

Self-assessment report

1. Mechanism for implementation of JD Program

1-1. Joint implementation structure

1-1-1. Joint committees

[Evaluation indicator]

Appropriate committees for discussing important matters of education activities and examining curricula and educational methods are organized and active.

[Plan]

Tokyo Medical and Dental University (hereafter referred to as TMDU) and Chulalongkorn University (hereafter referred to as CU) will jointly establish committees to discuss important matters of education and research and to examine curricula and educational methods.

Committees are:

(1) Liaison Council

The Liaison Council calls meetings at least once a year to deliberate important matters of education and research.

(2) Advisory Committee

The Advisory Committee calls a meeting at the end of each academic year to coordinate student's research activities.

(3) Program Committee

The Program Committee examines credit recognition for each subject. This committee also manages curriculum development, regular examinations and reporting assignments.

(4) Selection Committee

The Selection Committee conducts entrance examinations.

(5) Qualifying Examination Committee

The Qualifying Examination Committee examines students through qualifying examinations.

(6) Thesis/Dissertation Proposal Examination Committee

The Thesis/Dissertation Proposal Examination Committee examines students through a Thesis/Dissertation proposal examination.

(7) Thesis Examination Committee

The Thesis Examination Committee examines theses.

(8) University Quality Assurance System

The University Quality Assurance System conducts external assessment.

[Current situation]

Some committees having similar matters for deliberation were merged (Table 1) to make program operation more efficient. Therefore, 4 committees, the Liaison Council, Course Administrative Committee, Dissertation Committee and University Quality Assurance System are organized, and active. Note that the previous name of Course Administrative Committee was JD Committee and the name was changed to Course Administrative Committee after the third committee meeting in 2017.

(Table 1)

Before mergers	After mergers
Liaison Council	Liaison Council
Advisory Committee	Course Administrative Committee
Program Committee	
Selection Committee	
Qualifying Examination Committee	Dissertation Committee
Thesis/Dissertation Proposal Examination Committee	
Thesis Examination Committee	
University Quality Assurance System	University Quality Assurance System

Reference 1: Committee members list

Reference 2: Minutes of the Course Administrative Committee

The frequency of the meetings called by the above committees and deliberation matters have been determined as follows through mutual consent between TMDU and CU. Both universities have agreed on the rules of these committees.

(1) Liaison Council

Frequency of meetings: at least once a year

Deliberation matters:

The Liaison Council oversees administration of the program, conducts self-assessment, and deliberates the following matters:

- A) Organization of curricula
- B) Formulation of educational organization
- C) Selection of entrants and conferment of degrees
- D) Management of enrollment and student safety
- E) Financial support, welfare and guidance for students
- F) Evaluation of educational and research activities

(2) Course Administrative Committee (named JD committee before)

Frequency of meetings: once a month as a general rule

Deliberation matters:

The Course Administrative Committee deliberates the following matters:

- A) Selection of entrants
- B) Student registration and records
- C) Student guidance
- D) Syllabus planning and course registration
- E) Formulation of educational organization
- F) Educational policies and methods
- G) Promotion and course completion certification
- H) Thesis defense
- I) Evaluation of educational and research activities
- J) Other necessary matters relating to education and research

(3) Dissertation Committee

Frequency: when necessary

Deliberation matters:

The Dissertation Committee deliberates the following matters:

- A) Selection of examiners for Qualifying Examination
- B) Selection of examiners for Thesis/Dissertation Proposal Examination
- C) Selection of examiners for Thesis Examination
- D) Thesis publication

(4) University Quality Assurance System

The University Quality Assurance System consists of external reviewers and holds a meeting once a year. The System conducts external assessment based on the self-assessment report. The rules of the System have not been agreed upon by TMDU and CU.

1-1-2. Communication method

[Evaluation indicator]

Appropriate communication method is established.

[Plan]

- The CU-TMDU Research and Education Collaboration Center in Thailand, which TMDU has established in the faculty of dentistry of CU, and the video conferencing system in TMDU will be utilized for communications with each other.
- One faculty member will be assigned as a coordinator to achieve better cooperation between TMDU and CU.

