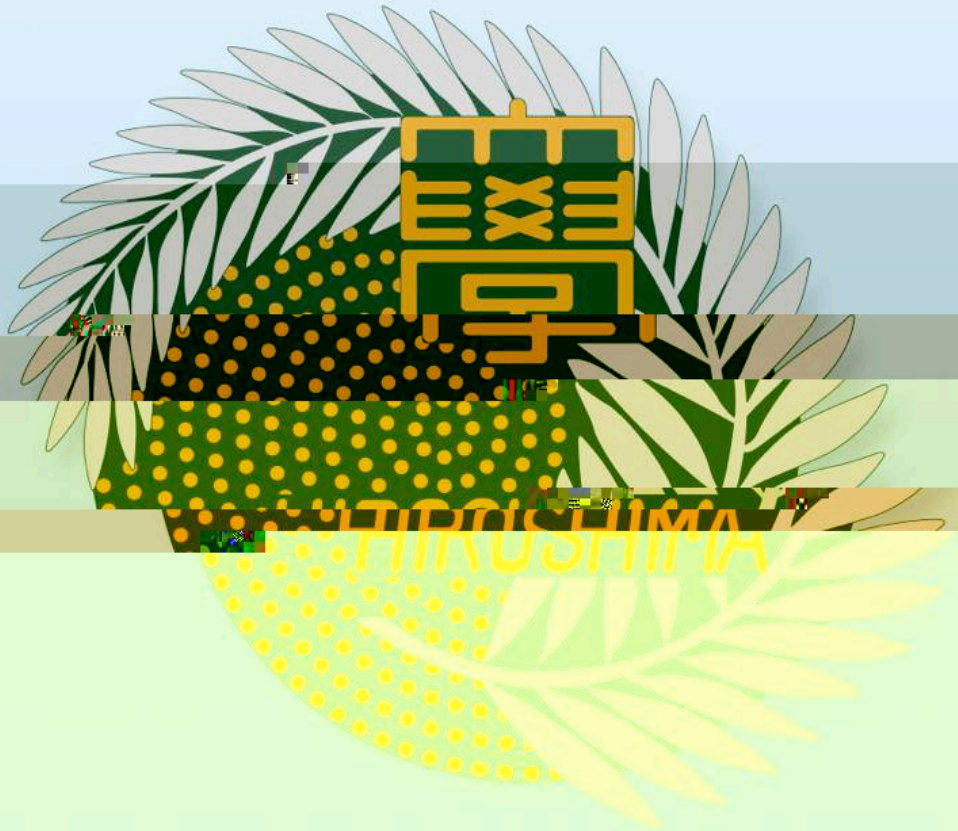
2011 Program for Leading Graduate Schools by MEXT

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

FY2014

Self Study Report



－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 61 members of the Program comprise faculty members 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.

We entered to third year from start point of the program. Every student who entered the program in Oct. 2012 passed Qualifying Examination, and they were promoted to the third year students, and started their practical research for writing a doctoral thesis. Students who entered in 2013 gave their presentations actively in various report meetings for preparing a presentation in international symposium in February.

We have tried to enhance the student support system in educational system. For example, we established "Mentor System" and held "Faculty and Students Opinion Exchange Meetings" constantly.

In October 2014, 6 new students entered the program. They came from various countries, Brazil, Cambodia, Vietnam, USA, and Japan. They went to Fukushima in November, and reconfirm their decisions by watching a real situation near the Fukushima Nuclear Power Plant.

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.

