

Shinshu University Advanced Leading Graduate Program
Global Leader Program for Fiber Renaissance
Third-Party Evaluation Report
(2018 Academic Year)



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Global Leader Program for Fiber Renaissance
Third-Party Evaluation Report / 2018 Academic Year

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1. Overview of the Third-Party Evaluation Process

1.1. Third-Party Evaluation Committee Schedule and Program

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2018 Third-Party Evaluation Committee Meeting Program

Time and date: 9:00 am on Thursday, January 10, 2019

Location: Amanda, 3rd floor, The Grand Tiara Ueda (Takasagoden) (2-2-2 Tenjin, Ueda-shi, Nagano Prefecture)

9:00 am	Greeting by the program director (Professor Makoto Shimosaka, Dean, Faculty of Textile Science and Technology)
9:05 am	Explanation of the purpose of the Third-Party Evaluation Committee (Specially Appointed Professor Mikihiko Miura, mentor faculty member)
9:10 am	Explanation of the status of the program (Professor Masayuki Takatera, Program Coordinator) <ul style="list-style-type: none">• Program status• Educational content and methods• Educational quality assurance
9:30 am	Question and answer session
9:50 am	Exchange of views between Third-Party Evaluation Committee members and students
10:40 am	Evaluation summary
11:30 am	Review
Following the review	Expression of thanks by the program coordinator (Professor Takatera)

Third-party evaluation topics:

- (1) Program structures
- (2) Admissions
- (3) Educational contents and methods
- (4) Educational quality assurance

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1.2 Meeting Attendees

Third-Party Evaluation Committee Members

In attendance:

Osamu Tsutsumi	(Member, Technology Committee, Japan Carbon Fiber Manufacturers Association Committee)
Yasuharu Takagi	(Japan Textile Finishers' Association)
Hideo Tsuchiya	(Advisor, All Nippon Nonwovens Association)
Tomio Matsubara	(Director and Chairperson, Educational Activities Committee, Japan Textile Professional Engineer Center)
Hiroki Murase	(Vice Chairperson, Society of Fiber Science and Technology, Japan)

Not in attendance:

Hiromi Sugiura	(Manager, Lifestyle Industries Division, Manufacturing Industries Bureau, Ministry of Economy, Trade and Industry)
Hideshi Ueda	(Vice Chairman and Chairman of the Board of Trustees, Japan Chemical Fibers Association)

Shinshu University

Makoto Shimosaka	(Program Director and Dean of the Faculty of Textile Science and Technology)
Masayuki Takatera	(Program Coordinator and Professor)
Hiroaki Ishizawa	(Chairman, Steering Committee, and Professor)
Shigeru Inui	(Chairman, Educational Strategy Committee, and Professor)
Yasushi Tamada	(Deputy Chairman, Industry Partnership Committee, and Professor)
Kimio Hirabayashi	(Chairman, Student Evaluation Committee, and Professor)
Shunichi Kobayashi	(Chairman, International Partnership Committee, and Professor)
Mikihiko Miura	(Mentor and Specially Appointed Professor)
Katsuyuki Otsuki	(Office Manager, Faculty of Textile Science and Technology)
Hiroataka Nakajima	(Manager, Research Support and Accounting Group, Faculty of Textile Science and Technology)
Azusa Otsubo	(Chief, Research Support and Accounting Group, Faculty of Textile Science and Technology)
Mifumi Kubota	(Manager, Graduate School Office, Academic Affairs Section, Academic Affairs Department)
Tomoko Ikeda	(Secretariat/Research Assistance Coordinator)
Akiko Kubota	(Secretariat/Research Assistance Coordinator)

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Students

Minako Shitara D3

(3rd year, Interdisciplinary Graduate School of Science and Technology, Department of Bioscience and Textile Technology, Chair of Kansai Manufacturing System Engineering)

Kyoko Katayama D2

(2nd year, Interdisciplinary Graduate School of Science and Technology, Department of Mathematics and System Development, Chair of Electric and Electronic Systems Engineering)

Nabila Febriani D1

(1st year, Graduate School of Medicine, Science and Technology, Department of Science and Technology, Textile Technology Division, Frontier Fiber Engineering Unit)

Yuki Karasawa M2

(2nd year, Interdisciplinary Graduate School of Science and Technology, Department of Textile Science, Advanced Textile and Kansei Engineering Division, Kansei Engineering Unit)

Nasanjargal Dorjjugder M2

(2nd year, Interdisciplinary Graduate School of Science and Technology, Department of Textile Science, Applied Biology Division)

Observers from the Japan Society for the Promotion of Science:

Advanced Leading Graduate Program

Hideyuki Ishida Program Officer

Kazutoshi Haraguchi Program Officer (in charge of other programs)

Other staff in attendance from the secretariat of the Japan Society for the Promotion of Science:

Hiroshi Narita (Manager, University Cooperation Program Division, Human Resource Development Program Department)

Kosuke Nagami (Deputy Manager, University Cooperation Program Division, Human Resource Development Program Department)

Koji Oida (Head, University Cooperation Program Division, Human Resource Development Program Department)

Hironao Kaneko (Staff Member, University Cooperation Program Division, Human Resource Development Program Department)

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1.3 Distributed Materials (List)