[Current situation]

There have been two means of communication between CU and TMDU.

Firstly, the video conferencing systems, which were installed in TMDU and CU, have been used not only for meetings called by the 4 committees mentioned above, but also for joint interviews in the entrance examination.

Secondly, the CU-TMDU Research and Education Collaboration Center in Thailand, equipped with a computer, copy machine, tables and chairs and a video conferencing system, has been used for entrance examination preparations, meetings before and after the entrance examination and sending answer sheets to TMDU by e-mail. It is also used for meetings with TMDU members and students when TMDU members visit CU. Furthermore, the JDP coordinator has used the Center's room for her paperwork.

For better cooperation between TMDU and CU, the coordinator, a Thai dentist fluent in Japanese, English and Thai, was assigned as a visiting assistant professor. This has made it possible to operate programs smoothly and efficiently in various situations.

[Evaluation of 1-1. Joint implementation structure]

IV	Achieved more than was planned.	
III	Plan was achieved.	✓
II	Plan was not achieved sufficiently.	
I	Plan was not achieved.	

➤ Evaluation of current situation

As per the report on the current situation, some committees with similar deliberation matters were merged. So, there are now specific committees for specific responsibilities related to education and research. This was carried out to conduct the program more efficiently, and is regarded as a good decision. There has been regular communication between the two universities via teleconferencing and e-mail. This makes it easy to confirm the agenda of upcoming video conferences, minutes of meetings, and solve pending issues or confirm their status. Thus, the current situation is considered appropriate with regard to communication between the two institutions.

➤ Proposals for improvement

- The results of merging committees and their productivity will be examined. Further methods of communication between CU and TMDU will be discussed if necessary.
- Seminars for representatives of committees should be organized to achieve a common understanding of problems occurring during each academic year. These seminars will provide opportunities for each committee to present their problems in order to improve course administration for the next year.

1-2. Policies

1-2-1. Diploma Policy

[Evaluation indicator]

Diploma Policy is determined based on the educational objectives and published, and completion of the program is approved in a fair and strict manner.

[Plan]

Establish Diploma Policy in the light of the Human Resources Development Goals of this program, and confer degrees.

<Human Resources Development Goals>

The program is devoted to developing researchers who have specialized knowledge that spans the life sciences, especially orthodontics, act as global leaders and cooperate closely with their counterparts in other fields; educators who have highly receptive minds with great expertise in devising and implementing effective educational strategies; highly specialized medical professionals who have uncompromising views on ethics and a passionate interest in research; and opinion leaders who will be pioneers in a new age of dentistry.

[Current situation]

The Diploma Policy was determined as below based on the Human Resources Development Goals, with mutual consent.

<Diploma Policy>

The program confers the degree of Doctor of Philosophy on students who attain the required credits and pass the dissertation defense and final examinations. Degree recipients must also fulfill one of the following requirements.

- (1) Ability to acquire technical knowledge in English as a common language, and communicate smoothly in English.
- (2) Ability to continue learning in one's specialty field for life.
- (3) Ability to understand and speak on current issues in the fields of dentistry, especially orthodontics, not only in Japan and Thailand but also in rest of Southeast Asia; prioritize critical problems; plan research and formulate proposals needed to solve such problems.
- (4) Ability to be a leader in research, education and dental treatment, coordinating with the respective people overseas in the fields of medical and dental sciences, especially orthodontics.

The Diploma Policy has been explained by TMDU and CU faculty members in guidance for new students. There is no experience of completion of this program since it is a 5-year program that started in 2016.

1-2-2. Curriculum Policy

[Evaluation indicator]

- Curriculum Policy is clearly indicated and published based on the educational objectives.
- Academic curricula are organized and implemented based on Curriculum Policy.

[Plan]

Establish the Curriculum Policy to provide an environment for students to acquire essential knowledge, skills, experience and leadership for their degree and to become highly specialized medical professionals, and formulate curriculum.

[Current situation]

The Curriculum Policy has been established as follows with the mutual consent of TMDU and CU.

