

2011 Program for Leading Graduate Schools by MEXT

*Phoenix Leader Education Program
(Hiroshima Initiative)
for Renaissance from Radiation Disaster*

FY2013

Report on the Status of Progress in Improvements

2014. 2



– Hiroshima University –

Introduction

The Phoenix Leader Education Program (Hiroshima Initiative) for Renaissance from Radiation Disaster (hereinafter, “the Program”) is a doctoral program designed to foster interdisciplinary and eclectic global leaders (Phoenix Leaders) who are able to undertake the best possible actions in any circumstance involving a radiation hazard, and to contribute to the recovery by displaying leadership based on appropriate judgment and a clear vision. Hiroshima University inaugurated the Program by taking advantage of its wealth of experience in supporting the recovery from the destruction of the atomic bomb, as well as the University’s proven expertise as an advanced medical institution to treat survivors of the A-bomb. The 56 members of the Program comprise faculty members of eight graduate schools and research centers of Hiroshima University, as well as representatives from Fukushima Medical University, Tohoku University, Fukushima University, Nagasaki University, the Radiation Effects Research Foundation, and the National Institute of Radiological Sciences. Moreover, the Program is supported by many other research institutions and companies both inside and outside Japan, including the International Atomic Energy Agency (IAEA), the World Health Organization (WHO), and the International Federation of Red Cross and Red Crescent Societies (IFRC).

The Program, designed to foster multidisciplinary leaders, has been adopted as one of the MEXT Leading Programs in Doctoral Education (in interdisciplinary areas), unified four or five-year doctoral programs inaugurated in Academic Year 2011 with support from Japan’s Ministry of Education, Culture, Sports, Science and Technology (MEXT). The aim is the radical reform of Japan’s conventional graduate-school systems towards enhancing the quality of its doctoral education to a global level by jointly involving industry, academia, and government. MEXT will continue to support the Program of Hiroshima University until the end of the 2017 Academic Year.

Currently, the Program’s second year, all related faculty members, administrative staff, and graduate students are cooperating with each other and following more practical curriculums, achieving steady progress. In handling various problems, such as dissatisfaction among students and insufficient communication among members, we are doing our best to produce genuine Phoenix Leaders.

January 2014

Tetsuji Okamoto
Program Director of the Phoenix Leader Education Program (Hiroshima Initiative) for
Renaissance from Radiation Disaster, Hiroshima University Graduate Schools
Executive and Vice President of Hiroshima University

On October 1, 2013, we received 11 students from a wide variety of countries as the second batch of participants in the Program. Meanwhile, eight second-year students, who were the first to enroll the program, are now demonstrating their considerable growth by accumulating various new experiences, such as short-term fieldwork and participation in internship programs. These students also joined a short field visit program at an early stage; the program was held in an area affected by the Great East Japan Earthquake, which helped them learn about the reality of a radiation disaster.

After receiving last year's evaluation from the External Evaluation Committee, we identified problems to be resolved concerning the Program, with a focus on the points for which improvement was indicated by the Committee and items receiving a low evaluation from the Committee. This report presents the extent to which these problems have been improved in the activities that we promoted in Academic Year 2013. It is my sincere hope that leading figures in industrial, academic, and government circles inside and outside Japan will read this report and provide us with their evaluations and suggestions, so that we can continue to improve the Program and meet the expectations placed upon us from around the world. I would like to ask for your frank suggestions, including unrestricted criticism.

FY2013
 Phoenix Leader Education Program for Renaissance from
 Radiation Disaster
 Report on the Status of Progress in Improvements
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I. Improvements Related to the Findings of the Review of the Previous Fiscal Year

The following three issues were identified from the content of section “I. Review” of the FY2012 “External Evaluation Report” compiled by the External Evaluation Committee of the Phoenix Leader Education Program for Renaissance from Radiation Disaster and improvement measures formulated for each issue as described below.