1. Third-Party Evaluation Committee Program	1 copy
2. Third-Party Evaluation Committee Attendance Chart	1 copy
3. List of Third-Party Evaluation Committee Attendees	1 copy
4. Program Implementation Status Information	1 copy
5. Third-Party Evaluation Committee Evaluation Sheet	1 copy
6. Leading Program Self-Assessment and Evaluation Sheet	1 copy
7. 2017 Annual Report	1 copy
8. About the Shinshu University Chi-no-Mori Fund's Doctoral Program Support Program	1 copy

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2. Committee Members' Evaluations Using the Program Evaluation Sheet

One month prior to the meeting of the Third-Party Evaluation Committee, we mailed each committee member the program's Self-Assessment Evaluation Report and a Program Evaluation Sheet (Individual Version) (see "5. Third-Party Evaluation Materials" below). We then asked committee members who would not be able to attend the meeting to fill in the Program Evaluation Sheet based on the Self-Assessment Evaluation Report. On the day of the Third-Party Evaluation Committee meeting, we also asked committee members to use this Program Evaluation Sheet to evaluate the program based on an explanation of the program's status provided by the program coordinator and program staff members and the exchange of views with students. The results of this process are summarized below. We asked committee members to make their evaluations using a five-grade scale (A: Exceptional; B+: Excellent; B: Normal; B-: Somewhat more effort required; and C: Significantly more effort required), focusing on the period from January 2018, after publication of the previous Self-Assessment and Evaluation Report, to December 2018. Evaluations from committee members not in attendance based on an examination of documents provided by the program have been indicated by the note "(Not in attendance)" preceding each observation.

(1) Program structures

The Leading Program's administrative organization is operating in an appropriate manner based on its objectives.

Perspective 1-1

Is the Leading Program's administrative organization operating in an appropriate manner so as to train graduates who reflect its objectives?

Committee members' individual evaluations and comments

- B+ There's a need to reconsider measures designed to train graduates on a sustained basis.
- A The program's administrative organization has undergone a series of improvements over the last five years, with the result that it has been administered in a way that brings it increasingly closer to achieving its goals. I expect to see the program build on this base in order to continue to this legacy of smooth administration over the coming five years.
- A I believe that the administrative organization is problem-free at this point in time, but the key will be how effectively it can transition to the new set of structures that will be in effect after it ends.
- B+ The real question is how the program will reform itself and continue to operate going forward.
- B+ I believe the program has moved forward while improving its structures based on the views of these third-party evaluations. In addition, I find it praiseworthy that the program is working to build structures that will allow it to continue after the Leading Program ends.
- B+ (Not in attendance) While the University's decision concerning the program structures that will be put in place after 2020 will only be able to accommodate half the number of students, I find it praiseworthy that the University has taken this major step towards implementing a continued program. Going forward, I hope the program will pay particularly close attention to such issues as the development of a budget. The big

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question will be how well the program is able to reform and continue to operate in the future.

B+ (Not in attendance) None

Perspective 1-2

Does the program review its administrative structures in light of social needs?

Committee members' individual evaluations and comments

B+ There is inadequate coordination with companies (the program should organize a more effective way to promote itself to companies).

A The program is putting information about industry needs obtained from the Third-Party Evaluation Committee, internship matching sessions, and company visits to work in optimizing its content and administration.

B+ It may be necessary to review how joint research is pursued. And what about how internships are handled?

A There has been progress in how the program addresses and reviews itself based on feedback from third-party evaluations, the views of companies in the industry, and other information.

A I believe that the program is doing a good job of incorporating the views of industry into its activities.

A (Not in attendance) I find it praiseworthy that the program has improved its performance through such measures as holding internship matching sessions and company visits. I think there are plenty more companies that the program could contact for internship matching, so I'd like to see administrators study that possibility, for example by taking the list of participating companies this year and calling on potential new companies to participate.

B+ (Not in attendance) None

Perspective 1-3

Have structures been put in place to facilitate international collaboration?

Committee members' individual evaluations and comments

A The program is doing its best right now.

A I'd like to recognize progress in international collaboration. One can see how the results of that effort are impacting not only the Leading Program, but also Shinshu University as a whole. However, I do have some concerns about how the program will be able to continue operating (in terms of quality) in the future.

A The program also hosted Textile Summit 2018, which shows that its structures are OK.

A The number of universities and other institutions that have signed agreements has increased, and associated structures have been enhanced.

A The program has entered into MOUs with numerous overseas universities, and I also find it praiseworthy that it has offered a multifaceted range of educational opportunities to students, for example by allowing them to experience the operational aspects of hosting Textile Summit 2018 during FY2018.

A (Not in attendance) The number of overseas universities with which the program has entered into international partnership agreements rose from four to seven, and the summit held by the University in September was particularly fruitful.

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B+ (Not in attendance) None

(2) Admissions

The program has established a clear series of basic policies concerning selection of students, and applicants are admitted in an appropriate manner based on those policies.

Perspective 2-1

Has the program put in place an admissions policy, and has that policy been publicized and disseminated widely?

