

Shinshu University Advanced Leading Graduate Program  
**Global Leader Program for Fiber Renaissance**  
**Third-party Evaluation Report**  
**(2014 Academic Year)**

## **Introduction**

The Shinshu University Advanced Leading Graduate Program, Global Leader Program for Fiber Renaissance, which was chosen for implementation during the 2013 academic year, accepted its first class of eight students in April 2014 and began to foster their development in keeping with the program's goal of "creating organic linkages among the technologies of different fields and technological and human resources that are scattered across the world and training global leaders who will be capable of driving new businesses and projects."

To prepare for the program's first students, we have put in place an administrative structure built around the University's president, a program director, and a program coordinator, and we are currently administering the program based on that structure while working closely with other research institutions in Japan and overseas. We're also working to bring high-quality Japanese students into the program through a range of public relations efforts including publishing a program website and distributing pamphlets as well as by hosting information sessions. We're also holding information sessions at overseas institutions with which we have exchange agreements in order to recruit talented international students.

In our effort to educate students, we have worked to create a unique curriculum that will help them achieve the program's educational objectives and to improve that curriculum so that it better satisfies the program's students.

About one year has passed since we began educating the program's first class of students. To assess whether the program has been administered in an appropriate manner, whether students were recruited and admitted in an appropriate manner, and whether educational activities were carried out so as to ensure a quality experience for students, we conducted a self-assessment in January 2015 and published the results as the Self-assessment Evaluation Report.

However, to ensure that the Leading Program delivers even better performance, it is

necessary to strive to create an optimal program not only through self-evaluation, but also by seeking the views of outside individuals. To that end, the program has formed a Third-party Evaluation Committee comprised of members elected by stakeholders.

The Third-party Evaluation Committee first met on January 27, 2015, and all members provided numerous valuable observations. This report summarizes those observations.

In addition to expressing our gratitude to the Third-party Evaluation Committee members who spent a significant amount of time evaluating the program, we would like to reiterate our commitment to using their views and observations to improve the program.

February 2015

Masayuki Takatera

Program Coordinator, Shinshu University Advanced Leading Graduate Program  
Global Leader Program for Fiber Renaissance

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## 1. Overview of the Third-party Evaluation Process

### 1.1 Third-party Evaluation Committee Schedule and Program

Time and date: 9:00 am to 12:00 pm on Tuesday, January 27, 2015

Location: 3rd floor Conference Room, Fiber Innovation Incubator Facility, Shinshu  
University Faculty of Textile Science and Technology

9:00 am	Greeting by the program coordinator
9:05 am	Explanation of the purpose of the Third-party Evaluation Committee
9:10 am	Explanation of the status of the program (by the program coordinator)
9:40 am	Question-and-answer session
10:10 am	Exchange of views between Third-party Evaluation Committee members and students
11:00 am	Evaluation summary
11:40 am	Evaluation review
Following the review	Expression of thanks by the program director

### 1.2 Meeting Attendees

Third-party Evaluation Committee members (without titles and listed in Japanese order based on the name of their government agency, association, organization, or society):

Hidenobu Teramura (Textile and Clothing Division, Manufacturing Industries Bureau, Ministry of Economy, Trade and Industry)

Hideshi Ueda (Japan Chemical Fibers Association)

Osamu Tsutsumi (Japan Carbon Fiber Manufacturers Association Committee, Japan Chemical Fibers Association)

Yasuharu Takagi (Japan Textile Finishers' Association)

Hideo Tsuchiya (All Nippon Nonwovens Association)

Tomio Matsubara (Japan Textile Professional Engineer Center)

Shinshu University:

Kunihiro Hamada (Program Director)

Masayuki Takatera (Program Coordinator)

Hiroaki Ishizawa (Chairman, Steering Committee)

Makoto Shimosaka (Chairman, International Partnership Committee)

Shigeru Inui (Chairman, Educational Strategy Committee)

Kimio Hirabayashi (Chairman, Student Evaluation and Admission Examination  
Committee)

Mikihiko Miura (Mentor and Administrative Coordinator)

Kanji Kajiwara (Mentor and International Partnership Coordinator)

Kazuhisa Ichimura (Office Manager)

Kazunori Inukai (Assistant to the Office Manager)

Akiko Kubota (Secretariat)

Naoko Suguta (Secretariat)

Kaori Nonin (Secretariat)

Toshimitsu Takamatsu (Graduate School Office)

### **1.3 Distributed Materials (List)**

- |  |             |
|--|-------------|
| 1. 2014 Academic Year Third-party Evaluation Committee Program | 1 copy      |
| 2. List of Third-party Evaluation Committee Attendees          | 1 copy      |
| 3. Third-party Evaluation Committee Evaluation Sheet           | 1 copy      |
| 4. Leading Program Self-assessment and Evaluation Sheet        | 1 copy      |
| 5. Program Status Briefing Materials                           | 1 copy      |
| 6. Leading Program Pamphlet                                    | 1 copy      |
| 7. Newsletter Vols. 1 and 2                                    | 1 copy each |

## **2. Committee Members' Evaluations Using the Program Evaluation Sheet**

One week 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 the explanation of the program's status as provided by the program coordinator 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 the selection of the program in November 2013 to December 2014.

### **(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

- A: The program's administrative structures as well as their interoperation and selection of program coordinators reflect clear objectives (fostering future global leaders).
- B: None
- B+: Structures should be strengthened, including from the perspective of learning about innovation in other fields.
- B: I think effective university and faculty structures have been put in place. It would be even better if it were possible to organize off-campus support structures, for example in industry.

B+: How about establishing some standards concerning the approach to other fields?

A: The program has put in place a multifaceted administrative organization and structures.

B+: I think the administrative structures are well conceived.

### **Perspective 1-2**

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

Committee members' individual evaluations and comments

B+: I'm waiting for the Third-party Evaluation Committee's evaluation on January 27.

