original classes are provided. Liberal arts courses are also open to students who wish to improve their Japanese to an academic level.

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

While our homepage provides information regarding the purpose and activities of the program, the outcomes and educational activities are informed in public relations events such as school events and seminars for high school students. Reports on Dean's meetings and the International Summer Seminar are also widely distributed to related institutions.



【Type of the Project】 ( (Adopted year: FY2011, Type A - I CAMPUS Asia Pilot Program)

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

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

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

【Summary of project】

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

## Forming the University Network with Quality Assurance

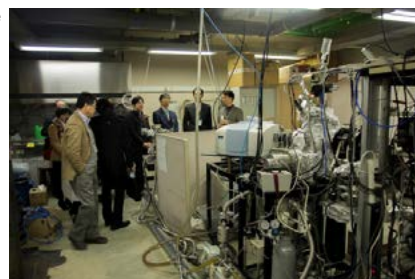
### Consortium of 6 top level universities (2 each from Japan, China and Korea) in the field of Chemistry and Material Science

Shanghai Jiao Tong University, Nanjing University, Seoul National University and POSTECH participate in the Project from Chinese and Korean side, respectively. Together with Nagoya University and Tohoku University these 4 Universities from China and Korea agreed to exempt tuition fees for the exchange students. In a "Joint Exchange Agreement" the Universities of the Consortium unified their approaches to the credit and grades system for the Exchange Students.

### Exchange of Top-Class Students

It is supposed that each country would choose the best students for the participation in the Project. This Program involves improvement of language abilities that will help to destroy any language barriers on the way of bringing up globally thinking chemists. Associate Professors with the experience of teaching in English are hired by our Program to give lectures in English. Besides, along with the Joint Symposia, "Educational Research Trips" to China and Korea are organized. In addition, "D2 Conference" is organized to give an additional opportunity to D2 students to train their skills in oral English presentations.

(During "Educational Research Trip" in Seoul National University)



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

(Participants of the 2<sup>nd</sup> Joint Symposium; March 2013, Nanjing, China)



### Joint Symposia

"Kick-off Symposium" took place on March 12-13, 2012 in Nagoya University. About 100 professors and students participated in the Second Joint Symposium held on March 12-13, 2013 in Nanjing University (China). The 3<sup>rd</sup> Joint Symposium will take place in November 2013 in Seoul National University.

### Network facilities for real time communication

In order to be able to make possible a real time communication with the exchange partners, a TV conference system for international seminars has been established in Japanese Universities. It is planned to extend this system to China and Korea

### Smaller Conferences

Specialized meetings with smaller number of participants will be organized for the discussion of research cooperation, e.g. before the Joint Symposia.

## Student-Mobility

### Outbound

As a rule, graduate students are selected for the exchange program. They can choose themselves a laboratory for their visit. Together with the research activities they are supposed to attend specialized courses in the Universities which they are visiting receiving credits for that. In 2012 seven students were sent abroad.

### Inbound

Foreign students are encouraged to visit Japanese Universities. In 2011 only one visiting student from China has been accepted, in 2012 the whole number of visiting students from China and Korea was 17.

	2011	2012	2013	2014	2015
Accepted number in Japan	C1,K0	C15,K7	C6,K6	C6,K6	C6,K6
Accepted number in China	J0,K0	J19,K3	J6,K5	J6,K5	J6,K5
Accepted number in Korea	J0,C0	J12,C3	J6,C5	J6,C5	J6,C5

Notes: White numbers - accomplished exchanges; grey numbers – planned exchanges.

## Promotion of Student-Mobility Environment

### Nagoya University and Tohoku University

In both Universities English classes led by foreign teachers via G30 Program are available. Further international activities are promoted in terms of intensive internationalization. International dormitories are provided for the visiting students.

### Short Stay/Short Visit Program (SSSV)

In 2012 the cooperation with Short Stay/Short Visit (SSSV) program has been accepted in terms of the present Project. This helped to organize a system of accepting and sending abroad students for the periods less than 3 months. In 2012 7 students have already been accepted in Japan, and 5 Japanese students went abroad using this opportunity. The SSSV Program will be further used in 2013 and later when it will be expedient.

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

### Direct dissemination of information via Home Page and Joint Symposia

Campus Asia home page has been launched in 2011 that creates conditions for the rapid and effective exchange of information. In addition, a home page of the Campus Asia Project in Tohoku University is available. Such important events as Joint Symposia of Educational Research Trips are illuminated at the home page. Materials prepared with the help of the visiting students from abroad help to extend the bounds of the scientific cooperation and students exchange.