Committee members' individual evaluations and comments

- A None
- A The program has had a clearly defined admissions policy since the beginning, and I understand that over the last five years that policy has been publicized and disseminated.
- A The program's definition of its admissions policy is OK, as are its publicization and dissemination of that policy.
- A The policy is clear. The program's efforts to publicize and disseminate that policy are also appropriate.
- A I see no issues.
- A (Not in attendance) The program is meeting this criteria without any problems.
- B+ (Not in attendance) None

Perspective 2-2

Has the program adopted an appropriate method for accepting applicants based on its admissions policy, and is that method functioning substantively?

Committee members' individual evaluations and comments

- A None
- A I'm confident that applicants from Japan and overseas are familiar with the admissions policy by the time they apply.
- B+ Although the program's performance in this area is balanced at the present time, it may be necessary to take a new look at the approach it will apply to international student admissions starting in the 2021 academic year.
- B+ The program needs to clarify the measures it will take to address the declining number of applicants it will have in the future.
- B+ Although the program has implemented admissions in a way that follows its policy, I find it regrettable that no students from other Japanese universities enrolled in the program this year.
- B+ (Not in attendance) The number of applicants has been falling since subsidies were ended, but I'd like to see the program make even greater efforts to halt that trend. Although aid and other incentives are declining, I think the program should promote the fact that it is appealing from the standpoint of global corporations, for example by having program graduates discuss their experiences.
- B+ (Not in attendance) None

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Perspective 2-3

Is the program involved with initiatives to verify whether student acceptance is actually being carried out in accordance with the admissions policy, and are the results of those initiatives being used to improve the selection process?

Committee members' individual evaluations and comments

- A None
- B+ The program's student acceptance structures (the Program Administrative Council, the Entrance Examination Committee, and information sessions) are sufficient.
- A The program is verifying whether acceptance is being carried out in accordance with the admissions policy.
- B+ Continuing the program after subsidies end will be a challenge.
- B+ I'd like to express praise for the program for how it is working to continue operating in the context of limited financial resources after subsidies end.
- A (Not in attendance) The program is carrying out this verification in an appropriate manner.
- B+ (Not in attendance) None

Perspective 2-4

Is the program publicizing itself to recruit talented students?

Committee members' individual evaluations and comments

- B+ None
- B+ Although applicants and enrollees are adequately aware of the admissions policy and curriculum, I have some doubt as to whether the program is publicizing itself effectively enough to adequately disseminate a broad range of information. (I've often thought that it would be acceptable for talented students from Japan and overseas to apply in large numbers to appealing programs. I'd like to know how other universities' Leading Programs are attracting applicants.)
- A The program is publicizing itself in an appropriate manner.
- B+ The program needs to move actively publicize itself to overseas applicants.
- B+ I'd like to express praise for the program for how it is working to continue operating in the context of limited financial resources after subsidies end.
- B+ (Not in attendance) I'm concerned by the fact that the number of applications received from international students is declining, causing the percentage of enrollees who are international students to drop, as subsidies end. I'd like the program to ensure it remains aware of the fact that its appeal for companies lies in the fact that international students are able to work hard in a spirit of friendly rivalry.
- B+ (Not in attendance) I believe that strongly promoting exits (potential employers and research opportunities) is an effective way to secure talented students.

(3) Educational content and methods

The program's educational content and methods are appropriate in order to train graduates who exhibit the qualities set forth in its objectives, and they are being implemented in an appropriate manner.

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Perspective 3-1

Is the Leading Program's curriculum appropriate?

Committee members' individual evaluations and comments

- A It would be a good idea to invite corporate presidents and other people who can make a strong impression to serve as special professors, to host numerous events such as special lectures, and otherwise give more specific shape to the curriculum.
- A The curriculum reflects the views and evaluation of the Third-Party Evaluation Committee, students, and the Leading Program Committee, and it has been revised in a way that maintains its continuity and cohesion over time. I expect to see continuity maintained as the program enters its second stage.
- A The program is being improved in an appropriate manner.
- A The curriculum incorporates feedback from committee members and students, and this makes it appropriate.
- A The program has developed a unique curriculum, and I find the way it is being improved by incorporating feedback from third-party evaluations and students praiseworthy. I also find it praiseworthy that the program is able to offer a distinctive education from the standpoint of interactions and exchanges with companies.
- A (Not in attendance) Curriculum implementation is being reviewed in an appropriate manner.
- B+ (Not in attendance) None

Perspective 3-2

Is the curriculum being implemented in an appropriate manner?

Committee members' individual evaluations and comments

- A None
- A All programs intended to achieve the Leading Program's objectives are being carried out smoothly and in an appropriate manner. I find it particularly praiseworthy that TOEIC scores have improved by 172.5 points.
- A The curriculum is being implemented in an appropriate manner.
- A Internships and other program components are extensive in scope and are being implemented in an appropriate manner.
- A I don't see any problems with how the curriculum is being implemented.
- A (Not in attendance) I find it praiseworthy that the program is offering all classes desired by students.
- B+ (Not in attendance) None

Perspective 3-3

Does the program provide a system that enables students to achieve program objectives while assessing their own progress on an ongoing basis?

Committee members' individual evaluations and comments

- A None
- A The student self-assessment system and the support system are well-matched and effective.
- A The system is OK.
- A The assessment sheets, feedback, and other aspects of the system are appropriate.