Issue 1

Enhancement of both the breadth (common fields) and depth (specialized fields) of the curriculum

【Status of Progress in Improvements】

During the 2nd Phoenix Leader Education Program Retreat (December 14-15, 2013), the first opinion exchange meeting for Phoenix Leader Education Program faculty and students was held.

Partly because there had previously been no opportunities for faculty and students to express their opinions directly regarding various aspects of the program, including the curriculum, candid comments were made regarding the busyness and inconvenience of students engaged in interdisciplinary studies with respect to their research and lectures, the activities of their respective graduate schools, and program activities, etc.

These comments will be used to enhance the program curriculum going forward, and similar opinion exchange meetings are to be held on an ongoing basis.

【Report on the Status of Progress in Improvements: Materials】

1. Detailed Regulations for Phoenix Leader Education Program Faculty and Students Opinion Exchange Meetings
2. Report on the 2nd Phoenix Leader Education Program Retreat

Issue 2

Academic degrees that express the characteristics of Phoenix Leaders’ skills

【Status of Progress in Improvements】

Students who complete the Phoenix Leader Education Program are eligible to receive a doctoral degree (specialized field) (Phoenix Leader Education Program for Renaissance from Radiation

- *Kyoshoku Katei* (January and June 2013)
- *Jikken Igaku* (May and December, 2013)
- *Saibo Kogaku* (April and December 2013)
- *Journal of Radiation Research* (May 2013)
- *web daigaku daigakuin ten* (<http://www.daigakuten.com>)

Japan and overseas and recruit students. In addition, advertisements recruiting students for the program were placed in the academic journals and on the websites below, and efforts were made to broadly publicize the program both in Research Institute, National Central University, etc.

○ Taiwan: Taipei Medical University; National Chengchi University; Hiroshima University Taiwan Foundation (BOS); etc.
 ○ Indonesia: National Nuclear Energy Agency of Indonesia; Borneo Orangutan Survival Medicine and Pharmacy

○ Vietnam: Vietnam National University, Ho Chi Minh City; Ho Chi Minh City University of (CNPq); University of Sao Paulo (USP); University of Brasilia Faculty of Technology

○ Brazil: Hiroshima University Brazil Center; Coordination for the Improvement of Higher Education Personnel (CAPES); National Council for Scientific and Technological Development around the world.

With regard to the system for promoting the program globally, which has been commented on previously, efforts were made to strengthen and enhance this system from this fiscal year onwards through the implementation of meetings explaining the program at important academic bases

[Status of Progress in Improvements]

International promotion of the program and recruitment of students

Issue 3

3. Consideration of Phoenix Leader Education Program “Radiation Disaster Recovery Studies”

[Report on the Status of Progress in Improvements: Materials]

Furthermore, an implementation plan (draft) is currently being formulated for the “Radiation Disaster Recovery Studies” course as a unique curriculum expressing the comprehensiveness of the program as well as the excellence of Phoenix Leaders who have completed the course and acquired their doctoral degree.

Furthermore, on June 7, 2013, the first international student recommendation selective screening examination was held in Vietnam, and four Vietnamese students joined the Phoenix Leader Education Program.

【Report on the Status of Progress in Improvements: Materials】

4. Brazil (São Paulo, São Paulo) trip report
5. Taiwan (Taipei) trip report
6. Phoenix Leader Education Program promotional materials placed in academic journals
7. Phoenix Leader Education Program International Student Recommendation Selective Screening Examination Implementation Plan

II. Improvements Related to Items with Low Evaluation Scores in the Previous Fiscal Year (Level 3: Advisors and Education Supporters)

In the FY2012 “External Evaluation Report”, members of the External Evaluation Committee of the Phoenix Leader Education Program for Renaissance from Radiation Disaster evaluated the program’s scores for nine levels and low-scoring items on a four-grade scale.