B: I want the program to train global, actively engaged, free-spirited graduates.

B: Apply views based on the perspective of researchers, companies, and other entities in other fields. Has a ceaseless reassessment been carried out based on those views?

B+: The administrative structures have been put together in a creative manner given the limited amount of time available.

B: None

B+: The most important thing will be how program graduates are evaluated by the organizations that hire them.

None: No evaluation (unable to make determination at present time)

### **Perspective 1-3**

*Have structures been put in place to facilitate international collaboration?*

Committee members' individual evaluations and comments

A: The program has established structures to facilitate collaboration with domestic and overseas universities and research institutions.

B+: The program collaborates with an extremely large number of institutions. However, I think it would be helpful to take a more intensive approach, for example by ranking them in categories (A, B, C, etc.)

- B+: Structures have been put in place to a certain extent to facilitate collaboration. Now the key is making additional use of them (for example, to partner with textile universities in Europe and North America).
- B+: I believe that such structures have been put in place, for example in areas such as lectures by overseas faculty, workshops held overseas, etc. Wouldn't it be more useful to give students experience overseas than to focus on research topics?
- B+: I think the program is moving forward, for example by using the E-TEAM program.
- A: The program collaborates with international textile universities, and it is building an international network.
- A: The program seems to be engaging in substantive collaboration from the standpoint of education and research, and I see no issues in the area of international collaboration.

## **(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

- B+: The program has established, publicized, and disseminated its admissions policy. However, I would like to more clearly ascertain the effects of those publication and dissemination efforts.
- B: None
- B+: None
- B+: Generally speaking, I believe that the admissions policy has been publicized in a clear manner.
- B+: None

B+: None

B+: I don't have any comments concerning the program's admissions policy, but I think it would be an improvement to provide a more specific description of the program's students so that applicants can more readily envision themselves participating.

### **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

B: I expect to see applicants from places other than Shinshu University taking and passing the entrance examination. Concerning recruiting efforts overseas, I would like to see the program adopt broader methods for publicizing and disseminating information about opportunities.

B: None

A: I am impressed with how the program has used the Internet to recruit students from a broader range of countries.

B+: Concerning the first class of students, I think the program has been able to attract students with a high level of awareness. If the second class represents a good balance of countries and includes international students, that would be even more desirable.

B+: None

B+: The program has recruited and admitted international students from other countries.

B+: It can't be helped since it's the program's first year, but I sense that certain countries are overrepresented among international students. I anticipate this improving.

### **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

- B: I fear that certain areas are overrepresented among applicants taking and passing the entrance examination. (I would like the program to recruit applicants from outside Shinshu University and from outside Asia and Africa.)
- B: None
- A: I would like the program to continue working to expand the range of students who are admitted, for example by broadening recruitment to Europe, North America, and other regions.
- B+: I think these initiatives are being carried out in an appropriate manner.
- B+: None
- A: None
- None: No evaluation (I will observe things during the next academic year first.)

#### **Perspective 2-4**

*Is the program publicizing itself to recruit talented students?*

Committee members' individual evaluations and comments

- B+: I expect the student to recruit students from a broad range of domestic and overseas universities. To that end, I believe it is necessary to hold (1) information sessions at locations other than Shinshu University and (2) global information sessions (in Europe and North America).
- B: It seems to me that most of the students are from Asia. The program should advertise itself in a more global manner in Japan as well as in Europe.
- B+: I would like the program to continue working to expand the range of students who are admitted, for example by broadening recruitment to Europe, North America, and other regions.
- B+: I think the program is publicizing itself in an appropriate manner. In particular, it is necessary to work to recruit international students from Europe.

- B+: Use the Internet.
- B+: It is necessary for the program to recruit students from other universities in Japan, Europe, and North America.
- B+: The program is using the Internet and publicizing itself internationally. However, there is room for it to work harder in recruiting Japanese students from inside the university.

### **(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.

#### **Perspective 3-1**

*Is the Leading Program's curriculum appropriate?*

Committee members' individual evaluations and comments

- B+: In keeping with the objective of training future global leaders, the curriculum consists of four research fields, shared fields, and practical training courses. However, I would like to see the program become more global in actual practice. (Measures might include [1] long-term training at overseas universities and research institutions, [2] incorporation of overseas language learning institutions into the curriculum, [3] internships at overseas companies, and [4] incorporation of about 30% overseas learning and research over a five-year period.)
- B: I look forward to taking a closer look at this issue in the future.
- B+: Is the program continually reviewing the curriculum? Courses at participating universities are growing in effectiveness.
- B+: I believe that the lineup of courses in the curriculum is appropriate. Study is needed concerning how to foster more advanced learning after students' first year.
- B+: I would ask the program to make careful use of internships in order to foster business skills.

- B+: The curriculum needs to be strengthened from the standpoints of product development and commercialization.
- A: The curriculum, which incorporates elements such as practical study at manufacturing plants and attendance at international conferences, is well conceived. I have no requests in this area.

### **Perspective 3-2**

*Is the curriculum being implemented in an appropriate manner?*

Committee members' individual evaluations and comments

- B+: The planned curriculum is being implemented in an appropriate manner. However, I would like to review objective data about student satisfaction and program effectiveness.
- B+: I believe that the program is still grappling with how to implement the curriculum. Officials should study how to incorporate course content and good practices from overseas and domestic Japanese universities.
- B: The program should implement a curriculum that addresses areas such as supply chains and biotechnology.
- B+: I believe that the curriculum is being implemented in an appropriate manner.
- B+: Activities are being carried out in a reliable manner.
- A: The program is implementing a diverse curriculum in a precisely targeted manner.
- B+: I believe the question of how well students understand the curriculum and whether they will buy into it will need to be addressed in the future. It's difficult to make a judgment based on just one group of students in their first year of study in the master's program, but don't students need clearly defined goals and objectives? In addition, the small number of courses given in English is problematic for international students. Shouldn't the program consider how to increase such courses?