<Curriculum Policy>

- (1) Establish basic and special subjects related to orthodontics to foster professionals with strong capabilities in research, in-depth specialized knowledge, thinking skills and high standards of ethics, who can contribute to the world through research.
- (2) Establish clinical subjects that enable students to acquire expert knowledge and skills in clinical orthodontics.
- (3) Organize presentation-style participatory seminars to enable students to acquire fundamental capabilities in orthodontics.
- (4) Organize special lectures on special subjects that enable students to define problems in various situations which can be objects of study, scientifically analyze them, create science-based solutions for them, and evaluate the results of solving them.
- (5) Establish Practice of Research as a special subject to enable students to plan and carry out research which contributes to the world, and establish Experimentation and Thesis Writing as a subject to aid writing dissertations with the essential content.

5-year academic curricula were formulated and implemented based on the Curriculum Policy (Table 2). The Curriculum Policy is publicly available on websites.

Tokyo Medical and Dental University and Chulalongkorn University
International Joint Degree Doctor of Philosophy Program in Orthodontics
Term for evaluation: from August 2016 to July 2017

(Table 2)

Field	Subject	Credits
(1) Basic subjects	• Bone Biology	2
	• General Orthodontics	1
	• Essential Orthodontics	2
	• Seminar in Basic Orthodontics	1
(2) Special subjects	• Doctoral Dissertation Seminar	24
	• Orthodontic Sciences special lecture	6
	• Orthodontic Sciences research practice	8
	• Orthodontic Sciences laboratory work and dissertation	10
	• Maxillofacial Orthognathics special lecture	6
	• Maxillofacial Orthognathics research practice	8
	• Maxillofacial Orthognathics laboratory work and dissertation	10
(3) Clinical subjects	• Orthodontic Techniques	3
	• Multidisciplinary Treatment Procedures	2
	• Orthodontic Practical Exercise	1
	• Seminar in Advanced Orthodontics	1
	• Orthodontic Clinical Training I	2
	• Orthodontic Clinical Training II	1
	• Orthodontic Clinical Training III	4
	• Advanced Orthodontic Clinical Training I	1
	• Advanced Orthodontic Clinical Training II	3
	• Advanced Orthodontic Clinical Training III	1
	• Photography and Computer in Orthodontics	1
	• Skill in Orthodontic Teaching	1
	• Writing a Research Proposal in Dentistry	1
	• Writing a Research Report in Dentistry	1

1-2-3. Admission Policy

[Evaluation indicator]

Clear Admissions Policy is established and entrance examination is conducted in accordance with the policy.

[Plan]

Establish the Admission Policy in the light of Human Resources Development Goals (refer to item 1-2-1), and conduct entrance examinations.

[Current situation]

The Admissions Policy was established as follows with the mutual consent of TMDU and CU.

<Admissions Policy>

This program aims to foster highly skilled experts as well as global leaders who possess a wealth of knowledge and techniques in the field of dentistry, especially orthodontics, not only in Japan and Thailand but also in the rest of Southeast Asia. Qualified applicants who meet any of the following criteria are therefore highly encouraged to apply for our program.

- (1) Eager to acquire high-level clinical abilities, basic knowledge and techniques in the field of orthodontics, or understanding of orthodontic sciences and maxillofacial orthognathics based on the latest research in these fields.
- (2) Eager to be an independent basic clinical researcher in the fields of orthodontics with the capacity to take the lead in national/international clinical research projects or clinical education, upon completion of course.

The Admissions Policy was established with the mutual consent of TMDU and CU as described in the above objectives. The policy and details of the entrance examinations have been clarified in the Student Application Guide and on TMDU and CU websites.

Entrance examination subjects were set to meet the Admissions Policy. The entrance examinations consist of a written examination on orthodontics, wire-bending test, essay examination and joint interview. The written examination and wire-bending test are to determine if a candidate possesses basic knowledge and techniques in the

field of orthodontics. The essay examination and joint interview determine if a candidate is eager to acquire high-level clinical abilities, knowledge and techniques in the field of orthodontics, or understanding of orthodontic sciences and maxillofacial orthognathics based on the latest research in these fields, and has the potential to be an independent basic clinical researcher in the field of orthodontics with the capacity to take the lead in national/international clinical research projects or clinical education.