Of these evaluations, “Fulfills the requirements” was allotted 4 points; “Generally fulfills the requirements” was allotted 3 points; “Partial improvements required” was allotted 2 points; and “Considerable improvements required” was allotted 1 point. For levels and points that received an average score of less than 3.5 from all committee members, issues were identified and improvement measures formulated.

Level 3: Advisors and Education Supporters

For “Level 3: Advisors and Education Supporters” in the FY2012 “External Evaluation Report”, the average score for Point (2) was 3.38 and the overall score was 3.25. It was therefore decided that measures were required.

Point (2): Are the faculty responsible for advising students in the program appropriate with regard to the program’s objective of “Training ‘Phoenix Leaders’ to transversally and comprehensively manage recovery from multiple disasters resulting from radiation disasters”?

Issue 1

Evaluation of supporters with regard to mental care

[Status of Progress in Improvements]

A Phoenix Leader Education Program Faculty and Students Opinion Exchange Meeting was held with the aim of hearing students in the program's opinions and comments about aspects of the program with which they were dissatisfied or experienced inconvenience and to cu review students' mental care as well as communication between faculty and students and the program curriculum. These meetings are to be continued in the future.

[Report on the Status of Progress in Improvements: Materials]

1. Detailed Regulations for Phoenix Leader Education Program Faculty and Students Opinion Exchange Meetings
2. Report on the 2nd Phoenix Leader Education Program Retreat

Issue 2

"On-the-spot/practical" guidance provided by staff directly engaged with people in the field

[Status of Progress in Improvements]

In order to enhance the system of cooperation between this program and businesses/government agencies, preparations are currently underway for "Construction of Phoenix Leader Education Program Career Paths"; in future, we intend to create a system enabling non-university members of this "consortium" to participate in a doctoral thesis research qualifying examination (QE). Furthermore, towards this end "Guidelines for Implementing Doctoral Thesis Research Qualifying Examinations" are being prepared, and thus far four education seminars for faculty have been conducted with the aim of building common understanding both within the program and university-wide regarding the policy framework for these "qualifying examinations (QE).

[Report on the Status of Progress in Improvements: Materials]

8. Construction and Enhancement of Phoenix Leader Education Program Career Paths (excerpt)
9. Guidelines for Implementing Doctoral Thesis Research Qualifying Examinations
10. Phoenix Leader Education Program Education Seminars

Issue 3

Enhancement of program members responsible for the Social Recovery Course and the social science field

[Status of Progress in Improvements]

Five program members responsible for the Radioactivity Social Recovery Course have been newly appointed, strengthening the social science field. As a result, the content of the Radioactivity Social Recovery Course offered as part of the Phoenix Leader Education Program short-term field work that was implemented in August 2013 has been enhanced.

【Report on the Status of Progress in Improvements: Materials】

11. List of Phoenix Leader Education Program Members

III. Improvements Related to Items with Low Evaluation Scores in the Previous Fiscal Year (Level 5: Educational Content and Methods)

Level 5: Educational Content and Methods

For “Level 5: Educational Content and Methods” in the FY2012 “External Evaluation Report”, the average score for Point (1) was 3.38 and the overall score was 3.38. It was therefore decided that measures were required.

Point (1): Are class subjects appropriately scheduled, the curriculum organized systematically, and the content of class subjects overall in line with the aims of the curriculum so that the program reflects the objectives of education and the degree to be conferred?

Issue 1

Opportunities for students to successfully complete projects as leaders

【Status of Progress in Improvements】

To provide opportunities for students to gain experience in proposing, planning, and implementing projects, in organizing the 3rd Phoenix Leader Education Program International Symposium (to be held on February 15-16, 2014), leaders will be selected from amongst students and organizational staff and emcees, etc., are being decided under the direction of these leaders.