### **Perspective 3-3**

*Is the program's educational and research environment appropriate?*

Committee members' individual evaluations and comments

- A: Student accommodations and furnishings are adequate. Further, my judgment is that research facilities are well equipped.
- B+: It would be desirable for the program to provide more overseas research and discussion spaces.
- B+: Is the Fii research facility being used appropriately in connection with research? Some students indicated a desire to use research facilities a little more actively.
- B: Fiber-related facilities are available on campus, so that is not problematic, but there is a need to be more creative in creating opportunities to use English. Perhaps the program could use technologies such as e-learning and videoconferencing.
- B: I've seen that the buildings are complete, but perhaps the surrounding environment has not yet been put fully in place?
- A: The program is taking steps to enhance the necessary facilities.
- A: There are no problems with the program's research support structures.

### **Perspective 3-4**

*Does the program offer appropriate support structures for students?*

Committee members' individual evaluations and comments

- A: The program offers an adequate range of financial, educational, and psychological support structures.
- B+: None
- B+: Does robust support help increase student motivation? Exchanges with adults and overseas individuals in English are important.
- B+: I believe that the program has put appropriate structures in place.
- B+: The program even pays for overseas travel and other expenses. That seems appropriate to me.
- A: The program offers regular support, including financial and psychological components.

A: I believe that the program has put appropriate structures in place.

#### **(4) Educational quality assurance system**

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+: It is desirable for there to be standards that allow differentiation from existing Ph.D.s. There should be a system that can objectively evaluate the qualities of global doctoral candidates.

B: None

B: There are documented procedures, but are they serving as objective evaluation criteria? I think about global doctoral degree standards.

B: The degree standards are somewhat vague.

B: It may be necessary to review the criteria.

B+: None

A: In fact it takes time for students to earn degrees, but the documentation seems to suggest that they are being awarded in an appropriate manner.

##### **Perspective 4-2**

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

Committee members' individual evaluations and comments

B+: I would like the program to assess needs regularly and incorporate them into quality assurance standards.

B: I wonder if it would be possible to get a more concrete view of the program's graduates, for example, how research topics are contributing to the global environment.

B: Quality assurance standards are vague. This is a field where programs are still grappling with the role of the global doctoral degree. Is the

program targeting experts in a broad range of fields beyond just textiles when it surveys them about wishes for the curriculum, and are the results being applied to the review of the curriculum?

B: It seems to me that it's not possible to supplement HR needs with a company questionnaire.

B: Criteria

A: Standards have been established based on information such as that provided by company questionnaires.

A: At this point in time, I believe that the standards are appropriate. If problems develop in the future, the program will need to be able to deal with them in a flexible manner.

### **Perspective 4-3**

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

(Not included in this evaluation)

### **Perspective 4-4**

*Are student research findings sufficient?*

Committee members' individual evaluations and comments

None: The information does not provide a sufficient basis for comments.

B: It would be desirable for students to not only research the topics they have been assigned, but also to conduct research on topics of their own imagining.

B: There is some degree of variability. Some students require a little more guidance.

B: I don't think student research is yielding sufficient findings yet.

B: Student research findings remain insufficient.

B+: None

None: Not evaluated (I will make a judgment in the future after students advance in the program.)

#### **Perspective 4-5**

*Do students find the program satisfying?*

Committee members' individual evaluations and comments

- A: The program solicits student feedback, but I would like to hear more about the following topics: (1) student expectations with regard to the program, (2) their current level of satisfaction, and (3) their future desires.
- B: Instead of a broad, shallow approach, it would be better to organize individual students a little more.
- B+: The program should ask its eight students for their evaluations and use the feedback they provide to improve the program.
- B+: Based on the interview results, I believe the program is generally appropriate.
- B+: None
- A: None
- A: Having listened to student presentations, I believe that the students are satisfied.

#### **Perspective 4-6**

*Are students making an adequate contribution to their employers?*

(Not included in this evaluation)

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

- [ Students indicate that they don't have enough time, but they have been specially chosen, so I'd like them to work hard.
- [ Students should be greedier, hungrier, bolder.
- [ I'd like there to be more communication with different people, different countries, and different industries.
- [ All the students are kind and gentle. As global leaders, I'd like them to be bolder and more actively engaged.
- [ I'd like students to travel alone to a foreign country. True global leaders cannot develop in a good environment.

- [ I'd like students to master character traits that go beyond knowledge.
- [ It would be good if there were more two-way discussion-style classes, rather than one-sided, passive instruction.
- [ Ministry of Education, Culture, Sports, Science and Technology [ Improving Japanese students
- [ Accept global applicants (from Europe, the U.S., etc.).
- [ The program is lacking courses on subjects such as biometrics. Some students expressed the view that Fii facilities should be used to improve the program.
- [ There should be even more opportunities for discussions (especially with overseas individuals), and related skills should be developed.
- [ Students seem to be attracted to the idea of broad study, but they don't seem to be aware of themselves as global leaders.
- [ I think one key question is how to increase students' awareness in the context of the future curriculum.
- [ I think these presentations and exchange of views showed evidence of a slight shift in awareness from fundamental to applied research. I felt that individual students had a high level of interest.
- [ I'd like the program to give students a global viewpoint and train them to commercialize products and start businesses before they complete their studies.
- [ It may be necessary to review the curriculum as necessary to achieve that goal.
- [ I realized that the program's students are interested in their studies and that they understand the program's underlying intentions. However, their proficiency is not high since they're still in their first year of study. In order to create leaders with a bird's-eye view of the entire field of textiles (materials, spinning, processing, sewing, design, sales, economics, etc.), I feel that it's necessary to give them a relatively specific vision of what it means to be a leader (specific enough that they can imagine it). There are various such visions, and some leaders may give more weight to particular fields. However, I feel that providing a specific vision even if it is not a completely all-around leader will be important for future students.