The 2016 entrance examination was conducted in May and June, and the 2017 entrance examination in April and May in accordance with the Admissions Policy, and three candidates passed in each exam.

[Evaluation for 1-2. Policies]

IV	Achieved more than was planned.	
III	Plan was achieved.	✓
II	Plan was not achieved sufficiently.	
I	Plan was not achieved.	

➤ Evaluation of current situation

The Diploma Policy, Curriculum Policy and Admissions Policy have been appropriately and firmly established and published on the website. Basic and specific subjects have been provided according to the academic curricula based on the Curriculum Policy. Entrance examinations have been conducted based on the Admissions Policy. Candidates in the program have satisfied the qualification requirements. Concordance of candidate selection by the Selection Committee, TMDU and CU was higher than 80%.

➤ Proposals for improvement

- It would be good to review the Diploma Policy, Curriculum Policy and Admissions Policy regularly.
- The method of dissertation defense based on the Diploma Policy should be discussed to conduct dissertation defense based on 5th year.
- A validation method for checking if the entrance examination, curriculum structure and conferment of degrees are based on the Admissions Policy, Curriculum Policy and Diploma Policy should be established.

1-3. Quality assurance system

1-3-1. Self-assessment

[Evaluation indicator]

Self-assessment is implemented and the results are published, and reflected in the educational and research activities.

[Plan]

TMDU and CU will evaluate the educational and research activities of this program, and write self-assessment reports.

[Current situation]

Self-assessment of this program will be implemented in February, 2018 by the Course Administrative Committee. TMDU and CU will write self-assessment reports based on the same evaluation categories (*1), providing an evaluation of the current situation and proposals for improvement.

The evaluation period is from August, 2016 (when the first students started their course) to July, 2017.

The self-assessment reports will be published on both universities' websites, and their details shared in the joint meeting to be held in February, 2018, and be utilized in the improvement of educational and research activities.

Regarding external assessment, please refer to the next item, 1-3-2.

1-3-2. External assessment

[Evaluation indicator]

After carrying out the external assessment, the results are published and reflected in educational and research activities.

[Plan]

TMDU and CU will undergo an external evaluation by the University Quality Assurance System based on the self-assessment report. External evaluators will consist of outsourcing veterans and professors from other universities, which have doctoral programs in relevant fields and experience in granting doctoral degrees.

[Current situation]

TMDU and CU will jointly write a self-assessment report after their self-assessments, and undergo external assessment in February, 2018. External assessors will evaluate the JD Program based on the self-assessment report. The results of the external assessment will be fed back to faculty members of both universities, and reflected in the improvement of educational and research activities.

1-3-3. Feedback of assessment results

[Evaluation indicator]

- Opinions of university members (students and faculty members) obtained in order to ensure proper use of the results in concrete, sustainable improvement of educational quality.
- Opinions of external parties are utilized properly toward concrete, sustainable improvement of educational quality
- Faculty development is properly managed, and leads to improvement of educational quality and coursework.

[Plan]

In this program, students will be asked to complete questionnaires on the subjects. Also, supervisors will hear students' opinions via the video conferencing system. Questionnaire results and opinions will be fed back to faculty members, and utilized for improvement of educational quality. The Liaison Council will examine educational effectiveness, and reflect the findings in the curriculum, supervision method and entrance examination.

In order to develop faculty members' educational skills, TMDU and CU plan to conduct faculty development seminars to exchange relevant information such as on curriculum planning and making teaching materials.

[Current situation]

CU administered a questionnaire to students and supervisors on the subjects they took in the first academic year. The results were presented and examined at a meeting called by the Course Administrative Committee, and it was found that the students were satisfied. The opinions of persons from other institutions will be utilized after the external assessment.