【Report on the Status of Progress in Improvements: Materials】

12. Guidelines for Graduate Student Presentations at the 3rd Phoenix Leader Education Program International Symposium (excerpt)

Students' achievement of satisfactory research results in their respective graduate schools

[Status of Progress in Improvements]

In order to demonstrate students' research abilities in evaluation criterion for attainment targets and appropriately achieve and evaluate research results, guidelines such as "Instructions Regarding Confirmation of Attainment Levels for Study Targets", "Attainment Standards (Rubric)", "Postgraduate Students' Self-evaluation of Attainment Levels", and "Performance Evaluation Guidelines" have been formulated.

In addition, Guidelines for Implementing Doctoral Thesis Research Qualifying Examinations have been formulated and research work evaluation methods specified.

Furthermore, in order also to raise the quality of students in specialized fields, implementation guidelines have been formulated for the "common coursework" conducted at the already-established Hiroshima University Phoenix Training Center and the study targets and evaluation methods for interdisciplinary research skills have been specified.

To enable the implementation of fieldwork that can be linked to research results, academic writing evaluation standards for short-term fieldwork have also been specified. Accordingly, "Fieldwork Implementation Guidelines" have been formulated and short-term fieldwork has been carried out.

Currently, graduate students and their advisors are making preparations for long-term fieldwork in their respective research areas, such as conducting close investigations of fieldwork locations.

[Report on the Status of Progress in Improvements: Materials]

13. Instructions Regarding Confirmation of Attainment Levels for Study Targets for the Phoenix Leader Education Program

14. Phoenix Leader Education Program Attainment Standards (Rubric)

15. Phoenix Leader Education Program Postgraduate Students' Self-evaluation of Attainment Levels

16. Phoenix Leader Education Program Performance Evaluation Guidelines

17. Phoenix Leader Education Program Guidelines for Implementing Doctoral Thesis Research Qualifying Examinations (excerpt)

18. Phoenix Leader Education Program Common Coursework Implementation Guidelines (Handbook) (excerpt)

19. Phoenix Leader Education Program Short-term Fieldwork Implementation Guidelines (Handbook) (excerpt)

Issue 3

Everyday face-to-face communication between students and faculty/advisors

【Status of Progress in Improvements】

In order to further deepen communication between students and faculty, Guidelines for Implementation of the Phoenix Leader Education Program Retreat and an implementation plan were formulated, and the 1st Phoenix Leader Education Program Retreat was held July 5-6, 2013.

For this retreat, Ms. Yuko Nakagiri of the Secretariat of the Nuclear Regulation Authority, Dr. Tomoyoshi Oikawa, Assistant Director of the Minamisoma Municipal General Hospital, and Dr. Chhem of the International Atomic Energy Agency (IAEA) were invited as guest lecturers, and students actively took part in discussions.

The 2nd Phoenix Leader Education Program Retreat was held December 14-15, 2013, and after hearing lectures by the guest speakers—Mr. Hiroyuki Tani, Deputy Director of the Nuclear Liability Office, Ministry of Education, Culture, Sports, Science and Technology; Dr. Tomoyoshi Oikawa, Assistant Director of the Minamisoma Municipal General Hospital; Professor Hiroshi Ide, Graduate School of Science, Hiroshima University; and Professor Yasuhiro Yukimatsu, Faculty of Engineering, Hokkaido University—students actively participated in opinion exchanges and gave presentations on the progress of their research.

An opinion exchange meeting was also held at the second retreat, providing opportunities for deepening communication between faculty and students.

Guidelines for Implementation of the Phoenix Leader Education Program Interdisciplinary Seminar were also formulated with the aim of further deepening exchange between students and communication between students and faculty.

At the same time, four educational seminars on the Doctoral Thesis Research Qualifying Examinations have thus far been conducted with the aim of deepening faculty's understanding of the program.

