

# Inter-University Exchange Project (Selected in AY2016) Ritsumeikan University Initiative Overview'

## Support for the Formation of Collaborative Programs with Universities in Asia

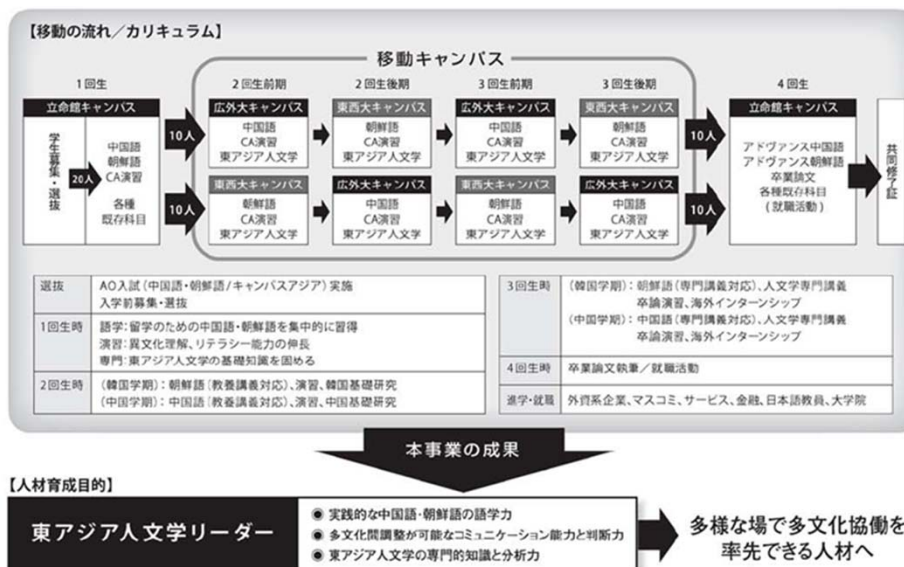
### [Project name]

AY2016 Ritsumeikan University (Type A – (1)CAMPUS Asia)

Roadmap for Korea–China–Japan joint campus program to foster leaders in the humanities for East Asia

### [Overview of the operations]

By newly carrying out the following project (see “Features of the project”) based on the pilot program, which had students of the three countries transfer between Japan, China, and Korea to study humanities together on the local language, we will build a sustainable educational model (CAMPUS Asia “Ritsumeikan Model”) and aim to advance the CAMPUS Asia (hereinafter “CAP”) base.



### [Overview of the exchange program]

This project is based on an international education system jointly run by three universities and which builds on a previous pilot program. Human resource development objectives common to the three universities are established to “train leaders in East Asian humanities” through the study of humanities and multiple languages in an integrated four-year curriculum which includes the Mobile Campus program for the second- and third-year students of the university. In addition to establishing common and uniform curriculum content, academic results management (common GPA), and credit award criteria for the language and humanities courses, the program puts much emphasis on the outstanding features and peculiarities of each university.

The scope of student exchange activities will be expanded from the pilot program, and in four years, 60 students from the three universities will be graduating every year to form a growing human resource bank spanning three countries. These human resources could well become part of an exchange platform extending over East Asia as well as play an important role as an access point toward global communication. By maintaining and further developing the cooperative structure through which companies, municipalities, and graduates offered their support during the pilot program, we will organize a closely intertwined tripartite (industry–academia–government) collaborative structure which will allow us to run the program while obtaining constant assistance and advice.

### [Human resources the project aims to foster]

Through the promotion of a deep understanding of the Japanese, Chinese, and Korean language, culture, history, and society, the program will help students develop high communication skills as well as understand each other's position and way of thinking. It will further foster outstanding human resources that can engage in future international collaboration such as multicultural exchanges, education, and research.

### [Features of the project]

#### (1) Increase in the number of exchange students, extension of the study period abroad, and implementation of AO entrance examinations

Ten students from each university took part in the program during its pilot program. The number will double to 20 for a total of 60 students transferring between the three countries and learning from each other. In addition, the study period overseas will also double: the Mobile Campus will last for two years. AO selection entrance examinations targeting experienced Chinese language and Korean language students will be implemented, and a plan that integrates continuous learning from high school to university will be promoted.

