

## Doctoral Program in Heritage Studies

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### ■ Doctor of Philosophy in Heritage Studies

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#### Program Educational Objectives

This program fosters individuals to comprehensively understand the social and international roles of the world's cultural and natural heritage in relation to the agenda of international society and international governance aimed at achieving sustainability of the global environment and human society, to analyze the location of problems facing heritage in relation to political, economic, social, and natural factors, and to develop researchers and university teachers of world heritage studies and highly skilled professionals who will become top leaders in the world with a high level of ability to research theories and techniques for solving such problems.

<b>Graduate Profile</b>	The program fosters individuals with a clear will and attitude to contribute to the world in the protection of the world's cultural and natural heritage, a sense of ethics, communication and negotiation skills that can be applied to discussions in the international community, especially in international organizations, the ability to accurately grasp the needs of the international community and solve problems, and the ability to become researchers and educators in world heritage studies who can pass on the world's cultural and natural heritage to future generations.
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## Diploma Policy

The degree of Doctor of Philosophy in Heritage Studies is commenced to those who have fulfilled the requirements for the completion of the Doctoral programs, as set out in the Graduate School Regulations of the University of Tsukuba and related university regulations, and who are deemed to have the following competences.

	Competences	Evaluation perspectives
<b>Knowledge and Skills</b>	1. Knowledge creation competence: Ability to create new knowledge that can contribute to future society	① Are there any research findings that can be considered new knowledge? ② Can we expect you to create knowledge that will contribute to future society?
	2. Management competence: Ability to plan and implement measures to identify and solve challenges from a higher perspective	① Can you make and implement long-term plans for critical challenges? ② Can you identify challenges, even in other areas of expertise, and solve them from a higher perspective?
	3. Communication competence: Ability to express the true nature of academic findings positively and clearly	① Can you explain the true nature of research content and specialized knowledge clearly and logically to researchers from different areas and to people other than researchers? ② Do you proactively share your findings with researchers and experts from your field of expertise and accurately answer questions?
	4. Leadership competence: Ability to have objectives get accomplished under your leadership	① Can you set attractive and compelling goals? ② Are you capable of building systems to realize goals and accomplish objectives as the leader?
	5. Internationality competence: Possession of a high level of awareness and motivation to be internationally active and contribute to international society	① Do you have strong awareness and motivation to contribute to international society and international activities? ② Have you obtained adequate linguistic skills for international information collection and action?
	6. The ability to develop co-notification	Does the student intend to contribute to society by developing a wide range of research results on the conservation of cultural and natural heritage?
	7. Ability to create specialized knowledge: Ability to create and use advanced knowledge about cultural and natural heritage	Is the student trying to make use of the results of their specialized research on the conservation of cultural and natural heritage for the benefit of society?

	Competences	Evaluation perspectives
<b>Knowledge and Skills</b>	8. Ability to develop common skills	Can the student develop their research results and work on problem solving for the conservation of cultural and natural heritage?
	9. Capacity to develop professional skills: Ability to find solutions to professional challenges in the protection of cultural and natural heritage	Can the student develop professional solutions and engage in problem solving for the conservation of cultural and natural heritage?
	10. International development capacity: Awareness of and willingness to address international issues in the protection of cultural and natural heritage	Has the student acquired a high level of motivation and sufficient language skills to contribute to the international community for the conservation of cultural and natural heritage?
<b>Guidelines for Assessing Learning Outcomes</b>	<p>The assessment of learning outcomes is conducted in accordance with the “Doctoral Dissertation Evaluation”, which is implemented at each stage of the mid-term presentation, the preliminary review, and the final review. Through multiple staged evaluations based on the “Doctoral Dissertation Assessment Sheet”, the program objectively verifies and evaluates the student's attainment of the competences stipulated in the diploma policy as follows:</p> <p>First Stage (Autumn Semester of Year 2): During the Doctoral Mid-term Presentation, all faculty members evaluate the student's research using the designated rubric.</p> <p>Second Stage: During the Preliminary Dissertation Review, the principal examiner and three sub-examiners conduct rubric-based evaluations.</p> <p>Third Stage: During the Final Dissertation Review, the principal examiner and three sub-examiners conduct rubric-based evaluations and determine the student's final level of achievement.</p> <p>In addition, given that the primary objective of the doctoral program is the acquisition of original and internationally recognized research competence, the program conducts a comprehensive evaluation of the originality, academic specialization, developmental potential, and international significance of the student's research. This includes assessment of the publication of peer-reviewed articles (domestic or international), presentations at international conferences, and the scholarly value and maturity demonstrated through these achievements.</p> <p>Furthermore, educational activities (such as teaching assistant experience), participation in collaborative research, and engagement in external activities (including international projects and policy-related contributions) are also regarded as important indicators of advanced professional development appropriate for the doctoral level.</p>	