January 2015

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

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No.	Issue	Criterion	Page
1	More specialists in Social Science will be added as new members of the Social Recovery Course.	Point 2－①	p.5
2	Additional educational seminars will be held across a broader range of fields so that professors are given the opportunity to share their awareness and understanding of education.	Point 3－②	p.10
3	Education Committee will compile a teaching handbook for all professors in order to share practical information on effective approaches to planning lectures.	Point 3－①	p.8
4	The program will employ a full-time English lecturer to improve English education.	Point 3－②	p.10
5	By holding English retreats students will be given more opportunities to communicate and to carry out presentations in English.	Point 5－①	p.17
6	Students will be given more opportunities for practical international communication by increasing the chances for them to participate in overseas internships and academic conferences.	Point 5－①	p.17
7	A model schedule for adult graduate students will be established so that the program's support system for them specifically will be clear and understandable.	Point 4－①	p.12
8	In order to stabilize and improve students' studying in the program, a remote support system, which includes both a remote lecture system and a videoconference system among other things, will be systematically implemented.	Point 5－⑦	p.28
9	Adding to the questionnaires on class-evaluation, the program will implement additional questionnaires for all educational events.	Point 6－②	p.30
10	The program will create a system that more accurately reflects students' opinions by having the students who are committee members also participate in the evaluation committee.	Point 6－②	p.30
11	The program will establish a more accurate and prompt communication system through the expanded use of Bb9 and the Learning Portfolio System.	Point 5－②	p.20
12	Based on the "Guide to the Organization of Interdisciplinary Integrated Seminars", the necessary systems will be developed and implemented so that students can write reports after actively participating in various seminars and academic conferences, and then professors will promptly	Point 5－②	p.20

	evaluate their outcomes and offer advice to the students.		
13	Practical and diverse study and research will be employed during both the short and long term fieldwork.	Point 5－①	p.17
14	The diploma policy in the Phoenix Leader Education Program will be reviewed and developed.	Point 5－①	p.17
15	Plans for the future of the Phoenix Leader Education Program will be drawn.	Criterion 8	p.37
16	It is necessary to develop a broad global recruiting target.	Point 4－①	p.12
17	More “Electives” and short-term internships will be carried out.	Point 5－①	p.17
18	More opportunities will be given to students to lead activities at events such as international symposiums.	Point 7－①	p.32

acquire the ability to deal with international issues. The students who participated in the meeting were commended by the IAEA for exhibiting such abilities through their presentation.

This program was evaluated by the Graduate School Doctoral Course Leading Program Committee (Japan Society for the Promotion of Science). The Committee said it is necessary for the university to join hands with the IAEA in maintaining and developing Radiation Disaster Recovery Studies, currently being promoted under this program, as global standards. What was found at the evaluation meeting was that this program was being regarded as urgently important and meaningful.

As shown above, the aim of this program is consistent with the policy set by the Ministry of Education, Culture, Sports, Science and Technology of fostering global leaders. In addition, the program is steadily moving closer to attaining another major goal of establishing Radiation Disaster Recovery Studies.

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1. Materials of 1st Technical Meeting on STS
2. Schedule of Interim Evaluation by Committee of Leading Program in doctoral Education

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Teaching staff for students who joined the program in October 2014, in the third year since its launch, are one primary adviser and at least one co-adviser from each course—a total of at least four supervisors assigned to each student. Freshmen taking the Radioactivity Social Recovery Course under the Graduate School of Letters receive guidance from two teachers belonging to the graduate school. Such teachers take part in this program and teach the freshmen as a primary adviser or co-adviser. Furthermore, the students have various occasions to receive tuition from experts who belong to various institutions with which Hiroshima University has formed partnerships.

In the past, students had received support on their academic studies through a consultation counter on an individual basis. However, the consultation counter has more recently been reorganized into a mentor system, under which mentor handbooks detailing support have been compiled for both teachers and students to familiarize themselves with its content. Under the mentor system, students can receive academic support on cross-discipline studies from teachers serving as mentors, support on overall campus life from students serving as mentors, and experience-based support on more specific campus life from higher-grade students serving as mentors.

Teachers in a wide range of fields are chosen as teaching staff for students joining the Phoenix Leader Education Program, enabling cross-border teaching.

The mentor system has been established to grasp and coordinate students' academic needs comprehensively. This is in addition to the individual student support system that was already in place. The mentor system has paved the ground for students to focus on their academic studies without worries, moving the program a step closer toward attaining its intended goal.

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3.List of Academic Advisers

4.Mentor Handbook

5.Achievements List of Cooperation with Other Organizations

6.Members List of Phoenix Leader Education Program

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In the current year, specific career paths have been shown to students. Below are specific examples during the year of students' active participation in international symposiums and other events.