### **3. Third-party Evaluation Committee Meeting Minutes**

#### **3.1 First Third-party Evaluation Committee Meeting Minutes**

Shinshu University Advanced Leading Graduate Program  
Global Leader Program for Fiber Renaissance  
First Third-party Evaluation Committee Meeting Minutes

Date and time: 9:00 am on Tuesday, January 27, 2015  
Location: 3rd floor meeting room in Fii  
Attendees: Third-party Evaluation Committee members  
Hidenobu Teramura (Textile and Clothing Division, Manufacturing  
Industries Bureau, Ministry of Economy, Trade and Industry)  
Hideshi Ueda (Japan Chemical Fibers Association)  
Osamu Tsutsumi (Japan Carbon Fiber Manufacturers Association  
Committee, Japan Chemical Fibers Association)  
Yasuharu Takagi (Japan Textile Finishers' Association)  
Hideo Tsuchiya (All Nippon Nonwovens Association)  
Tomio Matsubara (Japan Textile Professional Engineer Center)

Shinshu University  
Director Hamada  
Professor Takatera  
Professor Ishizawa  
Professor Shimosaka  
Professor Inui  
Professor Hirabayashi  
Specially Appointed Professor Miura  
Specially Appointed Professor Kajiwara  
Office Manager Ichimura  
Assistant to the Office Manager Inukai  
Manager Takamatsu of the Graduate School office  
Research Assistance Coordinator Kubota  
Research Assistance Coordinator Suguta

Research Assistance Coordinator Nonin

Not in attendance: Toshiji Kanaya (Society of Fiber Science and  
Technology), Professor Morikawa, Project Manager Nakajima,  
Project Manager Kubota

### **1. Greeting by the Program Director**

Program Director Hamada 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 record audio at the meeting and 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, with Program Director Hamada and Specially Appointed Professor Kajiwara offering responses on behalf of Shinshu University. While Third-party Evaluation Committee members offered observations about a perceived bias in the countries from which students were coming to the program, the need to establish more explicitly defined degree standards, and the need to provide a more specific vision of what it means to be a "global professional," they expressed generally favorable views.

### **5. Exchange of views between Third-party Evaluation Committee members and students**

An exchange of views was held with students, who responded one at a time to questions

posed by committee members. The questions addressed a wide range of topics, including why they chose the program, the extent of their satisfaction with it, how they chose their research topic in the doctoral program, and their plans after completing the program. Committee members also offered advice on the importance of learning how to use time wisely and taking the initiative to seek outside opportunities.

## **6. Evaluation summary**

A committee chairman was elected before the evaluation summary. Since no member put himself forward for consideration, Shinshu University recommended Toshiji Kanaya of the Society of Fiber Science and Technology, who was approved. Next, since the newly elected chairman was not in attendance, a vice chairman was elected. The Secretariat indicated that Mr. Kanaya wished to recommend Hideshi Ueda of the Japan Chemical Fibers Association, and Mr. Ueda was elected as the vice chairman. A summary of the evaluation was then presented as described below, with the vice chairman chairing the proceedings.

### **Program structures: B+**

- [ A: There is no issue with the plan itself, and the program is being planned in a careful and meticulous manner.
- [ B: Program structures have been properly put in place, but I would like the program to strengthen itself from the most important perspective, the purpose for which students are being trained. The purpose has not been clearly defined. Of the five stated objectives, “expertise related to textiles and fiber, and the ability to apply it” seems fine to me, but “the ability to connect fundamental research to applied research as well as commercialization and feasibility research” addresses skills that students will only develop in the future. The other three objectives—“pioneering project management skills,” “the capacity to create new value by acting as a global bridge to other fields and industries,” and “a perspective capable of connecting various problems faced by human societies with fiber technologies” sound great but lack specificity.
- [ B+: The international collaboration structures are good. Concerning the program’s administration, structures related to university faculty members are

fantastic, but it would be good to incorporate off-campus support structures organizationally into the program. In light of the program's characteristics, I think it would be even better if outside organizations could be given a larger role in the program's implementation.

- [ B+: What are the standards concerning the approach to other fields? I'm sure that there are time constraints and other issues, but inconsistency is the result if standards are not carefully defined.
- [ Although it will only be possible to judge whether the program structures are being reassessed against society's needs after graduates have left the program, I gave the program a "B" in this area due to slight uncertainty about structures for addressing identified needs in the structuring of the program at the current stage.
- [ The program has put in place some excellent international collaboration structures, but if the program pursues partnerships with too many universities, I wonder if it's a good thing to treat them all equally.

**Admissions: B+**

- [ B+: There's a bias in the places from which applicants are being sought, and despite the large number of partner universities, there are none in Japan. Similarly, there are no partner universities in Europe or North America. In the future, I would love to see the program publicize and promote itself to broaden the geographic diversity of applicants.
- [ I agree with the previous respondent, but I gave the program a "B" in this area.
- [ I gave the program an "A" in this area in recognition of the fact that it has been utilizing the Internet since last year, and applications from overseas have increased this year.
- [ B+: Due to the program's characteristics, it behooves it to admit international students. Administrators could decide to admit one student from any given country, for example. I think seeking out diversity would do more to foster stimulating interactions among students. I don't think it's as necessary to pursue fairness.
- [ B+: Using the Internet is fine as one of a variety of new public relations activities, but I'm not sure how exceptional that effort really is.

- [ B+: Wouldn't it a good idea to also accept students from Europe, North America, and other Japanese universities?