Furthermore, TMDU and CU are planning to conduct a faculty development seminar consisting of lectures and discussion on orthodontics education in February, 2018. The faculty development seminar will be filmed, and the movie and handouts distributed to absentees.

1-3-4. Information publication

[Evaluation indicator]

Information such as that on educational activities (including the items defined in paragraph 2, article 172 of the Enforcement regulations of the school education Law, MEXT) will be publicized.

[Plan]

The Public Relations Section of TMDU will carry out planning of publicity, provide an overview of TMDU and issue PR brochures. They will provide information on industry-academia-government collaboration, educational and research activities and TMDU activities that contribute to society. CU will also provide information proactively. Once the JD program is established, information on the program will be provided to students and the public in English.

[Current situation]

Through cooperation between TMDU and CU, information on educational and research activities is available on the university websites. The JDP team manages the JDP website which provides information on the educational and research activities listed below (*1).

Also, newsletters have been published regularly to let the public know the current situation of JD program operation. TMDU and CU have been considering types of publicity such as admission guidance for graduate school.

Reference 3: website

(*1) Information on educational and research activities provided on the JDP website

(The following information is defined in paragraph 2, article 172 of the Enforcement Regulations of the School Education Law, MEXT.)

- Educational objectives of the university

- Basic organization for education and research
- Faculty members' information
- Number of admissions, admission quota, number of students
- Subjects details, teaching method, curriculum
- Facilities, research environment
- Tuition fee, admission fee

[Evaluation for 1-3. Quality assurance system]

IV	Achieved more than was planned.	
III	Plan was achieved.	✓
II	Plan was not achieved sufficiently.	
I	Plan was not achieved.	

➤ Evaluation of current situation

The program has a complete quality assurance system comprising self-assessment, external assessment, feedback of assessment results and their publication. It is planned to carry out self-assessment of the program in January, 2018, and to carry out external assessment in February, 2018. The feedback from the external assessment will be published, and shared with faculty members via faculty development. Information on the program is published on the website.

➤ Proposals for improvement

- Publicizing the program more via social networking services should be considered.
- CU and TMDU will develop a self-assessment form to raise the standard of assessment.
- CU and TMDU will develop a questionnaire for education and research sections whose results will be shared with students.
- Results of the questionnaire will be the main topic of seminars between related committees and students so that the problems can be solved directly.
- To increase candidates from foreign countries, TMDU should play a major role in publicizing the course via its website since it is a highly regarded university.

2. Operation of JD Program

2-1. Progress of JD Program operation

[Evaluation indicator]

Program is operated properly as planned.

[Plan]

TMDU and CU will jointly conduct the entrance examination. After successful applicants have matriculated for the program, both universities will give the students appropriate guidance, confirm the completion of course registration and assign research supervisors to them. At the end of each semester, credits for subjects will be recognized upon approval by the Course Administrative Committee. By the end of the 2nd academic year, students will take a qualifying examination, and receive advice on their research projects from their supervisors. TMDU will make preparations for accepting students so that they can start their research in June 2017.

[Current situation]

Entrance examinations were jointly conducted in May and June, 2016, and three students matriculated for this program. The entrance examinations in 2017 were conducted in April and May, and three students matriculated.

Guidance was provided to the students by TMDU and CU. In it, CU explained the following matters: JDP history, MOU, Diploma Policy, course structure, tuition fees and payment method, subjects and TMDU's dormitory. After the guidance, the students registered for subjects for the first semester. TMDU explained the orthodontic science and maxillofacial orthognathics laboratories, conducted interviews with students and discussed students' research plans with them.

Based on the discussions with the students, 1 TMDU supervisor and 1 CU supervisor were assigned to each student. The supervisors interviewed students in the qualifying examination at the end of the first year, and gave them advice on their research plans. The students took subjects at CU in their 1st year and have completed the required subjects for completion of the JD Program.

When the students started their research at TMDU, support was given to them through cooperation between the coordinator and administration staff as follows.

- Scholarships

To support students financially, CU provided a university scholarship and budgets for attending academic meetings to all 3 students. TMDU successfully applied for MEXT scholarships. All 3 students received scholarships.