The newly established Career Path Committee is designed to plan various events relating to students' career plans. One example of such events was the holding of the Phoenix Leadership Seminar. The Career Path Committee is the newest addition to existing organizations set up to design and operate various events. Leading such organizations is the Hiroshima University Graduate School Leading Program Organization, headed by the Hiroshima University President. Other organizations include the plenary session of the Phoenix Leader Education Program, the Steering Committee for the Phoenix Leader Education Program, meetings held for each course, the Steering Committee for the Hiroshima Phoenix Training Center, the Education Committee, the Evaluation Committee, the Entrance Examination Committee, the Student Life Committee, the Information Promotion Committee, the International Exchange Committee, and the Fieldwork Implementation Committee.

The biggest event under the program is an international symposium. A working group has been set up under the International Exchange Committee to ensure the smooth holding of the symposium. Four students mobilized for the symposium work together with teachers and engage in its preparatory work.

Under the mentor system, all teachers who work closely with students as mentors joined the Student Life Committee. This enables students to have their voices heard more.

In this fiscal year, Hiroshima University Graduate School will cooperate with seven companies and research institutes outside the university to sponsor short-term internship programs. Events will be also held jointly with a total of 14 outside organizations during the year, including seminars and fieldwork. Other forms of cooperation with outside institutions include facility-visit tours and screening of students' academic abilities and qualifications in entrance examination and dissertations for doctoral courses, together called the "Qualifying Examination (QE)."

Goals envisaged under the Phoenix Leader Education Program have been

steadily achieved. Among these are the holding of seminars aimed at helping students solidify their career paths, the promotion of expeditious management by working groups, and the establishment of a system enabling industry, academia and the public sector to collaborate in various manners beyond their sectorial interests. Conditions are being gradually established for attaining the goals set under the program of promoting academic fusion between the humanities and the sciences, and fostering Phoenix Leaders through cooperation between industry, academia, and the public sector.

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4.Mentor Handbook

5.Achievements List of Cooperation with Other Organizations

7.Members List of Career Path Committee

8.Activities List to make or enhance career paths

9.Materials of Phoenix Leadership Seminar

10Materials of Radiation Disaster Medicine Course Seminar

11.Members List of Working Group for International Symposium

12.List of Topics in Working Group for International Symposium

13.Members List of Student Life Committee

14.Report of the 2nd Short-term Fieldwork

15.List of Short-Field Visits

16.Examiners List of Qualifying Examination mQE n

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Teaching staff for the all students who joined the program from October 2012 to 2014, the third year since its launch, are one primary adviser and at least one co-adviser from each course (including teachers who are not in charge of the program); a total of at least four advisers assigned to each student. Teaching by these staff has been conducted in an organized manner.

The QE was conducted for students who joined the Phoenix Leader Education Program in the first year of its launch. Screening committee members who examined the students were chosen from among a wide range of people—not only teachers tasked with three courses of the program and other graduate school teachers but also program members from outside institutions such as Tohoku University and the National Institute of Radiological Sciences. These people examined the students' abilities from multiple angles, clarified the scope of responsibility to be assumed by people involved in the program, and assured the quality required for the program.

The Education Committee compiled a teaching handbook to narrow perception gaps between teachers over the program, arising from the extent of involvement by each teacher therein. The handbook spells out the program's educational concept, its purpose, curriculum maps and standards for achievement goals. Copies of the handbook were distributed to all teachers participating in the program, enabling them to share the educational stance under the program.

The scope of responsibilities to be assumed by program directors, program coordinators, course leaders, teachers in charge of classes and other members working for the program has been clarified. We have established a teaching system in which each grade of students can receive education in specialty fields and cross-border education in an integrated manner.

Outside views have been positively infused in QE, introduced to evaluate the results of teaching and maintain the quality of education at certain levels. Students' abilities have also been examined from multiple angles to assure a

certain level of quality.