【Report on the Status of Progress in Improvements: Materials】

20. Guidelines for Implementation of the 1st Phoenix Leader Education Program Retreat (excerpt)
21. Guidelines for Implementation of the 2nd Phoenix Leader Education Program Retreat (excerpt)
22. Guidelines for Implementation of the Phoenix Leader Education Program Interdisciplinary Seminar (excerpt)
10. Phoenix Leader Education Program Education Seminar

The short-term fieldwork that has been implemented thus far as well as the common coursework that is to be implemented in the future contain not only curricula related to natural science and

[Status of Progress in Improvements]

Rectifying over-emphasis of the fields of natural science and medicine in the curriculum

Issue 6

International Symposium (excerpt)

12. Guidelines for Graduate Student Presentations at the 3rd Phoenix Leader Education Program (excerpt)

21. Guidelines for Implementation of the 2nd Phoenix Leader Education Program Retreat (excerpt)

20. Guidelines for Implementation of the 1st Phoenix Leader Education Program Retreat

[Report on the Status of Progress in Improvements: Materials]

students are able to proactively engage in mutual exchange and undertake activities. international symposium, as well as through the preparation for and holding of various seminars, Through the holding of the 2nd retreat and the student-run organizational system for the

[Status of Progress in Improvements]

Mechanisms for exchange between students and voluntary undertaking of joint activities

Issue 5

(Handbook) (excerpt)

18. Phoenix Leader Education Program Common Coursework Implementation Guidelines (excerpt)

19. Phoenix Leader Education Program Short-term Fieldwork Implementation Guidelines (Handbook)

[Report on the Status of Progress in Improvements: Materials]

the Hiroshima University Phoenix Training Center. implementation guidelines are being prepared for common coursework that is to be implemented at a cross-disciplinary knowledge foundation and practical skills as Phoenix Leaders, and Short-term fieldwork is being implemented as a curriculum aimed at enabling students to acquire

[Status of Progress in Improvements]

Curriculum for nurturing leadership

Issue 4

medicine but also such curricula as “Business Continuity Management (BCM)” and “Radiation Disaster Risk Management and Disaster Prevention Exercises”, proactively incorporating humanities and social sciences curricula. Thus, a system has been created that enabled students to acquire interdisciplinary knowledge and skills without over-emphasizing only natural science and medicine.

【Report on the Status of Progress in Improvements: Materials】

18. Phoenix Leader Education Program Common Coursework Implementation Guidelines (Handbook) (excerpt)

Issue 7

Individualized career guidance program

【Status of Progress in Improvements】

In order to formulate a career guidance system, we are currently strengthening our system of cooperation with businesses that accept program students on short-term and long-term internships and short-term internships are being implemented one after the other.

The Guidelines for the Implementation of Short-term Internships under the Phoenix Leader Education Program as well as the “Implementation Procedures” have been formulated as codes and a formal memorandum was signed between Hiroshima University and Chiyoda Technol Corporation, a new partner business, for Chiyoda Technol Corporation to accept program students for short-term internships, starting off actual short-term student internships under this program.

In addition, beginning in mid-January, students have been dispatched one after the other to the IAEA on short-term internships known as “scientific visits”.

We are also negotiating with Fukushima University’s Fukushima Future Center for Regional Revitalization with regard to accepting program students on short-term internships and as volunteers for *Kyodo ni omoi o yoseru dosokai* activities.

【Report on the Status of Progress in Improvements: Materials】

23. Guidelines for the Implementation of Short-term Internships under the Phoenix Leader Education Program (excerpt)

24. Memorandum with Chiyoda Technol Corporation

Issue 8

Establishment of educational content and methods appropriate for the program’s objectives (STS, short field visits, science communication, etc.)

【Status of Progress in Improvements】

13. Instructions Regarding Confirmation of Attainment Levels for Study Targets for the Phoenix

[Report on the Status of Progress in Improvements: Materials]

own performance and instructions for usage were provided.

In addition, pages were set up in the e-learning portfolio system to enable students to check their interdisciplinary skills, and management skills were specified.

Qualifying Examinations were also formulated and methods for evaluating international skills, Phoenix Leader Education Program Guidelines for Implementing Doctoral Thesis Research and Phoenix Leader Education Program Performance Evaluation Guidelines were formulated.