**Educational content and methods: B+**

- [ B+: To train the next generation of global leaders, the program's way of thinking remains too introverted. It needs to look outward more. A look at the curriculum reveals that the program is too busily fixated at home, so to speak. It should offer an educational program that is a little more global in nature.
- [ B+: I agree wholeheartedly with the previous individual. Can the program in its current state foster the development of students who have a global outlook in the true meaning of the expression? The students should be more challenged and buffeted during the educational process.
- [ B+: Globalization is important.
- [ B+: I think the curriculum related to textiles is generally appropriate, but students' self-awareness has not developed to the point that they desire to become global leaders. To increase students' awareness, how can that be changed? In addition, language study is a problem. I understand that creating an environment in which students are immersed in English is difficult, but it seems that some rationalization is needed, for example to use e-learning and the Internet for related courses so that students have to study everything in English. Textile-related content could be deepened, for example by using a discussion-style approach to study.
- [ B+: I would like to see the program made steady progress with internships. Concerning Perspective 3-3, it's not clear how well peripheral equipment has been put in place. I'm doubtful as to whether all the necessary equipment has been acquired in the program's second year.
- [ It seems to me that a little more creativity is needed for the parts of the curriculum that address commercialization and globalization.
- [ It seems to me that it's necessary to ask what has been put in place when it comes to courses that are not being offered in subjects such as supply chains and biotechnology as well as facilities and equipment.

**Educational quality assurance system: B**

- [ B+: The nature of the global doctoral degree has not yet been clearly defined. This is an issue for the survey that is conducted four years from now, but it seems that the program requires different judgment standards, rather than using the same characteristics as a conventional doctoral degree. I'm also doubtful as to whether there are global evaluators who can assess whether a given student is a global doctoral candidate rather than an existing doctoral degree candidate.
- [ B: Concerning assurance of educational quality, there are a large number of areas where the situation remains unclear. For their doctoral dissertations, I'd like students to explore topics that they've thought about and come up with themselves. Rather than just busily looking at the surface, surely students need to narrow down their topic in a way that makes sense for them individually and delve into their topics deeply.
- [ B+: I'd like the program to more clearly define what it means to confer a global doctoral degree with reference to social needs and to apply that understanding to course implementation while seeking feedback from industry.
- [ B: To be candid, I don't understand the degree standards. It's not clear whether "global leaders" simply refers to a normal textile degree with the additional goal that candidates be able to speak English, or whether it seeks to create a group of graduates who can do something beyond that, something different and involving a more integration-based approach. From the standpoint of assuring the quality of the education the program offers, I think the question is whether it can create graduates who meet society's needs, but all of today's students said they wish to work for companies. It was unfortunate that none expressed a desire to start a business or pursue study in the world of textiles as a researcher. A broader focus is needed in order to create graduates who will contribute to the world.
- [ B: The standards for degree conferment and for quality assurance are unclear. At the present time, students' research results have not reached the necessary level of sophistication.
- [ B+: I'm not sure what the degree conferment standards are. It seems that there is some variability from student to student when it comes to research findings.

## **Summary**

- [ Overall, how about a B+? I think that is appropriate for a program in its second year.
- [ Third-party Evaluation Committee members expressed the view that additional study is needed for program structures and content, particularly from the perspective of other fields and globalization, when it comes to the five objectives.
- [ Particularly concerning globalization, there is a need to enhance global content and take it to the next level, for example through exchanges with overseas entities.
- [ What is a global leader? A majority of committee members indicated that they want to see the program deepen its study of degree conferment standards and to bring a broader range of perspectives to bear on that effort.

## **7. Review of the evaluation**

Vice-chairman Ueda notified Shinshu University of the committee's overall evaluation of B+.

## **8. Expression of thanks from the program director**

Program Director Hamada expressed his thanks to the committee members in order to close the meeting.

### **3.2 Exchange of Views between Third-party Evaluation Committee Members and Students**

At the request of committee members, program secretariat staff attended the exchange of views between Third-party Evaluation Committee members and students and recorded the interactions. An account of the session follows. In the exchange, committee members asked questions, and students responded. Committee members also made comments in reaction to the students' responses.

Question: Why did you choose this program, and how satisfied are you with it after about one year of study?

Student 1: After graduating, I found that I was doubtful as to whether my own research was truly useful. I thought that if I continued to study in a doctoral program, my research would play a useful role. I chose the program because of its good compensation and conditions and for its educational content. I have some issues myself, but I am satisfied.

Student 2: There are so many lectures and so many assignments that there's no much time to do my own research. I want to learn how to use time wisely.

Committee member: What are your dreams for the future? What do you plan to do once you receive your degree?

Student 2: I'd like to work at a Japanese company or continue to conduct research.

Student 3: Since I had only learned about an extremely small part of the textile field during my undergraduate studies in the Department of Textile Science and Technology, I thought the program would be a good opportunity to undertake a broader study. In addition,

I didn't really know much about companies until now, and since I had heard that students in this program have many interactions with companies, I thought that it would be a good opportunity to develop a better understanding of companies. I'm very satisfied with the program since I am able to use machines that I hadn't used before during practical training and to learn about chemistry. The only thing is that it's all I can do to keep up, and I feel like I haven't really developed a solid understanding. I wasn't good at making time to carry out my own research, so that's an issue for me to address in the future.

Student 4: I joined the Department of Textile Science and Technology thinking that I'd enjoy exploring a variety of fields, from biology to chemistry, but in the end, I only studied courses in my own major, chemistry. I thought that by joining this program, I'd be able to undertake a broad study based on textiles and to see things from a variety of fields. I enjoyed studying the process by which raw materials are transformed into products during factory tours and other opportunities. However, I find myself reflecting on the fact that I haven't been able to develop a deep understanding and that I'm unable to make as much time for research as I'd like.

Student 5: I think it's a fantastic program. I still have issues with my Japanese proficiency, and I think it's great to be able to study both Japanese and English at the same time. However, there's not enough time.

Student 6: I chose the program because I thought I'd be able to broaden my own perspective. I thought I'd be able to build my leadership skills. I'm satisfied with the program because it lets me take many classes taught in English by overseas instructors and study

a variety of fields that differ from my own while improving my listening skills in English.