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3.List of Academic Advisers

5.Achievements List of Cooperation with Other Organizations

16.Examiners List of Qualifying Examination mQE n

17.Teaching Handbook

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In the current year, five teachers newly participated in the program and served as primary advisers and co-advisers for students taking the Radioactivity Social Recovery Course and the Radioactivity Environmental Protection Course, and taught them English and other subjects. The five teachers were credited with improving English language education and other classes introduced under the program, and contributed to enhancing student guidance.

When new program members conduct classes for students, they will do so by referring to the teaching handbook we mentioned earlier, which enables both teachers and students to share the program's concept and purpose.

In addition, we held the fifth education seminar under the title, "Building a new

the holding of the education seminars we mentioned earlier, and the compilation of the teaching handbook, also explained earlier. Fostering of Phoenix Leaders has become possible following the positive recruitment of teachers assigned to the Radioactivity Social Recovery Course and a teacher dedicated to English education. By recruiting these teachers, education serving the intended purposes has become possible.

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3.List of Academic Advisers

6.Members List of Phoenix Leader Education Program

18.Materials of the Fifth Education Seminar

19.Syllabuses of English Subjects

20.Report of the 3rd Retreat

21.Report of the 1st Cross Disciplinary Exchange Forum

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An application guide is available on our website for students taking part in the program in October 2015. The guide, detailing the program's educational goals, the ideal types of students to be selected, a basic policy on the selection of students and the policy on their acceptance, has also been mailed to universities and relevant institutions both at home and abroad, as well as program members, so that they become familiarized with the content of the program.

As part of publicity activities, briefing on the coming entrance examination was held across the nation during the current year. Briefing on the program and the entrance examination was also held abroad, in Ho Chi Minh City and Hanoi, both in Vietnam, Bandung in Indonesia, Seoul in South Korea, and at an event in Taiwan promoting overseas study.

Publicity will continue to be promoted in media, with advertisements to be posted in magazines on teaching-license courses, experimental medicine and cell engineering. Other magazines posting advertisements for the program and Hiroshima University include the *Journal of Radiation Research*, *Nature PUBLISHING INDEX 2013*, and *Study International*. Publicity was also promoted at events sponsored by Web universities and Web graduate schools.

Among the students participating in the third-year program is one who has a fixed job, making the person the fifth participant in this program with such a background. Documents explaining the entrance examination for the program contain a model time schedule for accepting a person participating in the program while taking a job and who has clear vision to completion of the program, based on the past schedules of such persons. The documents are used at briefing sessions on the entrance examination, targeting prospective students with a regular job.

As explained above, this program's concept and policy have been clearly and widely disseminated both at home and abroad toward this fiscal year's entrance

examination through continued publicity activities, targeting not only regular students but also people who already have jobs.

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22.Application Notice in FY2015

23.Application Guide for Admission in FY2015

24.Model Class Schedules for Workers

25.List of Domestic Explanation Meetings of Entrance Examination

26.List of Overseas Explanation Meetings of Entrance Examination

27.List of Journals in which Application Notice were published

28.Material of Other Public Information

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For the selection of students taking part in the third-year program, starting in October 2014, a test under the first application was conducted in February and another test under the secondary application was conducted in July.

Both examinations were led by program directors, program coordinators and program members who would become primary advisers or co-advisers for successful students according to their wish. People from outside parties—Mitsubishi Heavy Industries and Chugoku Electric Power—also acted as examiners. Due to screening by a wide range of people with different backgrounds, entrance examinations for the program reflect the views of various sectors—the public, academic and industrial sectors.

The examination for the program is divided into two stages. The first stage—a preliminary examination—involves a presentation of documents prepared by a prospective student for the program, including a short essay through which his or her field of specialty, reasons for applying and cross-field application ability are to be evaluated. The second stage—a secondary examination—takes the form of a one-night lodging trip, featuring a person-to-person English interview, a group interview and a presentation session. The secondary examination is aimed at evaluating applicants' English language proficiency, communication skills and presentation skills. Instead of a lodging trip, a day trip was made for the second stage of the July examination because there was only one applicant. However, the content of the examination was the same to ensure rigorous examination of the applicant's qualifications.