Phoenix Leader Education Program Postgraduate Students' Self-evaluation of Attainment Levels, Leader Education Program, Phoenix Leader Education Program Attainment Standards (Rubric), Instructions Regarding Confirmation of Attainment Levels for Study Targets for the Phoenix, In order to appropriately evaluate students' study attainment levels with regard to the curriculum,

[Status of Progress in Improvements]

Devices for evaluating the quality of students as Phoenix Leaders

Issue 1

score was 3.25; it was therefore decided that measures were required.

For "Level 6: Educational Results" in the FY2012 "External Evaluation Report", the average

Level 6: Educational Results

(Level 6: Educational Results)

Evaluation Scores in the Previous Fiscal Year

IV. Improvements Related to Items with Low

25. Guidelines for the Implementation of the 1st Phoenix Leader Education Program Short Field Visit (excerpt)

[Report on the Status of Progress in Improvements: Materials]

objective of generating interdisciplinary Phoenix Leaders.

from the time of their enrollment, the 1st Phoenix Leader Education Program Short Field Visit was carried out. We are planning another short field visit, etc., for the future, utilizing the spring university holidays in March 2014, and will continue to provide education tailored to the program's

In order to achieve common understanding of the objectives of the program amongst students

Leader Education Program

14. Phoenix Leader Education Program Attainment Standards (Rubric)
15. Phoenix Leader Education Program Postgraduate Students' Self-evaluation of Attainment Levels
16. Phoenix Leader Education Program Performance Evaluation Guidelines
17. Phoenix Leader Education Program Guidelines for Implementing Doctoral Thesis Research Qualifying Examinations (excerpt)
26. E-learning Portfolio Instructions for Use (for Students)

Issue 2

Regular correction of curriculum maps

【Status of Progress in Improvements】

Firstly, four educational seminars on the Doctoral Thesis Research Qualifying Examinations have thus far been conducted with the aim of establishing common understanding of educational and evaluation methods with regard to lesson planning and implementation based on curriculum maps. Moreover, guidance and evaluation for this target base is also being broadly implemented in short-term fieldwork already being conducted, and common understanding is being established.

Secondly, in preparation for curriculum corrections, students were asked to give their opinions on the curriculum during the opinion exchange meeting for faculty and students that was held at the 2nd retreat.

【Report on the Status of Progress in Improvements: Materials】

27. Handling of Curriculum Maps for the Phoenix Leader Education Program
10. Phoenix Leader Education Program Education Seminar
19. Leader Education Program Short-term Fieldwork Implementation Guidelines (Handbook) (excerpt)
1. Detailed Regulations for Phoenix Leader Education Program Faculty and Students Opinion Exchange Meetings
2. Report on the 2nd Phoenix Leader Education Program Retreat

Issue 3

Specification of educational and evaluation methods in curriculum maps

【Status of Progress in Improvements】

In order to specify educational and evaluation methods based on curriculum maps, Instructions

27. Handling of Curriculum Maps for the Phoenix Leader Education Program
19. Leader Education Program Short-term Fieldwork Implementation Guidelines (Handbook) (excerpt)
28. Phoenix Leader Education Program Guidebook 2013 (excerpt)
26. E-learning Portfolio Instructions for Use (for Students)
10. Phoenix Leader Education Program Education Seminar
Qualifying Examinations (excerpt)
17. Phoenix Leader Education Program Guidelines for Implementing Doctoral Thesis Research
16. Phoenix Leader Education Program Performance Evaluation Guidelines
Levels
15. Phoenix Leader Education Program Postgraduate Students' Self-evaluation of Attainment
14. Phoenix Leader Education Program Attainment Standards (Rubric)
Leader Education Program
13. Instructions Regarding Confirmation of Attainment Levels for Study Targets for the Phoenix
[Report on the Status of Progress in Improvements: Materials]

evaluation methods based on curriculum maps for second-year students.