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- A I find it praiseworthy that faculty members have built a robust support system.
- A (Not in attendance) In addition to QEs and SRs, internships are generating feedback, and the system is functioning in an appropriate manner.
- A (Not in attendance) None

Perspective 3-4

Is the program's educational and research environment appropriate?

Committee members' individual evaluations and comments

- A None
- A I believe the environment in which students learn and conduct research is robust thanks to the program having put in place living quarters, desks, and an audio guide.
- A The environment is appropriate.
- A The environment is excellent, for example in terms of the necessary equipment and furnishings.
- A I believe that the program has put in place extensive research equipment.
- A (Not in attendance) The program has put in place a good environment, including for international students, for example with an audio interpretation guide.
- A (Not in attendance) None

Perspective 3-5

Does the program offer appropriate support structures for students?

Committee members' individual evaluations and comments

- A (Not in attendance) None
- A Financial and educational support is sufficient. I applaud the program in particular for the extent of support it offers in the form of such services as interviews with students and the system for matching students with companies.
- A None
- B+ The program needs to offer more opportunities for students to interact with companies.
- A The program has implemented a mentor program and has adequate support structures.
- A (Not in attendance) I'm pleased with the support structures that the program has put in place to date. I'd like to see administrators study how they can avoid lowering the educational level any more than necessary when they need to reduce the support tools available as subsidies are cut.
- A (Not in attendance) None

Perspective 3-6

Do students find the program satisfying?

Committee members' individual evaluations and comments

- A None
- A Students' high level of satisfaction is apparent from the survey results. However, I'd like to ask graduates about their satisfaction with the program after they've graduated and joined a company (5 years after graduating and 10 years after graduating).
- A None

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- B+ Students are generally satisfied, as can be seen from survey results and other sources of information. There's also some unease with regard to financial support going forward and the future of the program in general.
- B+ Although there was a small amount of negative feedback in the student survey, overall it's clear that students are satisfied by and large. That said, there is some dissatisfaction among international students, so I'd like to see administrators interview those students individually and follow up on that.
- A (Not in attendance) I think students view the program favorably, as can be seen from the results of surveys of students and graduates.
- A (Not in attendance) The scholarships offered by the program are among the highest of any similar institution in Japan.

(4) Educational quality assurance

The program takes steps to assure the quality of the education it offers in an appropriate manner.

Perspective 4-1

Are the program's degree conferment standards appropriate?

Committee members' individual evaluations and comments

- B+ None
- A The program has put in place degree conferment standards, and there are clear criteria concerning numbers of papers, TOEIC scores, and the five global leadership skills.
- A I believe that the degree conferment standards are appropriate.
- A They are appropriate. There are only two graduates so far, but they're pursuing successful careers.
- A I believe that the program has clear degree conferment standards.
- A (Not in attendance) I believe that the program's standards are appropriate.
- B+ (Not in attendance) None

Perspective 4-2

Are the quality assurance standards appropriate when compared to social needs?

Committee members' individual evaluations and comments

- B+ I'd like to see the program study and introduce a new approach with regard to how it partners with companies.
- A The program assesses and reviews social needs in a timely manner, and its content is revised as a result. Going forward, I expect to see administrators continue to work hard to accommodate ever-changing social needs.
- B+ It seems to me that there's a need to implement matching and other measures with regard to the kind of research that's needed by companies.
- A There has been guidance concerning changes in courses and other changes, so I believe that the standards are appropriate.
- B+ Companies' human resources needs are multifaceted, and I don't think they can be defined in a one-dimensional way. I also believe that those needs are changing continuously in response to the times. I think the University should operate under the standards it believes in.

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- A (Not in attendance) I find it praiseworthy that the program is working to draw on social needs, for example through exchanges of views with students and the Third-Party Evaluation Committee.
- B+ (Not in attendance) None

Perspective 4-3

Is the content of the qualifying examination appropriate, and is the examination offered in an appropriate manner?

Committee members' individual evaluations and comments

- B+ None
- A In my judgment, the guidelines under which the QE is implemented are appropriate. I'd particularly like to see it focus on questions involving leadership.
- A The QE is being administered in an appropriate manner.
- A None
- A I believe that the QE is being administered in an appropriate manner.
- A (Not in attendance) The content of the QE is appropriate from the standpoint of the vision the program has embraced for its graduates, including with regard to how it includes questions about leadership and how it includes language proficiency requirements, as described in Perspective 4-2 about self-evaluation sheets.
- B+ (Not in attendance) None

Perspective 4-4

Is the content of the systematic review appropriate, and is the review administered in an appropriate manner?

Committee members' individual evaluations and comments

- B+ None
- A In my judgment, the guidelines governing administration of SRs have been clearly defined, and they are being implemented appropriately.
- A SRs are being administered in an appropriate manner.
- A In general, they're being administered appropriately.
- A I believe that SRs are being administered in an appropriate manner.
- A (Not in attendance) SRs are being administered in an appropriate manner.
- B+ (Not in attendance) None

Perspective 4-5

Are student research findings sufficient?

Committee members' individual evaluations and comments

- B+ None
- A I expect to see students write and present more papers.
- B+ The number of papers produced has risen, but it seems to me that students ought also to be registering patents and otherwise generating findings.
- A The number of research presentations and authored papers has risen. Industrial property rights are also considered when evaluating students' performance.
- B+ The first class of students is now in its fifth year, so I think it's fair to expect to see a quantitative increase in the research findings they're generating.