Following the February and July examinations, a total of six students were admitted to the program in the current fiscal year, including students from Brazil, Cambodia, Vietnam and the United States. In Brazil and Vietnam, briefing sessions on entrance examinations were held. The fact that highly qualified Brazilian and Vietnamese students with strong motivation participated in the program demonstrates that our entrance examination system functions well and our publicity activities have produced the intended results.

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29.List of Students and Attendees to Explanation Meeting of Entrance Examination

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25.List of Domestic Explanation Meetings of Entrance Examination

26.List of Overseas Explanation Meetings of Entrance Examination

27.List of Journals in which Application Notice were published

28.Material of Other Public Information

30.List of Topics in Entrance Examination Committee in FY2014

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issues and management ability. However, efforts are underway to strengthen these abilities as well as interdisciplinary ability by recruiting foreign teachers dedicated to English education and by sponsoring fieldworks, internship programs and retreat events.

In the current fiscal year, the second short-term fieldwork under the program was conducted in September. Also, 11 students have been participating in internship sponsored by Mazda Motor Corporation.

In addition, more public, industrial and academic institutions have come to accept students studying under this program as interns, including Chiyoda Technol Corporation, the National Institute for Environmental Studies, Minamisoma City General Hospital, and the National Institute of Radiological Sciences.

When students attend academic meetings overseas, their travel costs can be covered by the program. This system has enabled students to build up their overseas academic experience.

A system for third-year or older senior students to take part in long-term fieldwork and internship is being established. It has been already decided that one student will work at the IAEA as an intern for about four months.

Students have been given abundant opportunities to study outside the class, including through the first Cross Disciplinary Exchange Forum held in October and an STS international conference held in November. The curriculum provided under this program is intended to foster Phoenix Leaders, a main purpose of the program.

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1.Materials of 1st Technical Meeting on STS

6.Members List of Phoenix Leader Education Program

14.Report of the 2nd Short-term Fieldwork

17.Teaching Handbook

19.Syllabuses of English Subjects

20.Report of the 3rd Retreat

21.Report of the 1st Cross Disciplinary Exchange Forum

31.List of Retreats

32.Outline of the 4th Retreat

33.List of Short-term Internships

34.Diploma Policy of Leading Graduate Education Program

35.By-Laws for the Completion

36.Guide for Implementation of Long-term Fieldwork

37.List of Overseas Academic Conference in which students attended FY2014

reports after attending various seminars, although their eagerness to do so differs between students. These reports are currently being evaluated by teachers most familiar with the fields covered by the reports.

The process by which a degree is conferred for the entire program and a self-evaluation system by students to measure the extent of their achievement under the program have been established. The system will continue to be improved. If any problems are found there, remedial action will be taken promptly for the appropriate management and guidance.

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34.Diploma Policy of Leading Graduate Education Program

38.Status quo and Improvement of e-Learning Portfolio

39.List of Liaison Committees of Students

40.List of Reports of Interdisciplinary Integrated Seminars

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Students taking this program have abundant opportunities to take courses conducted outside classes in addition to regular lecture-styled classes. This is because they are required to build up cross-field knowledge and wisdom, and need to conduct studies in various advanced fields and learn about project management.

Earning credits for internship and fieldwork is mandatory for students taking this program. In addition to this, students are visiting facilities run by public, industrial and academic institutions on a voluntary basis, including the government of Minamisoma City in Fukushima Prefecture, a municipality located in the area affected by the March 2011 disaster, the Japan Atomic Energy Agency, Chugoku Electric Power Co., Inc., Shimane Nuclear Power Plant, the National Institute of Radiological Sciences, and the National Institute for Environmental Studies（Short Field Visit）. Visiting these facilities allows the students to take a first-hand look at areas affected by radiation disasters and engage in advanced studies in relevant fields.

Various seminars are held for students when necessary, including twice-yearly retreats, the Phoenix Leadership Seminar, and the Radiation Disaster Medicine Course. Experts in various fields from the public, industrial and academic sectors are invited to these seminars and hold discussions with students as well as delivering lectures to them.