Short-term fieldwork was conducted in line with the "Fieldwork Handbook", which details
Guidebook compiled for students enrolling in October 2013.

such as "Handling of Curriculum Maps", were added to the Phoenix Leader Education Program
Furthermore, materials related to evaluation methods and standards and educational methods,
individual achievement level evaluation with faculty.

performance and instructions for usage were provided, enabling students to share their own
In addition, pages were newly set up in the e-learning portfolio for students to check their own
understanding amongst faculty.

seminars on these qualifying examinations have thus far been conducted to foster common
Doctoral Thesis Research Qualifying Examinations were also formulated and four educational
Based on these guidelines, Phoenix Leader Education Program Guidelines for Implementing
Leader Education Program Performance Evaluation Guidelines were formulated.

Education Program Postgraduate Students' Self-evaluation of Attainment Levels, and Phoenix
Program, Phoenix Leader Education Program Attainment Standards (Rubric), Phoenix Leader
Regarding Confirmation of Attainment Levels for Study Targets for the Phoenix Leader Education

V. Improvements Related to the Previous Fiscal Year (Other Levels)

From amongst items in the FY2012 “External Evaluation Report” that did not receive especially low evaluations, issues were picked up as program issues based on the comments of members of the External Evaluation Committee of the Phoenix Leader Education Program for Renaissance from Radiation Disaster and the status of progress in their improvement was examined.

Issue 1

Collaboration with industry and government organizations

【Status of Progress in Improvements】

In order to enhance the system of cooperation between the program, businesses, and government organizations, preparations are currently underway for the “construction of Phoenix Leader Education Program career paths”, and a “memorandum” has been exchanged with Chiyoda Technol Corporation with the aim of implementing short-term internships, deepening cooperation with partner businesses.

【Report on the Status of Progress in Improvements: Materials】

- 8. Construction and Enhancement of Phoenix Leader Education Program Career Paths (excerpt)
- 24. Memorandum with Chiyoda Technol Corporation

Issue 2

Mechanisms for encouraging students' independent activities

【Status of Progress in Improvements】

The 3rd Phoenix Leader Education Program International Symposium, which is to be held in February 2014, will provide an environment where organization and operation are student-centered, students achieve mutual communication, and there is an atmosphere of friendly competition.

Because of this, Room K217 of the Graduate School of Education building on the Higashi-Hiroshima campus and Room 303 of the No. 2 Central Clinic on the Kasumi campus have been designated as graduate student rooms and “Instructions for Use of the Phoenix Leader Education Program Graduate Student Room (Higashi-Hiroshima campus)” and “Instructions for Use of the Phoenix Leader Education Program Graduate Student Room (Kasumi campus)” have been formulated.

In order to enhance the educational skills of program faculty, a total of four educational seminars on the Doctoral Thesis Research Qualifying Examinations have been conducted, and understanding was shared amongst advisors regarding methods for ascertaining the study status of students

[Status of Progress in Improvements]

Building up students utilizing the e-learning portfolio and program activities

Issue 4

- 33. Phoenix Leader Education Program Regulations and Guidelines October 2013 (excerpt)
- 32. Phoenix Leader Education Program Activity Report October 2013 (excerpt)
- 10. Phoenix Leader Education Program Education Seminar

[Report on the Status of Progress in Improvements: Materials]

facilitating the sharing of information amongst faculty.
In order to build up the program's activities, a "Phoenix Leader Education Program Activity Report" and "Phoenix Leader Education Program Regulations and Guidelines" were formulated, program.