#### (2) Systematization of pre-dispatch education and diversification of special lectures on East Asian humanities

Before taking part in the Mobile Campus, first-year students will strengthen their knowledge of two foreign languages. Small-group education will also be implemented to help cultivate skills such as cross-cultural understanding and multicultural adjustment. In addition, once the Mobile Campus program is in place, a curriculum specially designed to promote a deep understanding of East Asian humanities will be offered to the students of our university as well as to the Chinese and Korean CAP students so that they can learn together in the same classroom.

#### (3) Mobile Campus peer learning and peer support systems

Japanese students other than the CAP students will build a peer-support system intended to help Chinese and Korean CAP students with academic and everyday issues they may face.

#### (4) Analysis and publication of educational outcomes

A joint study by researchers focusing on this project will be conducted, and the outcomes of the program will be made available to the public at large.

#### (5) A stable management structure leading to quality assurance of education

The activities carried out during the pilot program by the joint council consisting of faculty members from the three universities will be enhanced, and cooperative efforts with respect to curriculum design and academic results management will be further bolstered.

#### (6) Career development support

Internships at home and abroad as well as career seminars held in cooperation with the CAP OB and OG will be offered, and the CAP students will be provided with the opportunity to work on developing a clear career vision.

[Expected number of exchange students] <Type A – (1)>

	2016	2017	2018	2019	2020
Acceptance in Japan (J)	C 0	C 20	C 40	C 40	C 40
	K 0	K 20	K 40	K 40	K 40
Acceptance in China (C)	J 10	J 30	J 40	J 40	J 40
	K 10	K 30	K 40	K 40	K 40
Acceptance in Korea (K)	J 10	J 30	J 40	J 40	J 40
	C 10	C 30	C 40	C 40	C 40

# 1. State of Progress of the Initiatives (AY2016)

[Ritsumeikan University]

[Roadmap for Korea–China–Japan joint campus program to foster leaders in the humanities for EastAsia]  
(Selection year: AY2016; [Type A-1 CAMPUS Asia])

## ■ State of implementation of the exchange program



<Students interacting during a language course specially designed for the CAP students.>

### ○ Mobile Campus pre-dispatch education

Small-group seminars were offered specifically to the CAP students. In addition to teaching basic as well as specialized knowledge of East Asia, pre-dispatch education provided students with better information collection, presentation, and cross-cultural understanding skills. In addition to the regular foreign language courses of the College of Letters, language courses specially designed for the CAP students were offered in order to enhance language education.

### ○ International peer support

Chinese and Korean exchange students studying at our university acted as assistants and provided valuable help with conversation practice in the language courses specially designed for the CAP students. In addition, a group of 21 supporting students was formed in AY2017 to help Chinese and Korean CAP students studying at our university with academic and everyday issues they may face. By enhancing this organization, we were able to systematically organize the structure in place to help the visiting students.

## Student mobility during the exchange program

### ○ Dispatch of Japanese students

Two groups of ten students were each dispatched to Guangzhou (China) and Busan (Korea) under the “CAMPUS Asia Mobile Campus (spring semester)” program. Initiation workshops lasting two weeks were also held in China and Korea between the end of August and the middle of September. In addition to taking language classes, the CAP students could familiarize themselves with the lifestyle of the host country they will be going to from next year, both important steps in getting ready for their Mobile Campus experience.

### ○ Dispatch and acceptance of students other than those taking part in the Mobile Campus

The following number of students were dispatched: 18 to China and 39 to Korea for programs lasting about one week; 16 to China and 28 to Korea for programs lasting about two weeks; 12 to China for programs lasting about one month; and 7 to China and 6 to Korea for programs lasting one semester. As for acceptance, we received the following number of students: 2 from China and 3 from Korea for the master’s multiple degree program; and 20 from Korea for the one-week Japan–Korea–China Cooperation Course held as an intensive summer course.