- Housing
TMDU provided three rooms at TMDU Ichikawa Dormitory. TMDU administrative staff and the coordinator helped students to complete the moving-in procedure and gave them a tour of the dormitory.
- Others
TMDU administrative staff and the visiting assistant professor also supported students, by helping them with resident registration, opening bank accounts, and signing up for health insurance.

[Evaluation for 2-1. Progress of JD Program operation]

IV	Achieved more than was planned.	
III	Plan was achieved.	✓
II	Plan was not achieved sufficiently.	
I	Plan was not achieved.	

➤ Evaluation of current situation

- A written examination, wire-bending examination and essay examination were conducted at CU, and joint interviews were conducted via the video conferencing system. CU and TMDU jointly conducted the entrance examination 2016, and 3 students matriculated for JDP.
- Information on the laboratories of the 2 departments (Orthodontic Science and Maxillofacial Orthognathics) given by TMDU professors on their visit to CU was very helpful to the students in developing their research topics.
- The qualifying examination for the students matriculating in 2016 was conducted ahead of schedule so the students had their own research projects before starting their research at TMDU.

➤ Proposals for improvement

Better support could be given to the students for starting their studies at TMDU through cooperation between CU and TMDU supervisors up to the end of the 1st academic year. Specifically, the following should be considered.

- TMDU professors continue to visit CU.

- Give students the opportunity to visit TMDU to see the laboratories because this would be beneficial to their research.
- The qualifying exam for students matriculating in 2017 should be conducted according to the same schedule
- Try to provide CU scholarships to students as early as possible.

2-2. Fulfillment of student capacity

[Evaluation indicator]

- Admissions policy, Curriculum policy and Diploma policy are properly publicized and disseminated.
- Number of enrollments versus admissions quota is appropriate.

[Plan]

- Information such as on awarded degree, requirements for completion, curriculum, academic calendar, fees, hours per credit, scholarships and student welfare and student support will be notified in the Admission Guide and on the website.
- The admission quota for this program will be three, and it is expected that 1 - 2 Japanese and Thai candidates will apply.

[Current situation]

Both universities publicize important information, such as that regarding Admissions Policy, Curriculum Policy and Diploma Policy on their websites. All necessary information is also available in the Application Guide and on websites as follows (Reference 3).

- Awarded diploma
- Completion requirements
- Content and method of education
- Academic calendar
- Tuition fees
- Credit hours
- Student support (scholarships, student benefits)

Also, information on student applications for admission are notified to TMDU and CU faculty members of the TMDU dental graduate school board and the course

administrative committee.

Number of admissions versus admissions quota has been appropriate

(Table 1).

	2016	2017
Admissions quota	3	3
Number of applicants	9	6
Number of admissions	3	3

[Evaluation for 2-2. Fulfillment of student capacity]

IV	Achieved more than was planned.	
III	Plan was achieved.	✓
II	Plan was not achieved sufficiently.	
I	Plan was not achieved.	

➤ Evaluation of current situation

- The ratios of number of admissions/number of applicants were 3/9 in 2016 and 3/6 in 2017. Student capacity was fulfilled both in 2016 and 2017.
- Information on the curriculum is easily assessed on the first page of CU's website. Applicants can find more details on the graduate school office website when they start the application process.

➤ Proposals for improvement

- Publication and dissemination of information on the entrance examination for JDP well in advance may help to increase applicants.
- Information on the website should be revised and updated.

2-3. Syllabuses

[Evaluation indicator]

Appropriate syllabuses have been prepared and are in operation.

[Plan]

Syllabuses which includes important information such as that on Admissions Policy, Curriculum Policy, Diploma Policy and assessment will be publicized on the website. Syllabuses will be written in both Japanese and English.

[Current situation]

The syllabuses of both CU and TMDU are written in Japanese and English and are available on the websites.

[Evaluation for 2-3. Syllabus]

IV	Achieved more than was planned.	
III	Plan was achieved.	✓
II	Plan was not achieved sufficiently.	
I	Plan was not achieved.	