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B+ (Not in attendance) The program needs to boost by an order of magnitude the level of encouragement it offers for presenting papers.

B (Not in attendance) None

Perspective 4-6

Are students making an adequate contribution to their employers?

Committee members' individual evaluations and comments

B+ None

B+ The track record of results produced by graduates of the Leading Program at companies is the track record of the program itself, and that performance is directly linked to the development of the program. I expect to see the program build feedback structures over the long term.

B+ Future support is needed in this area.

A The program needs to conduct a tracking study of graduates who have been hired.

B+ I'd like to see the program keep an eye on the careers of the two graduates over the long term.

A (Not in attendance) I think the first class of graduates has done an excellent job of finding jobs. The program should conduct a survey of their employers. I imagine that the graduates are busy with their jobs, but I'd like to see the program organize an alumni group and have graduates talk about the excellence of this course of study, for example by holding information sessions about the program on campus.

B (Not in attendance) IoT and other technologies are becoming important in the textile industry, and there's a need for human resources who are capable of understanding both manufacturing and technology, so the program's general direction is not off base. I'd like to see the program continue to pursue the initiatives it is pursuing.

(5) Remarks about the exchange of views with students, other

- Students of the program are gaining skills in a striking manner, as can be seen through survey results, intermediate reports, interviews, and other sources.
- I have the sense that the program has established itself as an extremely useful and beneficial offering.
- Although it's inevitable that some conditions will change after subsidies end, I'm eager to see the program continue to operate following additional reforms.
- I find it praiseworthy that the University has built a program to train human resources specializing in textiles with skills that have international currency. I'd like to offer my heartfelt desire to see the program continue even after subsidies end so that it can maintain its function as a human resources center that trains promising graduates.
- I gained an understanding of the effectiveness of the program through hearing students talk directly about the advantages of participating in it.
- I was left with a belief that active learning designed to make students think autonomously, for example through student meetings, is an effective approach.
- The program is already working to move in this direction, but I think it would be a good idea for it to continue by receiving funding from textile companies in the future (I've come to believe that the program should be funded by companies). I hope the program will follow

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up on the careers of graduates and engage in activities to promote its effectiveness to companies.

- With regard to the continuation of the program, which is the most pressing topic of concern, it's significant that the University has adopted a framework to do so, and I hope to see it follow through in implementing it, for example by developing a budget. That said, I'm concerned that the reduction in subsidies will see the student count decline along with the number and percentage of international students from overseas, with the result that the program's essential mission of training global leaders will be lost, and by extension its reputation in the industry compromised. I'd like to ask that the program engage in further study with regard to this point.

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3. Third-Party Evaluation Committee Meeting Minutes

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Time and date: 9:00 am on Thursday, January 10, 2019
Location: Amada, 3rd floor, The Grand Tiara Ueda
Attendees: Third Party Evaluation Committee members
Osamu Tsutsumi (Japan Carbon Fiber Manufacturers Association
Committee), Yasuharu Takagi (Japan Textile Finishers' Association), Hideo
Tsuchiya (All Nippon Nonwovens Association), Tomio Matsubara (Japan
Textile Professional Engineer Center), Hiroki Murase (Society of Fiber
Science and Technology, Japan)

Shinshu University

Director Shimosaka
Professor Takatera
Professor Ishizawa
Professor Tamada
Professor Inui
Professor Hirabayashi
Professor Kobayashi
Specially Appointed Professor Miura
Office Manager Otsuki
Manager Nakajima
Chief Otsubo
Manager Kubota
Research Assistance Coordinator Ikeda
Research Assistance Coordinator Kubota

Japan Society for the Promotion of Science

Advanced Leading Graduate Program
Program Officer Hideyuki Ishida, Program Officer Kazutoshi Haraguchi
Other staff in attendance from the secretariat of the Japan Society for the
Promotion of Science:
Hiroshi Narita (Manager, University Cooperation Program Division,
Human Resource Development Program Department)
Kosuke Nagami (Deputy Manager, University Cooperation Program
Division, Human Resource Development Program Department)
Koji Oida (Head, University Cooperation Program Division, Human
Resource Development Program Department)
Hironao Kaneko (Staff Member, Graduate School Education Reform
Support Group, University Cooperation Program Division, Human Resource
Development Program Department)

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Not in attendance:

Hiromi Sugiura (Manager, Lifestyle Industries Division, Manufacturing Industries Bureau, Ministry of Economy, Trade and Industry), Hideshi Ueda (Vice Chairman and Chairman of the Board of Trustees, Japan Chemical Fibers Association)

(1) Greeting by the Program Director

Program Director Shimosaka (Dean, Faculty of Textile Science and Technology) welcomed attendees ahead of the convocation of the meeting of the Third-Party Evaluation Committee.

(2) Explanation of the Third-Party Evaluation Committee

Specially Appointed Professor Miura explained the materials that had been distributed to committee members as well as the evaluation process. He also requested their cooperation with the program's plans to publish a report on the meeting at a future date, which the committee members approved.

(3) Explanation of the Status of the Program's Implementation

Program Coordinator Takatera offered an explanation of the program's implementation, from its selection to its current status, in line with the self-evaluation report.