When students attend overseas academic meetings, their travel costs can be covered by the program, which provides motivation for them to study hard on their own initiative.

More opportunities for students to take extra-curricular courses outside classes will be available in the future, enabling them to have more experiences in various advanced fields on a practical basis and raise their expectations that they will become Phoenix Leaders.

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8.Activities List to make or enhance career paths

9.Materials of Phoenix Leadership Seminar

10.Materials of Radiation Disaster Medicine Course Seminar

14.Report of the 2nd Short-term Fieldwork

15.List of Short-Field Visits

31.List of Retreats

33.List of Short-term Internships

37.List of Overseas Academic Conference in which students attended FY2014

41.Attendees List of Training Courses of REAC/TS

42.List of Domestic Academic Conference in which students attended FY2014

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Our efforts to improve international communication using English under the program has been continuing under the leadership of the English teacher, Associate Professor (Special Appointment), who has been assigned to the program as an English teacher in the current fiscal year.

Courses on English have been reorganized while newly introduced standards for measuring students' English competence have been clarified. The parts of courses conducted only in Japanese came to be conducted in English. As a result, 31 out of 39 courses are currently conducted in English, compared to 26 out of 42 courses seen when the program started.

To give students more exposure to English on top of regular English classes, they are required to speak English during presentations and question-and-answer sessions at meetings held to report on their participation in common courses, short-term internship and short-term fieldworks.

Students are given opportunities to discuss with or deepen their communication with graduate school students taking leading programs at other universities and with renowned scholars and researchers studying abroad. Events held for that purpose in the current fiscal year include the first Cross Disciplinary Exchange Forum, held in October, and an STS international conference, held in November. The second short-term fieldwork under the program was held in September, drawing participants from graduate schools at other universities who are taking leading programs there.

These activities by students are to lead to successful presentations by them at an international symposium being held toward the end of the current fiscal year (February). Their international communication skills, developed in the past one year, will be demonstrated at the symposium.

As explained above, this program seeks to develop human resources who can play key roles in the world, by improving and strengthening regular curriculums and by providing participating students with greater opportunities for communication—allowing them to have discussions with a diverse range of people and make presentations in English.

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1.Materials of 1st Technical Meeting on STS

21.Report of Cross Disciplinary Exchange Forum

43.List of Language in Subjects

44.Handling of Evaluation of Learning Achievement in English Education

45.List of Report Meeting of Common Course Work FY2014

46.List of Report Meeting of Short-term Internship FY2014

47.Report of Briefing Session of 2nd Short-term Fieldwork

48.List of International Symposiums

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Teachers in charge of classes compile syllabuses based on teaching handbook mentioned earlier. Classes are conducted based on such syllabuses.

The syllabuses are showed how this program should be positioned in the learning goals of the program. Teachers conduct systematic classes orderly while always keeping in mind the overall concept and philosophy of the program.

Students can access these syllabuses through the website "Momiji," set up for Hiroshima University students. Before each semester begins, students taking the program work out their class schedules based on the syllabuses.

These syllabuses are prepared in both Japanese and English, and are used effectively by students and teachers alike.

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17.Teaching Handbook

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The curriculum prepared in this program, crossing over various fields, calls for students to earn many credits not related to their majors,. In view of the need to develop abilities to flexibly cope with complex multiple tasks associated with recovery from radiation disasters, students need to complete rudimentary studies in all fields covered by the three courses by their third year, when their studies for their doctoral theses begin. About learning other fields, firstly, early training on the spot of Great East Japan Earthquake has been implemented as a class and condition of student's active learning to share clearly the necessary of it.

After their third year starts after they pass the QE, students efficiently wrap up reports on long-term fieldwork and long-term internship to secure enough time to devote themselves to the research activities related to their doctoral theses.

The mentor system mentioned earlier takes into consideration difficulties possibly experienced by students taking courses not covered by their majors. Specifically, such students can receive advice on their studies and research not only from primary advisers or co-advisers but also from teachers designated as mentors in various fields.