URL Campus Asia Home Page  
Tohoku University Campus Asia Home Page

<http://campusasia.apchem.nagoya-u.ac.jp/>  
<http://irem.pharm.tohoku.ac.jp/~campusasia/>



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

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

**【Ideals of Global Human Resource on the project】** Individuals who have gained:  
 (1) technical knowledge and practical skills for risk management-related matters at the time of not only a natural disaster but also economic and social crises;  
 (2) expertise in social sciences, including economics, political science, human resources, and development management mainly related to Japan, China, and South Korea;  
 (3) a level of communication skills sufficient to support policy implementation in English and the local language in addition to their own native language; and  
 (4) an understanding of different cultures; the capability of working at a public institution, international organization, or NPO to analyze issues and situations at the time of crises; and abilities in global leadership in policy formulation and in decision making with courage and determination in the face of crises.

**【Summary of project】** Kobe University, Fudan University, and Korea University are working together to roll out high-quality education by implementing a graduate student exchange program and a double degree program with the aim of training “risk management experts” working in an international capacity.

### ■ Forming the University Network with Quality Assurance

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



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



**○ Organizing an international symposium:** A joint international symposium by three universities, one each from Japan, China, and South Korea, was held in Shanghai on November 9, 2012. With the participation of more than 60 faculty members and graduate students from these three countries, the symposium confirmed the need for close cooperation among the three universities regarding risk management.

**○ Researching and interacting with universities outside of the consortium:** The trends at other universities were researched, and a wide range of exchanges, such as the invitation of risk management experts to Kobe University, were facilitated with Peking University in China, Seoul National University, Hongik University, Chung-Ang University in South Korea, and the University of Malaya in Malaysia.

**○ Organization of risk management seminar:** Six risk management experts from Japan and abroad were invited, and seminars were organized at GSICS, Kobe University, in order to promote the development of professional networks and the sharing of research and practice results from an inter-disciplinary perspective.

### ■ Student-Mobility

**○ Outbound :** In 2012, Kobe University sent two double-degree students and one exchange student to Fudan University (one year), and two double-degree students (one year) and one exchange student (half a year) to Korea University.

	2011	2012	2013	2014	2015
Accepted number in Japan	0	C3,K5	C8,K8	C8,K8	C8,K8
Accepted number in China	0	J3,K5	J8,K8	J8,K8	J8,K8
Accepted number in Korea	J1	J3,C3	J8,C8	J8,C8	J8,C8

**○ Inbound :** Three double-degree students (one year) from Fudan University and one double-degree student (one year) and one exchange student (half a year) from Korea University were accepted in September 2012. Three exchange students from Korea University (half a year) were accepted in March 2013.

Note : FY2011-2012 results, FY2013 -2015 planned

### ■ Promotion of Student-Mobility Environment

**○ Establishment of the “CAMPUS Asia Office”:** The CAMPUS Asia Office was launched with dedicated personnel who have education experience in China, South Korea, and the U.S.A. in order to assist potential candidates and the CAMPUS Asia students in aspects concerning academics and life support.

**○ Development of a pre-education curriculum:** The CAMPUS Asia office offered students pre-education programs, such as language training programs and seminars for research plan preparation.

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

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

**○ Setting up an information sharing platform:** The program’s brochure and newsletter were published in both English and Japanese. The program’s website (<http://www.edu.kobe-u.ac.jp/gsics-cp-asia/index.html>) and a Facebook page were also launched for online information sharing.

**○ Evaluating the Kobe University’s CAMPUS Asia Program from a global perspective:** The second external evaluation committee meeting and an international symposium were held in February 2013 by inviting scholars in higher education and experts from Japan, other parts of Asia, and the U.S.A. in order to discuss globalization practices in higher education across the world. In addition, issues that needed to be considered for the future operation of the CAMPUS Asia Program in Kobe University were identified through feedback from evaluation committee members.





# Re-Inventing Japan Project

## CAMPUS Asia Pilot Program: Okayama University

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

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

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

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

### 【Summary of project】

In order for the development of the aimed human resources, the program conducts exchange of student and education on the high level, creating a common academic system for academic credit, grade record management, and degree award.

## ■ Forming the University Network with Quality Assurance

### 1 Common Educational System in East Asia

Three universities are working towards to establish common educational system through common textbooks and curriculum.

### 2 Development of Human Resource for Problem-solving

We have conducted Student Forum (Conference), workshop, regional conferences for the students to work on the common issues in the region.