### ○ Acceptance of international students

In Japan, no international students were accepted in AY2016 because the “CAMPUS Asia Mobile Campus (spring semester)” program only started in April 2017. Consequently, the CAP students from China and Korea entered the dormitory of our university in mid-March 2017.

## ■ Initiatives to establish an inter-university exchange framework accompanied by quality assurance

### ○ Joint council of faculty members and meetings with coordinators from the three universities

A meeting of the joint council consisting of faculty members from the three universities was held at Dongseo University at the end of October. Also, in April and October, meetings (two in total) of the coordinators were held using the remote meeting system to discuss management results and issues at each university.

### ○ Program information sessions, study abroad information sessions, and student interviews

Information sessions were held before the recruitment of program students in order to avoid a mismatch between the interests of the applicants and the different specialties of the program.

In addition, as part of seminars specially organized for the program, lectures and study abroad information sessions by students who have studied abroad were held to share knowledge about academic and everyday matters abroad such as cross-cultural understanding and culture shock. Furthermore, interviews were held to ask students about the requests, doubts, insecurities, etc., they may have about the program, and their opinions were reflected in the way the program is run.

## ■ Improvement of the processes relative to the acceptance of international students and the dispatch of Japanese students

The details described in the planning records with respect to the acceptance of international students as well as the dispatch of Japanese students have been steadily implemented, including improvements made to the CAP Café (a room where CAP students can mingle) in order to promote exchanges and extra-curricular learning among the students. It is especially necessary that the three countries share more information about the procedures in order to further enhance the mobility of the students. In addition, it is necessary to enhance the internships offered at home and abroad as well as improve career education aimed at cultivating professionals who can handle international affairs. We plan to go forward while refining our analyses of the common traits of the CAP students as well as our vision of the human resources the project aims to foster.

## ■ Internationalization of the university due to the implementation of the project / Disclosure of information and dissemination of the results

The plan described in the planning records is generally progressing well. With respect to the improvement of the administrative structure, two professional staff were newly assigned, and staff training sessions were conducted at overseas universities. The program’s website has also been overhauled to provide information about the latest developments in a more reliable manner. We now need to promote exchanges with other domestic and international (not only China and Korea) educational institutions as well as further increase awareness about the academic content and results of our program. In the future, we will implement self-assessments of the organization and operations of the program as well as gather objective results while having language and cross-cultural education researchers ascertain the educational outcomes of our program. The results will then be communicated through our website, operating reports (in Japanese and English), and symposiums to make them available to the public at large.

## ■ Good practice, etc.

### ○ Support leaders and establishment of a supporting student organization

As mentioned above, an organization consisting of 21 supporting students was established in January to provide support to the CAP students coming from China and Korea in AY2017. In February, nine students from the three countries took part in an intensive course together. In March, the supporting students welcomed the Chinese and Korean students at Kansai International Airport and helped them settle at the international dormitory. The educational benefits and the significance of the program have greatly increased with the formation of the supporting student organization.

<Type A – (1)>

Number of students accepted in each country in 2016		
Country	Mobile Campus	Other Programs
Japan (J)	C 0 K 0	C 2 K 23
China (C)	J 10 K 6	J 53 K 0
Korea (K)	J 10 C 10	J 73 C 6



<Joint council meeting of faculty members from the three universities held in Busan, Korea.>

## 2. State of Progress of the Initiatives (AY 2017)

[Ritsumeikan University]

[Roadmap for Korea-China-Japan joint campus program to foster leaders in the humanities for East Asia]

(Year selected: AY 2016 (Type A-1 CAMPUS Asia))

### ■ Programs



<CA Coursework>

#### ○Beginning of Joint Campus and Student Learning

In China and Korea, CAP Students took special CAP language classes to improve fundamental knowledge in areas such as grammar and to cultivate practical language proficiency through presentations and discussions. In addition to language classes, they learned about the local culture, history, and society. Students from Japan, China, and Korea were divided into mixed groups where they conducted research and gave presentations together to deepen mutual understanding.

#### ○Joint Campus International Student Learning

CAP Students from China and Korea devoted their efforts to attain a command of Japanese through language classes and took special CAP courses including “CA Coursework” and “CA Japan Studies” to accumulate knowledge about East Asia and Japan. They also took general and specialized subjects related to East Asia and Japan that were offered by RU and realized the significance of studying humanities in the local language.