Consequently, students in this program can focus on writing their doctoral theses in the third year or later based on the cross-field knowledge they have accumulated in the previous two years, which they have gained through passing the QE. If they need advice while writing their doctoral theses, they can turn to teachers designated as mentors, a system within which students can study beyond their specialties.

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4.Mentor Handbook

35.By-Laws for the Completion

49.Materials about Revision of Appended Tables in By Laws for the Completion related to Long-term Fieldwork/Internship

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8WWYI - o OHH!RK XS XLI UYIWX!SRREVIW SR GPEWW"IZEPYEX!SR! XLI TVSKVEQ [!PP !QTPIQIRX EHH!X!SREP UYIWX!SRREVIW JSV EPP IHYGEX!SREP IZIRXW#

8WWYI %$o @LI TVSKVEQ [!PP GVIEXI E W]WXIQ XLEX QSVI EGGYVEXIP] VIJPIGXW WXYHIRXW_ ST!R!SRW F] LEZ!RK XLI WXYHIRXW [LS EVI GSQQ!XXII QIQFIVW EPWS TEVX!GITEXI !R XLI IZEPYEX!SR GSQQ!XXII#

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Regular classes offered under the program are evaluated by students taking them in a survey. Also subject to evaluation in the survey are outside-of-class courses such as short-term fieldwork, retreats and short field visits. If problems or room for improvement are found, feedback measures will be taken so that they will be solved before similar events are held the following time.

Students' evaluation of the program has been generally favorable. However, efforts are underway to respond to their dissatisfaction concerning small points, which are not shown numerically but in individual comments.

Students have the opportunity to express their views and opinions in a forum they hold with teachers to exchange views. Such forums have been held from FY2013. Adjust of student's schedule for consideration to students traffic course, and guidance of Japanese tax system were held, and these efforts connect to detailed support for student's needs. Students have generally given high marks to the program's system to support their studies and research. This kind of forum will continue to be held twice a year in the future.

In the current year, three students serving as senior mentors plan to join an outside evaluation committee in which they will express opinions from the viewpoint of students. Students' views and opinions will continue to be reflected in the program in the future. At the same time, we will build a system for remedying problems found that require improvement.

As mentioned above, opinions given by students through surveys, forums and Evaluation Committee meetings will be reflected in the program in order to develop and improve it further.

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51.Report of the 2nd Faculty and Students Opinion Exchange Meetings

52.List of Results of Questionnaire about Short-term Fieldwork

53.List of Results of Questionnaire about Retreats

54.List of Results of Questionnaire about Short Field Visits

55.Members List of Evaluation Committee

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8WWYI %, o	:SVI STTSVXYRWXWIW [WPP FI KWZIR XS WXYHIRXW XS PIEH EGXWZWXIW EX IZIRXW WYGL EW WRXIVREXWSREP W]QTSWWYQW#

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Three years into the admission of the first students and the effective start of the program, opportunities for discussion and presentations have likely increased for students. Training to improve their debating and discussion skills in English has continued through regular classes in the program, including English courses. Efforts to improve students' presentation skills have also continued through the meetings for reporting of internship, fieldwork and common coursework.

This fiscal year's short-term fieldwork was held in September and the first Cross Disciplinary Exchange Forum in October. Both were attended by graduate school students working on leading programs at other universities. At these events, Hiroshima university students and graduate school students at other universities held discussions and worked together on presentations.

Students plan to deliver presentations at this year's international symposium to be held in February, the fourth of its kind, marking the culmination of their work over the past year.

The forthcoming international symposium will mainly be managed by a Working Group led by students. Four students serving as committee members are mostly working on the compilation of a program, schedule management, the invitation of lecturers, the release of a poster, and the announcement of research results by individual researchers.

As mentioned earlier, Hiroshima University students are able to cooperate with students of other universities on the program, supporting and stimulating each other through the international symposium and other events.

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11.Members List of Working Group for International Symposium

12.List of Topics in Working Group for International Symposium

20.Report of the 3rd Retreat

45.List of Report Meeting of Common Course Work FY2014

46.List of Report Meeting of Short-term Internship FY2014

47.Report of Briefing Session of 2nd Short-term Fieldwork

58.Income taxes, residential taxes and National Health Insurance premiums related to subsidies

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Program has support system to foster to progress student's research for giving originality to their research.