Committee member: You've all said that you don't have time, but time is allocated equally to all students. The only solution is to be creative yourself about how you use time. I'd like you to focus your attention on what you can accomplish while you're at the University, on what you can do while you're here. For example, take communication skills. It's important to think for yourself through discussions with others. It's also important to learn how to interact smoothly with others. I'd like you to learn how to assert yourselves through interactions with a large number of people.

Question: I assume that your current research topic was assigned by your advisor, but I'm curious: Do you think you will be able to select and plan your own topic when you move on to the program's doctoral portion?

Student 1: I think so, yes.

Student 2: I'm researching solvents using nanofibers, but I'm only doing a little bit of analysis and other work. I think as I move forward I'll discover some new clues that will enable me to select and plan a topic on my own.

Student 3: If you're asking whether I could do that now, I think it would be difficult. My current topic is the evaluation of wood products, but I think that there are points of comparison between that and fibers.

Student 4: At this stage, it would be difficult to select a topic. My advisor

provides a variety of clues during discussion classes, so I'd like to study those so that I'm able to develop a plan on my own.

Student 5: I don't have much time to sleep.

Student 6: When I chose my current topic, I wasn't sure whether I'd be able to do that on my own, but in the end I was able to. If I build on my fundamental knowledge, I think I'll be able to select a topic. When problems crop up, I think I'll be able to resolve them by consulting with my advisor and older colleagues and by searching literature myself, etc.

Question: You've indicated that you're pleased with what you can study under this curriculum, but that you're also quite busy and can't find time for other things. Are you content to just study the predefined curriculum, or are you also interested in creating opportunities on your own, for example by going off-campus and listening to things that other people have to say?

Student 1: I knew from the beginning that the program was going to be difficult. Right now my time is completely taken up with experiments, so I think it would be difficult for me to find the time to go off-campus.

Committee member: Wouldn't it be easier if you created opportunities to go off-campus yourself?

Student 2: I'd like to do that.

Committee member: I certainly would like you to do that. By taking the initiative yourself. I'd like you to search for opportunities yourself.

Student 3: I believe that it's very important to take action oneself, but I lack the enterprising spirit to go after things myself, and I have no idea where I would go to listen to what others have to say.

Committee member: It's important to manage your time yourself.

Student 4: I make an effort to listen to what technical workers on campus have to say on a variety of subjects. If the opportunity presents itself, I'd like to go off-campus to do the same thing.

Student 5: I'd like to do that, but I don't have enough time.

Student 6: Since my studies have been confined to the classroom for more than a dozen years since when I was an elementary school student, I'd like to go off-campus if there were an opportunity to do so.

Committee member: I'd like you to learn how to use time wisely. You all have been chosen. You should work hard to make time to do these things, and you should work to understand how to use time wisely. I'd like you to act more boldly, and to exhibit the spirit of competition. You're too low-key. I'd like you to get off-campus more.

Question: Soon you will have been studying under a curriculum with various components, including classes, for a year. What have you found best about the program, and what have you found worst?

Student 1: The retreat at Karuizawa (Manufacturing and Value Creation Seminar I) was good. What has been a little difficult is courses at the graduate schools that participate in the program. It was

difficult to commute to Tokyo every other week.

Student 2: It was good to learn a wide range of knowledge from practical training, factory tours, and other program elements. The courses about Japanese for international students, for example comparative culture, were great. I don't have anything that I consider the worst part of my experience so far.

Student 3: Classes with discussions, practical training, and factory tours were good. I think that the triad formed by lectures, factory tours, and practical training is the program's greatest strength. I found myself becoming completely passive during lectures in other specialties where we go over general doctoral courses with other graduate students, so those weren't very good.

Student 4: The discussions were good. Classes based on involvement and engagement were good, as was the group work. What wasn't good were classes where we just read over content. I found the approach used in such class—the normal approach of just listening to the professor talk—to be boring.

Student 5: I liked the classes that were held at other graduate schools participating in the program. The content wasn't directly related to my own research, but the experience prompted various ideas.

Question: What would you like to do after you complete the program?  
What kind of person do you think you'd like to become? Please just indicate whatever your current thinking is.

Student 1: I'd like to become the kind of person who can do what he'd like by using my area of specialization.

- Student 2: I'd like to become a wonderful person.
- Student 3: I'd like to play a useful role at a company in Japan.
- Student 4: I'd like to take advantage of my abilities at a Japanese company.
- Student 5: I'd like to work at a company where I can travel back and forth between China and Japan.
- Student 6: Right now, I think I'd like to work at a Japanese company.
- Question: Could you name something that you'd like to do in the future but that's not currently planned as part of the program?
- Student 1: I've heard that the program has installed a variety of machinery. I'd like to be able to use that machinery more freely, for example, to create woven fabrics.
- Student 2: I'd like to participate in more retreat-style programs. I'd like to learn more about Japanese culture.
- Student 3: Some people are dealing with raw materials. Some people are dealing with yarn. I'm dealing with product evaluation. Since we have all these people in various fields, I'd like to do research together as a group.
- Student 4: I'd like to take a lecture class taught by an outside instructor, and I'd like to participate in more discussions.
- Student 5: I'd like to take more lecture classes in English.

### **3.3 Question-and-answer Session between Third-party Evaluation Committee Members and the Program Coordinator**

During the question-and-answer session between Third-party Evaluation Committee members and the program coordinator, the program coordinator responded to questions posed by committee members.

Question: What is the Faculty of Textile Science and Engineering seeking to accomplish through globalization? What should companies seek to accomplish through global alliances with universities?

Response: Overseas universities are working to address advanced content while following a traditional approach to fundamental education. Since there are fewer and fewer people in Japan who can teach the fundamentals, I want students and faculty members alike to experience a different approach to textile education than we use in Japan through exchanges with overseas universities. Evaluation is the special domain of universities, but it is difficult to partner with overseas entities on projects related to standards (ISO) as a university. I would like to pursue exchanges of information.