### 3 Evaluation, Grade-Transfer

Common educational system has been developed through the exchange of the information regarding evaluation, grade-transfer, syllabus.

〈 Products of the Project 〉



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

〈 Student Workshop in China & Korea March, 2013 〉



### 1 Student Exchange

Long-term and short-term student exchanges have been conducted, which involves higher academic pursuit, language study, and cultural experiences.

### 2 Conference, Seminar, Workshop

Various opportunities for the students of the three countries have been set such as summer seminar, 3 regional conferences, follow-up seminars, 1-week workshop in China and Korea, student forum.

## ■ Student-Mobility

### 1 Outbound

Dispatched Long-term: 9 students to Jilin University (China), 11 students to Sungkyunkwan University (Korea).  
Dispatched Short-term: 39 students to Jilin, 41 students to Sungkyunkwan.

### 2 Inbound

Accepted Long-term: 6 students from Jilin, 5 students from Sungkyunkwan.  
Accepted Short-term: 34 students from Sungkyunkwan.

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

Note : FY2011-2012 results, FY2013 -2015 planned

## ■ Promotion of Student-Mobility Environment

### 1 Outbound

A dedicated office/personnel/faculty is set each of Jilin and Sungkyunkwan as well as at Okayama University. Preparatory education is provided at Okayama University for the students to be dispatched.

### 2 Inbound

Campus Asia office and staff is dedicated to provide any necessary support and information to the accepted students. Student support including accommodation and scholarship as well as various students needs are well taken care of.

〈 Long-term Exchange Students 〉



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

### External Review, Publication of the Review

International Review Board organized in 2012 conducted the annual review in March, 2013 by the three international reviewers. The program activities have been publicized on the website regularly.





# Overview of Campus Asia Project in Kyushu University

## CAMPUS Asia Pilot Program



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

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

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

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

To cultivate individuals to become scientists and engineers in leadership positions with (1) highly specialized expertise and research development skill based on the expertise, (2) fully understanding in EEST field with deep insight ,(3) globally competent English skill and (4) wise and compliance in global world

【Summary of project】

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

### ■ Construction of the framework of DD course with quality assurance

#### ○ Framework agreement for the Double Degree program

Framework Agreement aiming for Double Degree from two universities among 3 universities entered in force at February 18, 2013, and EEST course was established in KU with new curriculums for DD and non DD courses.

#### ○ Establishment of EEST course in KU

From FY 2013, EEST international course has been established in KU, which consists both DD and non-DD courses.

#### ○ Preparation of Curriculum for EEST program with quality assurance

To realize DD and non DD courses in EEST program, Curriculum, Credits award and way of Degree award with quality assurance are established after discussions among 3 universities.



〈 DD Singing Ceremony at KU〉

### ■ Contents of EEST course program, and trial-run in FY 2012

#### ○ Summer School

The 1<sup>st</sup> Summer School hosted by PNU for 10 days in the mid August. 3 credits and the Certificate of the completion were awarded to them.

#### ○ Students Exchange

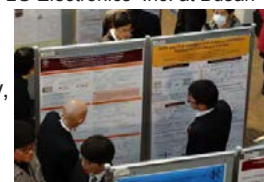
Each 3 Universities dispatched 3 students and accepted 3 students to/from for one semester in FY 2013 as the trial-run for future DD course. The exchange students participated in the curriculum course for future DD students.



〈 Tour to LG Electronics Inc. at Busan 〉

#### ○ CSS - EEST#14 (Autumn Seminar )

To enhance international students exchange, KU held CSS (Cross Straights Symposium) EEST #14 with 22 SJTU students, 38 PNU students and 55 KU students on 18-19 February, 2013.



〈 CSS EEST, Poster display session 〉

### ■ Implementation of EEST course aiming Double Degree

#### ○ Students Exchange for DD program

Each university will admits 5 students each from the other two universities as DD program students from FY 2013. Accordingly each 5 students of SJTU and PNU will be enrolled at KU from April and October, respectively and will stay for one semester as exchange students.

#### ○ EEST course program for non DD students

To encourage international student exchange, non DD program is also provided and the course students will take the same curriculum in KU including the attendance of summer school and autumn seminar .

	2011	2012	2013	2014	2015
Accepted number in Japan	C10 K10	C25 K41	C6 K6	C27 K27	C7 K7
Accepted number in China	0	J3 K3	J26 K26	J7 K7	J7 K7
Accepted number in Korea	0	J24, C13	C6 J6	C7 J7	C25 J37

〈Note : FY2011-2012 results, FY2013 -2015 planned〉

### ■ Promotion and Encouragement of EEST Course student and Student care system

#### ○ Promotion and Encouragement

All students including DD course students belonging EEST course will be awarded the certificate of “Completion of the EEST course” signed by three representatives of KU, PNU and SJTU. Special care and a recommendation letter will be given for their Job hunting. .