#### ○International Peer Learning and Peer Support

RU offered “CA Coursework” where CAP Students from China and Korea and Japanese Supporters (a student group that supports everyday life and learning of Chinese and Korean students) were able to create an environment where they could learn together. During the course, they learned about various issues related to East Asia and had discussions to deepen mutual understanding. Outside of class, the Supporters offered everyday learning support at the CAP Cafe. In addition, CAP Students from China conducted a training course in Chinese pronunciation for 2nd-generation CAP Students.

### Student-Mobility

#### ○Outbound

In the 1st round of the Joint Campus Program, 20 1st-generation CAP Students were divided into two groups with each group being sent to Guangzhou in China and Busan in Korea for six months each. In February 2018, the 2nd round of studying abroad for 1st-generation CAP Students commenced. In addition, 2nd-generation CAP Students completed their joint campus preparation program resulting in 10 students being sent to China and 9 students to Korea.

#### ○Inbound

RU accepted two groups composed of Chinese and Korean students for six months each. 20 students were from Guangzhou (China) and 14 students were from Busan (Korea).

#### ○Inbound and Outbound for Other Programs

RU sent 20 students to China and 37 students to Korea on one-week programs, 12 students to China and 18 students on two-week programs, 11 students to China on one-month programs, and one student to Korea on a one-semester program. RU received 2 students each from China and Korea through the Dual Master Degree Program (DMDP), and 34 students from China and 14 students from Korea for a week through the “Japan-Korea-China Joint Course - Summer Seminar”.

<Type A-1>

Number of Accepted Students in 2017		
Country Accepting Students	Joint Campus	Other Programs
Japan (J)	C 20 K 14	C 36 K 16
China (C)	J 26 K 23	J 43 K 0
Korea (K)	J 29 C 30	J 55 C 13

### ■ Forming the University Network with Quality Assurance

#### ○Joint University Faculty & Staff Meeting and Working-level Meeting

Continuing the trend from AY 2016, the three universities jointly held faculty and staff meetings at RU at the end of July 2017. In addition, working-level meetings were held twice, once in April and once in July (coinciding with the Joint Meeting).

#### ○Launch of the CAP Faculty Council

The “Campus Asia Faculty Council”, which is composed of faculty members in charge of CAP from each of the three universities, was launched. The Faculty Council had their 1st meeting using a remote meeting system. They shared information regarding the courses offered by each university, student management, and academic issues, and discussed how to improve the program.

#### ○Language Instructors Meeting

In early April, 15 faculty members in charge of courses related to CAP assembled to have meetings. During the meetings, the features of CAP were explained to new faculty members and information on classes was shared.



<The 1st CAP Faculty Council Meeting>

### ■ Promotion of Student-Mobility Environment

Faculty members in charge of CAP interviewed all CAP Students from China and Korea. They listened to requests about the program and received inquiries and offered support regarding life in Japan.

Full-time CAP faculty members visited the host universities, viewed classes, and interviewed students to check on their learning and life during the Joint Campus Program. After completion of studying abroad each semester, RU offered an intensive short-term course where students were able to reflect upon their study abroad experiences and the problems they faced.

### ■ Internationalization of the University / Information Disclosure and Publication of Outcomes

In order to strengthen the student support system, RU employed two full-time CAP faculty members who had studied in China and Korea and had a good command of the languages. In addition, language education/intercultural education researchers had individual interviews with CAP Students and conducted surveys. The results were analyzed and shared among CAP faculty members in order to bolster future achievements of the program.

### ■ Notable Developments

#### ○Study Abroad Debriefing Session

In late July, a study abroad debriefing session was held in the “Peer Learning Room” on the 1st floor of Ritsumeikan University Library. Japanese CAP Students who returned to Japan and Chinese and Korean CAP Students studying in Japan made research presentations based on their study abroad experiences. 2nd-generation CAP Students, non-CAP students, and high school students also participated in the debriefing session. Thanks to the study abroad debriefing session, details of the program became widely known.