In order to enhance the educational skills of program faculty, a total of four educational seminars on the Doctoral Thesis Research Qualifying Examinations have been conducted, providing faculty with information about the educational attainment level standards and evaluation methods for the

[Status of Progress in Improvements]

Evaluations Regarding Faculty Development

Issue 3

- 31. Application Form for Hiroshima University Multipurpose Space (Rental Lab) (Kasumi campus)
- 12. Guidelines for Graduate Student Presentations at the 3rd Phoenix Leader Education Program International Symposium (excerpt)

30. Instructions for Using the Phoenix Leader Education Program Graduate Student Room (Higashi-Hiroshima campus)

29. Instructions for Using the Phoenix Leader Education Program Graduate Student Room

[Report on the Status of Progress in Improvements: Materials]

graduate student room and a global skills training center.
of the Graduate School of Education building on the Higashi-Hiroshima campus as a multipurpose
In addition, applications have been submitted to obtain permission to use Rooms B809 and B819

utilizing the e-learning portfolio system.

Pages were set up in the e-learning portfolio system to enable students to check their own individual performance and instructions for usage were provided.

Furthermore, based on a mechanism for reporting activities that links the WebCT class support system and the e-learning portfolio, universal submission of reports to WebCT has been realized. At the same time, Guidelines for Implementation of the Phoenix Leader Education Program Interdisciplinary Seminar have been formulated to enable student participation in various off-campus training sessions, seminars, and conferences to be considered as part of their study activities, and class teaching methods incorporating reports of study activities in the e-learning portfolio have been established.

【Report on the Status of Progress in Improvements: Materials】

10. Phoenix Leader Education Program Education Seminar

26. E-learning Portfolio Instructions for Use (for Students)

22. Guidelines for Implementation of the Phoenix Leader Education Program Interdisciplinary Seminar (excerpt)

Issue 5

Restructuring the program's operational framework
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【Status of Progress in Improvements】

Various program meetings have been reorganized and a “Hiroshima Phoenix Training Center for the Phoenix Leader Education Program (HiPTC) Steering Committee” has been newly established to enable more efficient administration of the program. Preparations are also in place for common coursework to be conducted going forward.

【Report on the Status of Progress in Improvements: Materials】

34. By-Laws for the Hiroshima Phoenix Training Center for the Phoenix Leader Education Program

18. Phoenix Leader Education Program Common Coursework Implementation Guidelines (Handbook) (excerpt)

Conclusion

We celebrated the second anniversary of the Leading Program in October 2013, and we are proud that the second Evaluation Committee has now convened. This time, unlike last year's self-evaluation in compliance with the criteria for the accreditation of university educational programs, we asked each member of the External Evaluation Committee from different specialized fields to fully evaluate the Program's educational content and educational achievements, with a focus on the points for which improvement was indicated and the items receiving a low evaluation in last year's evaluation.

Although the Program is still under development, in this academic year we promoted a wide variety of practical activities, such as short-term fieldwork, short field visits, and retreat programs, which we believe have helped students develop themselves considerably.

We would like to conclude by indicating that the fact that the External Evaluation Committee again convened successfully this academic year is largely due to the excellent work of the faculty members, researchers, education & research promotion staff, and administrative staff who made this a reality.

The Evaluation Committee would like to express its sincere gratitude to them for their generous cooperation.

Evaluation Committee,
Phoenix Leader Education Program (Hiroshima Initiative) for Renaissance from Radiation
Disaster, Hiroshima University Graduate Schools

Member of Evaluation Committee

Post	Name	Affiliation	Responsibility in Program
Executive and Vice President	Tetsuji Okamoto	Community Relations, Public Relations and Academic Information	Program Director Radiation Disaster Medicine Course
Professor	Kenji Kamiya	Research Institute for Radiation Biology and	Program Coordinator Radiation Disaster Medicine Course
Professor	Masao Kobayashi	Graduate School of Biomedical & Health Science	Radiation Disaster Medicine Course
Professor	Toshiyuki Sawa	Graduate School of Engineering	Radiation Disaster Medicine Course
Professor	Makoto Iwanaga	Graduate School of Integrated Arts and Science	Radiation Disaster Medicine Course
Professor (Special Appointment)	Shoken Miyama	President Room	Radiation Disaster Medicine Course
Professor (Special Appointment)	Tamotsu Toshima	Graduate School of Biomedical & Health Science	Radiation Disaster Medicine Course

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