#### ○ Students care system in KU

Three teaching staffs (one Prof. and two Assoc. Profs) and three administrative staffs specialized to Campus-Asia are always watching and supporting foreign students, responding to their requests, and encouraging their studies.

#### ○ English Education

To improve English skills for EEST course students, English Education classes taught by native English teachers are prepared.

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

#### ○ Publicity Activities

HP(<http://www.tj.kyushu-u.ac.jp/campus-asia/>), FB([www.facebook.com/kucampus.asia](http://www.facebook.com/kucampus.asia)) and brochures are used to introduce our activities.



**[Name of project]** (CAMPUS Asia Pilot Program selected in AY 2011)

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

**[Program purpose and vision for participants]**

The program is designed to nurture East Asian leaders for the next generation who have insight into regional issues, knowledge of humanities, and a good command of three languages: Korean, Chinese and Japanese.

**[Program concept]**

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

**■ Network of Participating Universities to Ensure Program Quality****○ Tri-nation joint university faculty meeting**

The three universities jointly hold faculty meetings to discuss the operation of the campus mobility system, the core of the program, as well as the course policy. (Held three times: Jun. 2012 in Ritsumeikan University (RU), Sep. 2012 in DSU, Feb. 2013 in GDUFS)

**○ Working-level Meetings using remote system**

On-site staff members at each university conduct meetings with the use of a remote system in preparation for the Tri-nation joint university faculty meetings. (Held three times: May, Jul. and Oct. 2012)

**○ Establishment of joint online system**

In the joint website, course syllabi, course registration, grade information and other information are uploaded in Japanese, Chinese and Korean. The host universities provide computers, allowing students in each of the countries to access the system.

(Joint faculty meeting held at DSU)

**■ Exchange Programs**

(Class held in China)

**○ Orientation/short stay**

In the orientation for the joint campus program, students from all three universities attended courses for one week in each country in August 2012.

**○ Candidate training courses**

Lectures are offered to candidates to acquire skills necessary to participate in the program and to motivate them to study independently.

**○ Joint campus program**

The AY 2013 joint campus program started in February 2013 at GDUFS. Unique features of the program are that students from the three countries visit each country, learn about the countries using the local language, and build strong friendships through living together.

**■ Student Mobility in Exchange Programs****○ Japanese students sent**

Aug. 2012: 17 students sent to China and Korea for the orientation/short stay.

Dec. 2012: 4 students sent to China and 4 students to Korea (total of 8).

Feb. 2013: The 8 students sent to China to attend the first semester of the joint campus program.

Aug. 2012: 4 upper-class students sent to Korea to participate in the TA development program.

Feb. 2013: 15 students sent to Korea.

**○ International students accepted**

Orientation/short stay: 15 Korean students and 20 Chinese students accepted at RU.

Joint seminar: A total of 39 students from Korea and China accepted.

# of students accepted	2011	2012	2013	2014	2015
Japan		C40,K34	C35,K30	C35,K30	C30,K25
China	K20,J16	K25,J29	K30,J30	K10,J10	K25,J25
Korea		J41,C33	J10,C15	J30,C35	J5,C5

Note: For 2011 and 2012, the figures indicate actual results and for 2013 - 2015, the figures are estimates.

**■ Language Support****○ Language courses tailored for CAMPUS Asia program**

Multi-level language courses for each language established exclusively for students who wish to participate in the CAMPUS Asia Program.

**■ Disclosure of Educational Content and Outcomes****○ Creation of learning agreement**

The CAMPUS Asia Program summary, schedule and course descriptions are listed in the learning agreement.

**○ Launch of website and blog**

Events and program details are posted in our CAMPUS Asia Program website. During the first semester of the joint campus program, students posted weekly articles about their studies and experiences at the host universities.

(<http://www.ritsumei.ac.jp/campusasia/>)

**○ CAMPUS Asia booklet series issued**

A series of booklets featuring special lectures and the kick-off conference have been published.





**'CAMPUS Asia' Monitoring on Quality Assurance**  
- Collaboration among Japan, China, and Korea -  
**Overview of the First Monitoring in Japan**

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

1-29-1 Gakuen-nishimachi, Kodaira, Tokyo 187-8587 Japan  
<http://www.niad.ac.jp>