(4) Question and Answer Session

A question and answer session about the status of the program's implementation was held. Members of the Third-Party Evaluation Committee repeatedly acknowledged that the program had made improvements over the last five years to address the issues that were raised. However, they also expressed the following views and requests:

A. Concerning the program's budget after the end of subsidies

In light of concerns that the program's budget could be slashed to one-quarter of the amount envisioned in the initial philosophy, with the result that it could become an orphan offering, the program must exercise caution to ensure that it can offer a sufficiently effective education. (At the same time, it must secure outside funding, provide leadership in joint research and DC recruitment, and seek funding by promoting itself to companies as Japan's only textile program.) As a number of people working for and in the program shrinks along with the budget, what will happen to its educational effectiveness? In fact, the program's benefits extend to other students, and it would be desirable to see its educational effectiveness increased. How does the program see its direction going forward? The budget will shrink after subsidies end, but the question is how to seek funding. Since assistance from the Ministry of Education, Culture, Sports, Science and Technology will end, the program must review the policies it has followed to date; clarify a unique, new policy and vision; and solicit funding. It must take what it has done so far to the next level while promoting itself as Japan's only textile program to attract funding.

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- B. Concerning students' annual, end-of-year presentations
There's too little content from partnerships among industry, academia, and government. To put it another way, if there were more such content, then there would be more interest from companies. There's a need to make significant change here. There's also too little explanation from students of why they chose the research topics they did (i.e., background information). The University should supplement and provide assistance in this area.
- C. Concerning surveys
Many respondents would not recommend the program to younger classmates. I think mismatches are one reason for that hesitation. One approach is to adopt private-sector topics as-is, but it also seems to me that the program could seek assistance from companies in this area. I'd like to see the program continue the system that it has built to date.
- D. I'd like to see Shinshu University play a leading role in training human resources.
- E. I don't think comparing program students with students at other, typical universities is the best way to identify where they excel. What approach will the program adopt going forward?

(5) Exchange of Views between Third-Party Evaluation Committee Members and Students

Committee members exchanged views for about one hour with five students representing four years of study (one or two from each year). Committee members asked questions about topics including the program's benefits and areas of improvement.

(6) Evaluation Summary

A summary of the evaluation was presented as described below, with committee member Tomio Matsubara chairing the proceedings.

Program structures: A

The committee praised the program structures over the last five years and cited the need for additional study going forward.

- B+: Continuity in human resources is needed.
- A: As the budget shrinks, I'd like to see the program undertake an adequate study of the structures it will use in the future.
- B+: I'd like to see the program reassess how it handles joint research and internships.
- A: The key will be how to continue the program.
- A: The current structures are outstanding. Going forward the program will have to develop structures to run itself. It would be good to continue to receive funding from companies. It will be important to publicize results.
- The two committee members not in attendance offered evaluations of A and B+.

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Admissions: B+

The committee noted the low number of applicants from Europe as well as a generally low number of applicants, including international students.

- A
- B+: I'm concerned about the declining number of applicants overall.
- A: The program should undertake a new study of international students admissions in 2021 and beyond.
- B+: The decline in applicants is an issue.
- B+: It's unfortunate that there are no enrollees from other Japanese universities.
- The two committee members not in attendance offered evaluations of B+.

Educational content and methods: A

The committee acknowledged that the program has made process as outlined in the initial plan and made improvements by incorporating feedback from the Third-Party Evaluation Committee.

- A: The program should hire specially appointed professors such as presidents of companies and host numerous events such as special lectures.
- A: The weighting of the curriculum has also improved. I have high praise for how the secretariat and faculty members have carried out surveys.
- A: The program has improved itself over the last five years.
- A: The program should train more exceptional students by having them participate more in opportunities such as internships offered by companies.
- A: I have high praise for the distinctive education offered by the program with regard to interactions with companies. It has done a good job incorporating feedback from third-party evaluations and students.
- The two committee members not in attendance offered evaluations of A and B+.

Educational quality assurance: A

The committee noted the need to develop deeper partnerships with companies and the need to consider not only research, but other corporate needs that differ from conventional requirements. Members voiced a desire to see the program incorporate patent-oriented development.

- A: It would be good for the program to deepen partnerships by developing a somewhat deeper view of the role that could be played by collaboration with companies.
- A: The number of papers as well as off-campus presentations is rising. I wanted to see students touch on patents as well.
- B+: I'd like to see the program review matching with companies. There's a need for a patent-oriented perspective.
- A: The number of papers and presentations is rising, but I'd like to see more in the area of patents.

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- A: The number of papers is rising, but I expect to see additional increases as we move toward the final academic year.
- The two committee members not in attendance offered evaluations of A and B.

Overall evaluation: A

- I have high praise for the program structures over the last five years. However, as the budget shrinks, I'd like to see administrators give adequate consideration to the structures through which it will operate in the future.
- Overall, the number of applicants is falling, including international students. I expect to see the program continue to give consideration to the need to attract applicants from Europe as well as other Japanese universities.
- I'd like to see the program work to optimize the percentages of students from Japanese and overseas universities by comparing those figures to its guiding principles.
- The program's educational content and methods have made smooth progress according to the initial plan. I find it praiseworthy that the program has incorporate feedback from the Third-Party Evaluation Committee and used it to make improvements.
- The program needs to dig deeper with regard to partnerships with companies. It needs to consider not only how to pursue joint research, but also how to meet other corporate needs that differ from conventional requirements.
- I'd like to praise the program for how the number of papers and presentations at scientific societies has been growing year after year. Going forward, I'd like to see the program focus on research and development that takes into account the need to file for patents.