Opinion: Europe has specialized experience in hard yarns such as wool, while Japan has specialized experience in slender yarns. Both thick and thin fibers are important, so wouldn't it be advantageous to provide global education by taking advantage of the respective strengths of both regions?

Explanation: There are numerous faculty members at the university who are involved in ISO, and we are working on Japan's first ISO standard. However, even when these individuals participate in meetings, they are often unable to express their views due to inadequate communication skills. The Leading Program embodies a curriculum that has been designed to get past these challenges. Our goal is to incorporate international

partnerships into the program in the future, so I would like you to take a somewhat longer view.

Question: (Concerning admissions) Isn't there a bias evident in the students who have been admitted? Is it difficult to recruit outstanding students from Europe?

Response: The degree issue is a significant one. It's difficult if we cannot use the same degree standards as Europe. This course is characterized by its goal of training professional engineers in the truest sense. We're planning to recruit applicants in Europe this March. We're also publicizing the program in Europe. When we were involved with other projects such as the Global COE program, a major issue was that we were unable to provide financial support in time. The project ended by the time it had finally achieved some recognition, and support ended. This time, we hope to recruit students while spreading the word early on that support is available.

Question: Section 4-1-1 in these materials seems more like a list of procedures than a series of degree standards.

Response: Although it has not been included in the Self-assessment Evaluation Report, Shinshu University has a series of degree conferment standards. It is necessary for students to satisfy the program standards after they have satisfied those standards.

Question: So there is such a series of standards.

Response: Yes, there is.

Question: You've cited plant tours as part of the program's approach to fostering the development of business skills, but aren't those just to obtain basic

knowledge?

Response: Since the doctoral program includes an extended internship, we're treating the master's program as a preparatory period.

Question: Given that employees have on-the-job training and other learning opportunities after they are hired, is it truly necessary to foster development of business skills? Aren't courses that foster the ability to serve as a bridge to other fields more important?

Response: We will consider your point as we develop the program going forward. I welcome your advice.

Question: Has the program assessed how overseas universities are offering education to foster the ability to serve as a bridge to other fields?

Response: We've assessed the programs of E-TEAM participating universities. There is a lot of teamwork. In the U.S. and Germany, programs include having students from different fields create prototypes together. We'd like to take that approach here but can't for budgetary reasons. In E-TEAM, member universities form teams consisting of students from four universities and visit each institution. The exchanges that come from those activities don't appear in the curriculum, but there is probably some merit to moving around to different schools.

Question: What sort of individual are you striving to create as a "global leader"? It seems that it would be easier for students if there were a somewhat more specific vision. Also, where does textile knowledge begin? Does it develop from upstream to downstream, from Japan to overseas? Does it spread globally from specialized fields, or does it transition to specialized fields from broad knowledge?

Response: Since we offer a clear approach to specialization through education based on four divisions in our faculty, our approach is for students to expand their knowledge in a cross-cutting manner after joining the program.

Question: Companies want employees who have the ability to debate. They want students who can assert themselves and make judgments in a calm and composed manner. There's a need to emphasize those skills and abilities. Isn't there also a need to define more specifically how one's own research is connected to the shared problems of humankind?

Response: That's our goal with the workshops we hold with overseas universities. The principal theme for the next BOKU workshop is forest resources and the environment. We want students to have their own realizations while interacting directly with overseas students. Aren't global leaders those individuals who can accomplish the same things overseas as they can in Japan? We will train students to have confidence in themselves and in their own research.

Question: It would be difficult to achieve globalization in the short period of just five years, but I'd like the program to send students overseas as much as possible and train them so that they have the potential to become leaders.

Response: We've put in place a co-supervising system, and I'd like to utilize that.

#### **4. Response to the Third-party Evaluation**

Masayuki Takatera  
Program Coordinator

Having received valuable insights from committee members regarding the program, we intend to work to improve the program by means of the following policies.

##### **(1) Program structures**

Committee members pointed out that the program has not defined a clear vision for the type of graduate it is attempting to train, for example asking the purpose for which the program is training students, noting that the program's objectives are unclear and insufficiently specific, and observing that the standards for dealing with other fields are poorly defined. We will address these concerns by working to further clarify the program's objectives, specifically by indicating the correspondence between program objectives and the specific educational curriculum that will be used to achieve those objectives. In addition, I would like to note my appreciation for committee members' suggestions to incorporate outside support structures into the program's organization and to give outside organizations a larger role in the program's structures. As we implement the program in the future, we are planning to seek the cooperation of outside entities in an even broader range of circumstances.

Concerning international collaborative structures between Shinshu University and overseas universities and research institutions, we have put in place an extremely good selection of such structures, but committee members pointed out that rather than engaging all partners in a uniform manner, we should create differences in the extent of our partnerships. Currently, we are not pursuing equal exchanges with all universities, and in fact there are significant differences in the closeness of our exchanges. For example, those interactions are particularly close with key universities with which we have swapped branch offices (North Carolina State University, the University of Manchester, and Hong Kong Polytechnic University) and ENSAT in France, with which we have created a double-degree program. I expect that differences in the extent

of exchanges such as these will continue to develop as the program evolves.

## **(2) Admissions**

Committee members observed that the program had no applicants from other universities in Japan, and that there were no applicants from Europe or the U.S. We look forward to focusing on publicizing the program to other universities even more than in the past so that we can secure enrollees from other universities in Japan. In addition, we're offering not an all-around program, but rather a unique program that focuses on fiber and textiles. Since our goal is to train global leaders for a fiber renaissance, it is only natural that the program would attract more applicants from Asia and Africa, where the textile industry is centered. We plan to carry out a program of activities to publicize the leading program at ENSISA in France and at the University of Ljubljana and the University of Maribor in Slovenia this March, and we will work to gain applicants from those two countries.