Financial aid provided under the program to support students' research activities covers various costs for writing a doctoral thesis—travel costs for research trips, and purchase of research equipment and books. Students who have passed the QE are eligible to receive aid of up to ¥500,000 for each semester. Students applying for the aid must present a detailed research plan and estimated research costs at the beginning of each semester. The plan must be approved by the teachers in charge of the program. The aid is disbursed after final approval is given by the President of Hiroshima University.

Under the aid plan, research plans are subject to rigorous self-screening by students and strict evaluation by teachers at the beginning of each semester. This system makes the provision of strong financial support for research activities compatible with meticulously planned guidance of the activities. Under the proper guidance of teachers, students participating in the program are given much greater leeway in pursuing their academic goals.

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37.List of Overseas Academic Conference in which students attended FY2014

42.List of Domestic Academic Conference in which students attended FY2014

49.Materials about Revision of Appended Tables in By Laws for the Completion related to Long-term Fieldwork/Internship

59.List of Research Subjects of 3rd year Students

60.Guide to Research Grantmextract n

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8WWYI %) o <PERW JSV XLI JYXYVI SJ XLI <LSIRW\ 9IEHIV 4HYGEXWSR <VSKVEQ [WP FI HVE[R#

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The Hiroshima Phoenix Training Center for acquiring knowledge and technique relate to recovery from radiation disaster. is already in operation under the Phoenix Leader Education Program. The center is equipped with cutting-edge radiation-measuring devices, including whole-body counters—both compact types and those for precise measurement—low-background Ge detectors, whole-body decontamination tanks, image analyzers, high-volume air samplers, and GM/NaI survey meters. These devices are used in classes for Common Course Work subjects, such as “evaluation of radiation and decontamination” training, “initial radiation, internal radiation and epidemiology” seminars, “screening of radioactive substances and decontamination” seminars, and “radiation-measuring” seminars. Students can learn about the use of these devices in an environmental setting similar to a real situation.

All students are registered as radiation workers before they handle radioactive substances using devices and facilities installed at the training center. By receiving mandatory education and training, students learn about the safety required for handling radioactive substances.

The student room prepared for provision of environment of academic learning can be used always. Students can use the expanded study rooms mentioned earlier, reserved for program students, for discussion.

This program is likely to continue even after its government support period expires. The Ministry of Education, Culture, Sports, Science and Technology is considering various options after the current support ends, including transforming the program into a new graduate school. The best way of realizing this is currently under consideration.

The ongoing plan to revise the program’s organizational structure and expand the relevant facilities reflects its likely operation beyond the scheduled end of the government support.

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56.About the use of “the students roomm Higashi Hiroshima campusn”

61.Handling of Registration of Radiation-related Worker

62.Future Plan

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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, we take back self-evaluation in compliance with the criteria for the accreditation of university educational programs, we asked each member of the External Evaluation Committee to fully evaluate the Program's total status in this year, 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 internship, short-term fieldwork, short field visits, and retreat programs, and Qualifying examination for second year students to be promoted to third year 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
Vice President	Kenji Kamiya	Support of Recovery from Disaster, Medicine for Radiation Exposure	Program Coordinator Radiation Disaster Medicine Course
Professor	Masao Kobayashi	Graduate School of Biomedical & Health Science	Radiation Disaster Medicine Course
Professor	Makoto Iwanaga	Graduate School of Integrated Arts and Science	Radioactivity Social Recovery Course
Professor（Special Appointment）	Shoken Miyama	President Room	Radioactivity Environmental Protection Course
Student	Uranchimeg Tdegmed	Graduate School of Biomedical & Health Sciences	Radiation Disaster Medicine Course SENPAI Mentor
Student	Momo Takada	Graduate School of Integrated Arts and Sciences	Radioactivity Environmental Protection Course
Student	Mariko Komatsu	Graduate School of Integrated Arts and Sciences	Radioactivity Social Recovery Course SENPAI Mentor

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