(7) Review of the Evaluation

Committee member Tomio Matsubara notified Shinshu University of the committee's overall evaluation of "A."

(8) Expression of Thanks from the Program Coordinator

Program Coordinator Takatera expressed his thanks to the committee members.

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4. Response to the Third-Party Evaluation

Response to the 2018 Third-Party Evaluation

Masayuki Takatera
Program Coordinator

Once more this year, we've received a number of valuable observation and pieces of advice from the members of the Third-Party Evaluation Committee. At the same time, I'm extremely happy as a program administrator to note the praise they voiced in numerous areas as a result of the program's having worked to make improvements in response to observations from the last four Third-Party Evaluation Committee meetings. We won't let the praise go to our collective head, but rather continue to work to make the program even better, with a focus on what committee members pointed out this academic year.

(1) Program structures

Third-Party Evaluation Committee members praised the program's structures over the last five years, and I believe that the qualities they praised are not the result only of program staff members and the program's secretariat, but also of a concerted effort by Shinshu University to implement and improve the program. In addition to high praise for the current program structures, we heard committee members give voice to their expectations that the program would continue to operate smoothly on the basis of its track record so far as it prepares to operate in the 2020 academic year and beyond, and to their wish to see the program give adequate consideration to the structures under which it will operate in the future as the budget shrinks.

With regard to the continuation of the program in and beyond 2020, after subsidies from the Ministry of Education, Culture, Sports, Science and Technology end, draft program budgets and proposed program structures have already been developed under a proposal by the Action Plan Working Committee at the Program Administrative Council with the attendance of the president and trustees, and we plan to administer the program in accordance with that proposal. As we do so, our goal will be to search for structures that will allow us to operate smoothly in the context of a limited budget while we improve and review the program on an ongoing basis. At the same time, I hope to strengthen partnerships with companies. To that end, I believe we will continue to need the advice of the members of the Third-Party Evaluation Committee in the future. In addition, the program's operating budget for the 2022 academic year and beyond will be determined after Shinshu University's new long-term budget plan is formulated.

(2) Admissions

Although the program received an evaluation of A in each of the other assessment areas, unfortunately we earned a B+ in this area. I believe this result is related to the views of the Third-Party Evaluation Committee members, for example that the number of applicants is shrinking, that there are no enrollees from other Japanese universities, and that there are concerns about shrinkage in the number of international students that the program will be able to accept starting in the 2020 academic year.

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While there are various explanations for shrinkage in the number of applicants, particularly in applications from Japanese students, the most important cause is likely to be reductions in financial aid available to students starting in the 2020 academic year. We plan to address this issue by focusing on introducing the careers being pursued by program graduates and by introducing the program's excellent curriculum as ways to secure more applicants.

With regard to attracting enrollees from other Japanese universities, we plan to augment ongoing public relations efforts by working to attract more applicants by continuing a new approach this year that we began last year, specifically encouraging students from other universities and technical high schools who have passed the entrance examination for the Faculty of Textile Science and Technology's master's program and their advisors to apply to the leading program.

With regard to concerns about shrinkage in the number of international students the program is able to accept, although we have set the program capacity at five starting with the 2020 academic year and will recruit students with a focus on Japanese applicants, we plan to accept applications from talented international students if there is interest. However, international students will not be eligible to receive financial support from the program; since it would be difficult for self-funded students to enroll in the program, it will likely be necessary for such applicants to secure funding from their own country or from other scholarship sources before applying.

(3) Educational content and methods

With regard to educational content and methods, the program earned high marks from the Third-Party Evaluation Committee members in every perspective. However, committee members also encouraged the program to hire presidents of companies and other executives as specially appointed professors and to host multiple events such as special lectures. They also cited the need for more opportunities for students to interact with companies.

With regard to lectures by company presidents and other executives, the program already hosts lectures by two or three corporate executives every year. We also ask those individuals to participate in interviews with students and serve as corporate mentors. Since it would be difficult to hold more of these lectures in the curriculum due to student scheduling and budgetary constraints, I'd like to accommodate that suggestion by encouraging program students to participate in lectures by corporate executives and other similar events held by the Faculty of Textile Science and Technology for all students. With regard to the suggestion to hire company presidents and other executives as specially appointed professors, such decisions are made by the University in line with its hiring procedures and guidelines, so it would be difficult for the program to act alone in that area. As for the suggestion that the program needs to provide more opportunities for students to interact with companies, I'd like to accommodate that by encouraging program students to participate in events hosted by the Faculty of Textile Science and Technology to introduce companies and in joint research carried out with companies, as with lectures by corporate executives.

(4) Educational quality assurance

Although Third-Party Evaluation Committee members gave the program high marks for its quality assurance initiatives, as for other areas, they also suggested that we increase the number

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of papers students publish, increase the number of patents awarded to students, and conduct a tracking study of graduates who have found jobs.