Another view voiced by committee members was the idea of seeking diversity among international students by limiting the pool of applicants to one per country. With regard to this suggestion, our hope is to accept international students from as many countries as possible and thereby to facilitate diversity among the program's student body.

## **(3) Educational content and methods**

Committee members observed that students should travel overseas more often and that the program should offer a more global education, for example indicating that the curriculum needs to be enhanced with regard to globalization. Concerning students' overseas activities, the current curriculum includes a number of required courses: Manufacturing and Value Creation Seminar I, a joint workshop for first-year master's program students and graduate students from universities in Europe and North America that lasts for about one week; Manufacturing and Value Creation Seminar II, a joint workshop for second-year master's program students and graduate students from universities in Asia and Africa; and the Overseas Special Seminar, a course for third-year students (first-year doctoral program students) that lasts from three to six months. Although it would be difficult for Leading Program students, who must take numerous

courses while simultaneously carrying out research, to incorporate additional mandatory courses that require them to travel overseas into the curriculum, we would like to enhance the program by increasing opportunities to travel overseas, for example in the form of electives, extracurricular activities, or research presentations at international conferences. Since it will therefore be important for students to master the ability to participate in discussions in foreign languages in their field of specialization, we also plan to enhance specialized and language education in Japan at the same time. We are preparing to increase the number of courses offered in English and to distribute as many English-language texts as possible in courses offered in Japanese starting during the 2015 academic year. Committee members also voiced the view that textile-related content should be studied in a discussion-style setting. Although small classes targeting Leading Program students only are already taught using a discussion-style approach, we would like to incorporate more classes of this type that are carried out in English.

Committee members also indicated a desire that we be certain to pursue internships, but the program's curriculum already includes an internship as a required course for fourth-year students (second-year doctoral program students), and all program students are required to participate in an internship. To implement this aspect of the program, we are planning to seek cooperation from stakeholders and industry at large.

Committee members also pointed out that the program does not include courses that address areas such as supply chains and biotechnology. We're still in the first year since instruction began, and we look forward to addressing deficiencies such as this one by offering courses not offered during this academic year during the next academic year.

#### **(4) Educational quality assurance system**

Committee members voiced numerous views about degree standards, pointing out that the standards for doctoral degrees have not been clearly defined and that the program requires criteria that differ from those of a conventional doctoral degree. Since students of the Leading Program belong to the Graduate School of Science and Technology (either its master's or doctoral program), they must at a minimum satisfy the degree standards imposed by that school. In addition, program students are held to even more

stringent degree conferment requirements that are unique to the program. We will work to make the program's unique degree standards and requirements clearer to outside audiences. Similarly, we will work to achieve a higher level of clarity in response to the view that the doctoral degree that the program strives to award is unclear.

Concerning the research findings of program students, committee members indicated that they would like those results to be more visible. At the present point in time, there is some individual variability among students, but we intend to offer guidance so that all students can produce research findings that conform to a doctoral degree standard at the soonest possible opportunity.

Committee members also expressed disappointment that all of the students said they wish to join a company rather than starting a business or pursuing the study of the world of textiles as a researcher. The desire of students to join a company after earning their degree likely reflects the program's principal objective of training doctoral degree-holders who will be able to contribute in a corporate setting, rather than training researchers who will pursue their career at a university, and the fact that we take many opportunities to talk to the students about this goal. The goal itself will not change, but we would like to foster the development of graduates who are able to pursue careers as entrepreneurs and university researchers as well.

## 5. Third-party Evaluation Materials

### 5.1 Program Evaluation Sheet (Individual Version)

# Shinshu University Advanced Leading Graduate Program First Third-party Evaluation Committee Program Evaluation Sheet (Individual Version)

Target dates: November 2013 to December 2014

## 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 by objective

### 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

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]

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

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**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
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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?*

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

Comments
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**Perspective 2-4**

*Is the program publicizing itself to recruit talented students?*

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

Comments
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### 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
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#### Perspective 3-2

*Is the curriculum being implemented in an appropriate manner?*

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

Comments
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#### Perspective 3-3

*Is the program's educational and research environment appropriate?*

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

Comments
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**Perspective 3-4**

*Does the program offer appropriate support structures for students?*

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

Comments
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**4. Educational quality assurance system**

[ 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
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**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?*

(Not included in this evaluation)

Comments

**Perspective 4-4**

*Are student research findings sufficient?*

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

Comments

**Perspective 4-5**

*Do students find the program satisfying?*

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

Comments

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**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
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Form completed by: \_\_\_\_\_

**Shinshu University Advanced Leading Graduate Program  
First Third-party Evaluation Committee  
Program Evaluation Sheet (Individual Version)**

Target dates: November 2013 to December 2014

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

Evaluations by objective

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

General observations on program:

Evaluator: Vice chairman  
Deputy, Third-party Evaluation Committee chairman  
Shinshu University Advanced Leading Graduate Program

Name: \_\_\_\_\_

6. List of Third-party Evaluation Committee Members

Japan Textile Professional Engineer Center	Tomio Matsubara Director and Chairman, Educational Activities Committee
Japan Carbon Fiber Manufacturers Association Committee, Japan Chemical Fibers Association	Osamu Tsutsumi Chairman, Technology Committee (PC Group Leader, Carbon Fiber & Composite Materials Technology Administration Office, Mitsubishi Rayon Co., Ltd.)
Textile and Clothing Division, Manufacturing Industries Bureau, Ministry of Economy, Trade and Industry	Hidenobu Teramura Manager, Textile and Clothing Division
All Nippon Nonwovens Association	Hideo Tsuchiya Advisor
Japan Chemical Fibers Association	Hideshi Ueda Vice Chairman (Chairman of the Board of Trustee)
Japan Textile Finishers' Association	Yasuharu Takagi Chairman, Technology and Environmental Measures Committee
Society of Fiber Science and Technology	Toshiji Kanaya Vice Chairman (Professor, Institute for Chemical Research, Kyoto University)