➤ Evaluation of current situation

- The syllabuses for JDP have been properly prepared in English and Japanese, but those for some subjects provided by CU are only in English. As the students are all Thai, this has not interfered with operation of JDP.
- The syllabus on the CU website explains the course of study, curriculum structure, course syllabus, tuition fees, application requirements and entrance examination but not the Admissions Policy, Curriculum Policy, Diploma Policy or performance evaluation.

➤ Proposals for improvement

- The syllabuses should be revised and made more complete.
- A questionnaire survey of students' use of the syllabuses should be conducted
- The syllabuses of subjects established by CU should be translated into Japanese.

2-4. Evaluation method and criteria

(Grading, recognizing credits and completion of the course)

[Evaluation indicator]

Evaluation methods and criteria (grading, recognition of credits, and completion of the course) are established for each subject. They are being conducted properly in a fair manner, and have been disclosed to students.

[Plan]

- Credit recognition will be examined and approved through deliberation by both universities' faculty members in Program Committee.
- The performance of each student in courses at TMDU will be graded on a 5-point scale, as follows in order to make each student's level of attainment more visible
Superior=4, Excellent=3, Good=2, Fair=1 which means pass,
and Fail=0.

This is based on the TMDU Graduate School Regulations, paragraph 19. Standards for Specific Behavioral Objectives (SBOs) are set as follows.

Superior (S, GP4): All SBOs were achieved beyond expectation.

Excellent (A, GP3): All SBOs were achieved.

Good (B, GP2): Most SBOs were achieved.

Fair (C, GP1): The minimum SBOs necessary were achieved.

Fail (D, GP0): The minimum SBOs necessary were not achieved.

- The performance of each student in courses at CU will be graded on an 8-point scale, as follows, to make each student's level of attainment more visible.

4.0=A, 3.5=B+, 3.0=B, 2.5=C+, 2.0=C, 1.5=D+, 1.0=D, 0.0=F

Grade 2.5 (=C+) will be deemed to be the minimum pass grade.

In English, grades are fixed as A=Excellent, B+=Very Good, B=Good, C+=Fairly Good, C=Fair, D+=Poor, D=Very Poor, and F=Fail.

- Both universities will record students' performances after converting their grades using the conversion table
- Standards for Specific Behavioral Objectives will be indicated in the syllabuses, and also posted on the websites of the universities.

[Current situation]

Grades for each subject are assigned by the university which established the subject, and the grades are approved at Course Administrative Committee meetings jointly conducted by TMDU and CU. After approval, the grades of TMDU and CU are converted to the other party's grades based on the grade conversion table 5.

Regarding recognition of credits, the Course Administrative Committee calls a meeting to confirm assessments, and when the assessment is better than the C grade of TMDU and CU, credits for the subject are recognized.

Evaluation standards and the evaluation method are explained to students on websites.

(Table 5)

TMDU			CU			Standards for Specific Behavioral Objectives (SBOs)
GP	Grade		GP	Grade		
4	S	Superior	4	A	Excellent	All SBOs were achieved beyond expectation.
			3.5	B+	Very Good	
3	A	Excellent	3	B	Good	All SBOs were achieved.
2	B	Good	2.5	C+	Fairly Good	Most SBOs were achieved.
1	C	Fair	2	C	Fair	The minimum SBOs necessary were achieved.
0	D	Faili	1.5	D+	Poor	The minimum SBOs necessary were not achieved.
			1	D	Very Poor	
			0	F	Fail	

[Evaluation for 2-4. Evaluation method and criteria]

IV	Achieved more than was planned.	
III	Plan was achieved.	✓
II	Plan was not achieved sufficiently.	
I	Plan was not achieved.	

➤ Evaluation of current situation

- Conversion of the grading systems of TMDU and CU was one of the most critical processes in setting up the JDP program. However the conversion table and SBOs could be successfully established through extensive discussions and the

mutual understanding achieved.

- The grading systems of both TMDU and CU can be converted systematically with academic validity. Until now no problem has been found in the use of the grade conversion table.