With regard to the suggestion to increase the number of papers students publish, the number has risen progressively as the number of students in the doctoral program increases, and we expect that trend to continue during the next academic year based on an anticipated increase in the number of students who are planning to submit their doctoral theses.

With regard to increasing the number of patents awarded to students, we expect the number of students who aim to apply for patents to rise since we're teaching them about the importance of patents through the program's classes on intellectual property and through participation in the Ministry of Economy, Trade and Industry's intellectual property internship program.

With regard to conducting a tracking study of graduates who have found jobs, we plan to conduct such a study over an extended period of time in the future since it will provide an important means of gauging whether the program has truly trained global leaders for a fiber renaissance. We've already built the information-gathering system that will be needed in order to carry out the study using eALPS on the University's portal ACSU website, which also provides security functionality, and we're using the system to assess the activities of all program students, including graduates.

5. Third-Party Evaluation Materials
5.1 Program Evaluation Sheet (Individual Version)

Shinshu University Advanced Leading Graduate Program
2018 Academic Year Third-Party Evaluation Committee
Program Evaluation Sheet (Individual Version)

Target dates: January 2018 to December 2018

Overall Evaluation

[A / B+ / B / B- / C]

A: Exceptional B+: Excellent B: Normal

B-: Somewhat more effort required C: Significantly more effort required

Evaluation items

1. Program structures

[A / B+ / B / B- / C]

The Leading Program's administrative organization is operating in an appropriate manner based on its objectives.

Perspective 1-1

Is the Leading Program's administrative organization operating in an appropriate manner so as to train graduates who reflect its objectives?

[A / B+ / B / B- / C]

Comments

Perspective 1-2

Does the program review its administrative structures in light of social needs?

[A / B+ / B / B- / C]

Comments

Perspective 1-3

Have structures been put in place to facilitate international collaboration?

[A / B+ / B / B- / C]

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Comments

2. Admissions

[A / B+ / B / B- / C]

The program has established a clear series of basic policies concerning selection of students, and applicants are admitted in an appropriate manner based on those policies.

Perspective 2-1

Has the program put in place an admissions policy, and has that policy been publicized and disseminated widely?

[A / B+ / B / B- / C]

Comments

Perspective 2-2

Has the program adopted an appropriate method for accepting applicants based on its admissions policy, and is that method functioning substantively?

[A / B+ / B / B- / C]

Comments

Perspective 2-3

Is the program involved with initiatives to verify whether student acceptance is actually being carried out in accordance with the admissions policy, and are the results of those initiatives being used to improve the selection process?

[A / B+ / B / B- / C]

Comments

Perspective 2-4

Is the program publicizing itself to recruit talented students?

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[A / B+ / B / B- / C]

Comments

3. Educational content and methods

[A / B+ / B / B- / C]

The program's educational content and methods are appropriate in order to train graduates who exhibit the qualities set forth in its objectives, and they are being implemented in an appropriate manner.

Perspective 3-1

Is the Leading Program's curriculum appropriate?

[A / B+ / B / B- / C]

Comments

Perspective 3-2

Is the curriculum being implemented in an appropriate manner?

[A / B+ / B / B- / C]

Comments

Perspective 3-3

Does the program provide a system that enables students to achieve program objectives while assessing their own progress on an ongoing basis?

[A / B+ / B / B- / C]

Comments

Perspective 3-4

Is the program's educational and research environment appropriate?

[A / B+ / B / B- / C]

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Comments

Perspective 3-5

Does the program offer appropriate support structures for students?

[A / B+ / B / B- / C]

Comments

Perspective 3-6

Do students find the program satisfying?

[A / B+ / B / B- / C]

Comments

4. Educational quality assurance

[A / B+ / B / B- / C]

The program takes steps to assure the quality of the education it offers in an appropriate manner.

Perspective 4-1

Are the program's degree conferment standards appropriate?

[A / B+ / B / B- / C]

Comments

Perspective 4-2

Are the quality assurance standards appropriate when compared to social needs?

[A / B+ / B / B- / C]

Comments

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Perspective 4-3

Is the content of the qualifying examination appropriate, and is the examination offered in an appropriate manner?

[A / B+ / B / B- / C]

Comments

Perspective 4-4

Is the content of the systematic review appropriate, and is the review offered in an appropriate manner?

[A / B+ / B / B- / C]

Comments

Perspective 4-5

Are student research findings sufficient?

[A / B+ / B / B- / C]

Comments

Perspective 4-6

Are students making an adequate contribution to their employers?

(Not included in this evaluation)

Comments

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Remarks about the exchange of views with students, other

Comments



Form completed by: _____

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5.1 Program Evaluation Sheet (Overall Version)

**Shinshu University Advanced Leading Graduate Program
2018 Academic Year Third-Party Evaluation Committee
Program Evaluation Sheet (Overall Version)**

Target dates: January 2018 to December 2018

Overall evaluation: [A / B+ / B / B- / C]

Evaluation items

- | | |
|-------------------------------------|------------------------|
| 1. Program structures: | [A / B+ / B / B- / C] |
| 2. Admissions: | [A / B+ / B / B- / C] |
| 3. Educational content and methods: | [A / B+ / B / B- / C] |
| 4. Educational quality assurance: | [A / B+ / B / B- / C] |

General observations on program:

January 10, 2019

Evaluator

Name: _____