<p><b>Evaluation Criteria for Degree Theses/ Dissertations</b></p>	<p>(Doctoral dissertation review)</p> <ol style="list-style-type: none"> <li>1. The Preliminary Review committee consists of at least four members: one primary examiner and at least three secondary examiners, with the primary examiner being a full-time faculty member of the Doctoral Program in Heritage Studies. The Preliminary Review committee shall meet at least once for each dissertation submitted, and if all members of the committee unanimously agree that the applicant is able to submit the dissertation within 12 months, the decision will be “Acceptable”; otherwise, the decision will be “Negative” .</li> <li>2. The dissertation review committee shall consist of at least four members: one primary examiner and at least three secondary examiners, with the primary examiner being a full-time faculty member of the Doctoral Program in Heritage Studies. The dissertation review committee shall meet at least once for each submitted dissertation, examine the dissertation in public, and make a pass/fail decision. In principle, there shall be at least one week's notice period between the announcement of the open review and its implementation.</li> <li>3. After the decision by the doctoral dissertation review committee is completed, the primary examiner of the doctoral dissertation review committee shall promptly report the results to the Doctoral Program in Heritage Studies Education Council and to the steering committee of the Faculty of Human Sciences through the degree program leader.</li> </ol> <p>(Evaluation criteria)</p> <ol style="list-style-type: none"> <li>1. Appropriate theme for a dissertation in World Heritage Studies (problem and issue setting)</li> <li>2. Clear positioning of the paper based on prior research (research positioning)</li> <li>3. Research methods appropriate to the subject are selected and the grounds for the selection are credible (Reliability of research methods and arguments).</li> <li>4. The argument has been sufficiently developed and there is no major contradiction overall (Structure of the paper)</li> <li>5. No ethical issues in the conduct of the study and the publication of the results (ethics)</li> </ol> <p>(Evaluation items)</p> <ol style="list-style-type: none"> <li>1. Originality: Novelty of either the concepts and methods introduced or the facts and laws discovered. Includes improvement of a known method, application from a different field, etc.</li> <li>2. Budding potential: Research that is at the beginning of the research process, but is based on new ideas and concepts and has great potential for future development.</li> <li>3. Inventiveness: It can clarify new facts that may change conventional theories, or to develop new research areas, research and technology systems.</li> <li>4. Usefulness: Can provide useful information that is useful for improving technology or for practical or academic purposes.</li> </ol>
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### Curriculum Policy

In order to respond to social and international needs for the protection of World Heritage, a practical and interdisciplinary course of study is organized to foster researchers who conduct advanced research on heritage protection, and program officers who are engaged in heritage protection with advanced knowledge and professional skills in domestic and international heritage protection sites and international organizations.

<b>Curriculum Design Framework</b>	The curriculum consists of nine areas, “Cultural Heritage Policy and Administration”, “Natural Heritage and Nature Conservation”, “Heritage Development”, “Tourism Planning”, “Landscape Planning”, “Architectural Heritage”, “Art Heritage”, “Conservation Science”, and “International Heritage Studies”, with the aim of fostering researchers who conduct advanced research on heritage protection and program officers who are engaged in heritage protection with advanced academic knowledge and professional skills in the field of heritage protection in Japan and abroad, and in international organizations.
<b>Teaching and Learning Methods</b>	<ul style="list-style-type: none"> <li>- In each academic year, students participate in special research in their area of specialization and receive guidance from their academic advisor.</li> <li>- In the fall semester of the second year, students will make a midterm presentation of their doctoral dissertation in front of all faculty members and receive advice on their research.</li> <li>- In the third year, the doctoral dissertation is submitted after a preliminary examination, and the dissertation review committee, consisting of one primary examiner and at least three secondary examiners, examines the doctoral dissertation.</li> </ul>

### Admission Policy

<b>Desired Student Profile</b>	We seek individuals who are motivated to engage in the evaluation, conservation, management and utilization of World Heritage sites from a broad perspective and with flexible thinking, and who possess the academic skills and qualities appropriate for research activities.
<b>Student Selection Process</b>	The entrance examination will be conducted by oral examination, and the selection will be based on research and presentation skills related to the specialty.

### Learning Support Framework

<b>Academic Support</b>	In the doctoral program, emphasis is placed on establishing a support system that fosters the independence of students as researchers, with structures in place to provide guidance while encouraging self-directed research. In addition to individualized supervision on research planning, thesis structure, and publication strategies, the program offers support for the preparation of various research funding applications (including overseas travel grants, and private foundations) as well as instruction in research ethics. Furthermore, students receive training in specialized techniques—such as advanced statistical analysis, 3D analysis, and the use of AI tools—as well as support for developing skills in academic writing in English.
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<p><b>Opportunities for Peer Interaction</b></p>	<p>In the doctoral program, support is provided to foster proactive interaction among students, with the aim of promoting the formation of interdisciplinary and international research networks. Joint seminars and workshops are actively organized, where students from different fields present their research and exchange ideas, along with opportunities for collaborative presentations with graduate students from overseas universities. Furthermore, students are encouraged to take leadership roles in planning and managing such activities, thereby cultivating a self-directed research community.</p>
<p><b>Opportunities for Student-Faculty Interaction</b></p>	<p>In the doctoral program, in addition to deepening individual research, emphasis is placed on continuous supervision from multiple faculty members, providing interdisciplinary and international perspectives. Alongside the primary supervisor, students are given opportunities for guidance from co-supervisors, particularly through staged research progress presentations during the preparation of the doctoral dissertation, where they can receive advice and feedback from a broad range of expertise. Furthermore, through activities such as serving as a Teaching Fellow (TF) in undergraduate and graduate courses and as a Teaching Assistant (TA) in off-campus training, students are offered opportunities to directly observe faculty members' attitudes, instructional techniques, and ethical standards as educators. These experiences contribute to developing their own teaching competence, research capacity, and communication skills.</p>

**Approaches to Assuring and Enhancing Educational Quality**

In the Education Committee, the validity of the curriculum and the appropriateness of instructional practices are examined using the results of students' learning outcome assessments and their demonstrated competences. The research progress of each student is monitored annually through progress reports, mid-term reviews, and final reviews, with achievements and challenges shared among faculty members. Furthermore, the program has established standards regarding the number and quality of peer-reviewed publications required prior to dissertation submission, and the attainment of these standards is made visible to ensure transparency in evaluation.

The program also evaluates its overall effectiveness by tracking graduates' career paths and research achievements, and continuously improves its educational practices through faculty development (FD) activities aligned with international standards of doctoral education. Student surveys and individual interviews are conducted regularly to incorporate student feedback into ongoing educational enhancements.