➤ Proposals for improvement

- Regarding program completion, based on the Diploma Policy, the method of conducting defense and criteria should be discussed.
- Since there has been no problem in the use of the grade conversion table, we should continue using it and gather more information. Specifically, the conversion of a grade for a subject which has been evaluated by a different evaluation method (S/U or Satisfactory/Not satisfactory), such as that in the Doctoral Dissertation Seminar, will be examined.

3. Student Support

3-1. Student support system

3-1-1. Accommodation

[Evaluation indicator]

Appropriate housing support for students is ensured.

[Plan]

Accommodation will be provided to students from both TMDU and CU.

[Current situation]

TMDU provides rooms in the TMDU Ichikawa Dormitory to students while they conduct research in Japan. Both TMDU and CU provide the necessary support for students to begin their new lives in Japan through cooperation between coordinators and administrative staff. The support includes introduction to the dormitory, helping students to fill out the registration forms, providing consultation on dormitory life, providing necessary items such as bedclothes and explanation of the Wi-Fi service.

3-1-2. Research environment

[Evaluation indicator]

Educational environment that provides education according to instruction goals is established.

[Plan]

- One supervisor from each university will be assigned to each student before starting courses so that the student can receive research guidance from both universities.
- Both universities will make available their respective facilities and properties, such as TMDU's Yushima campus and CU's Faculty of Dentistry campus. Thus, the necessary environment for graduate education and research under JDP will be established, which will enable multifaceted instruction and research to be conducted.

[Current situation]

- Students' research work has progressed smoothly by assigning one supervisor from each university to each student. TMDU supervisors contact students about once a month to discuss students' work progress via e-mails or video conferences. TMDU has provided desks for 3 students in the Common Research Room to help them conduct their research more effectively during their stay at TMDU since June 2017.

3-1-3. Financial support

[Evaluation indicator]

Adequate financial support for students is ensured

[Plan]

- In order to support JDP students who matriculated at TMDU financially, TMDU plans to award scholarships from the TMDU fund to students with outstanding research performance.
- For those who matriculated at CU, TMDU plans to provide financial support from the TMDU fund.
- CU will bear round trip travel expenses to Japan for them and provide scholarships of 90,000 JPY annually.

[Current situation]

- No student has received a scholarship from TMDU fund, since no student matriculated at TMDU in 2016.
- Before students who matriculated at CU started their 1-year research activities at TMDU, TMDU applied for MEXT scholarships (48,000JPY/month) for them and they were granted.
- TMDU continues to look for more means of financial support, such as through private scholarships or the Student Exchange Support Program (Scholarships for Short-term Study in Japan).

[Evaluation for 3-1. Student support system]

IV	Achieved more than was planned.	✓
III	Plan was achieved.	
II	Plan was not achieved sufficiently.	
I	Plan was not achieved.	

➤ Evaluation of current situation

Students are properly supported with respect to accommodation and research environment, and financial support has gone well. Potential problems that had been foreseen before the students' arrival have been prevented. Three rooms in the Ichikawa dormitory have been booked for the students, and three desks have been provided in the Common Research Room. All students have been able to obtain scholarships for Ph.D. students from the 100th Anniversary Chulalongkorn University Fund for Doctoral Scholarship. This has helped alleviate the students' financial burden. Scholarships, housing and other types of support have been very helpful to the students.

➤ Proposals for improvement

- In Japan, few scholarships are available to JDP students because most of them have to be applied for during a particular period (April to March: Japanese fiscal year).
- The amount of the 100th Anniversary Chulalongkorn University Fund for Doctoral Scholarship is not enough to cover the Ph.D. course tuition fees. There should be more financial support for the students.
- Considering the above situation, CU and TMDU should cooperate more in gaining scholarships to support students from government or other

organizations. Also, more help should be given to excellent students with a financial problem so that they can enter the joint Ph.D. program more easily.

- Other accommodation may be considered.
- The advisor and co-advisor for each research project should share information on the progress of students' research project proposal development so that they can study this together before the students come to Japan.
- Efforts will be made to provide CU scholarships to students as early as possible.