

1. Outline

【Name of Project】

—Health for All—TMDU Initiative in Creating Next Generation Professionals for Global Health Promotion

【Future Vision for the University as Planned in TGU Project】

(Goal 1) Establishing a position as a base for research and the cultivation of human resources that will promote global health in Asia

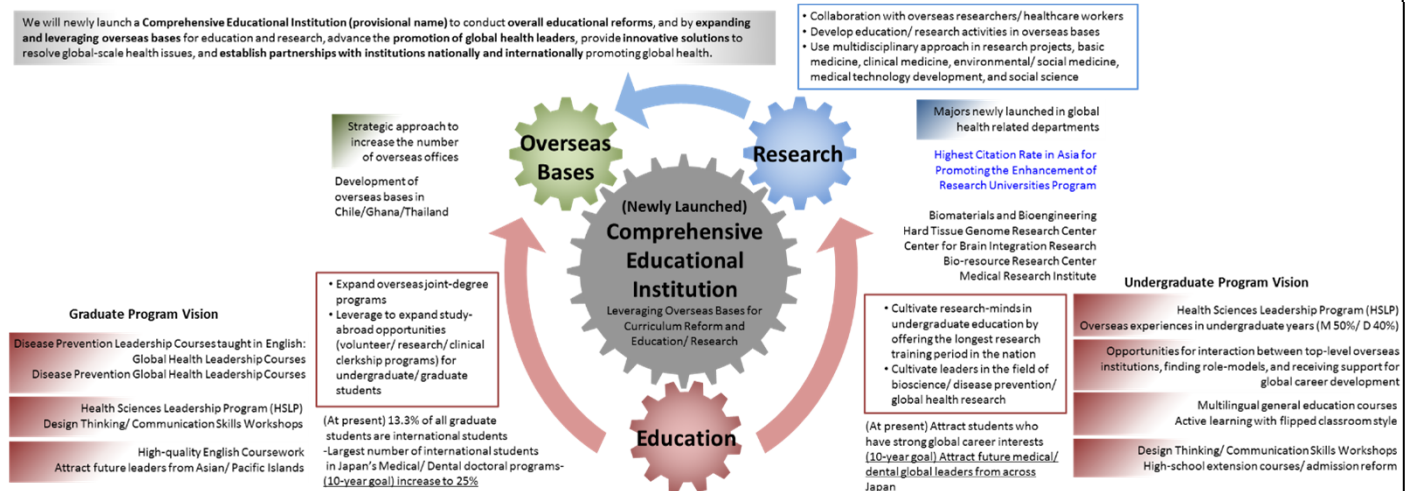
(Goal 2) Providing innovative solutions related to prevention, diagnosis, and medical treatment via multidisciplinary research in order to resolve global-scale health issues

(Goal 3) Cooperating with national and international institutions to resolve issues in various countries and regions, and making contributions through all channels (research/ education/ medical care)

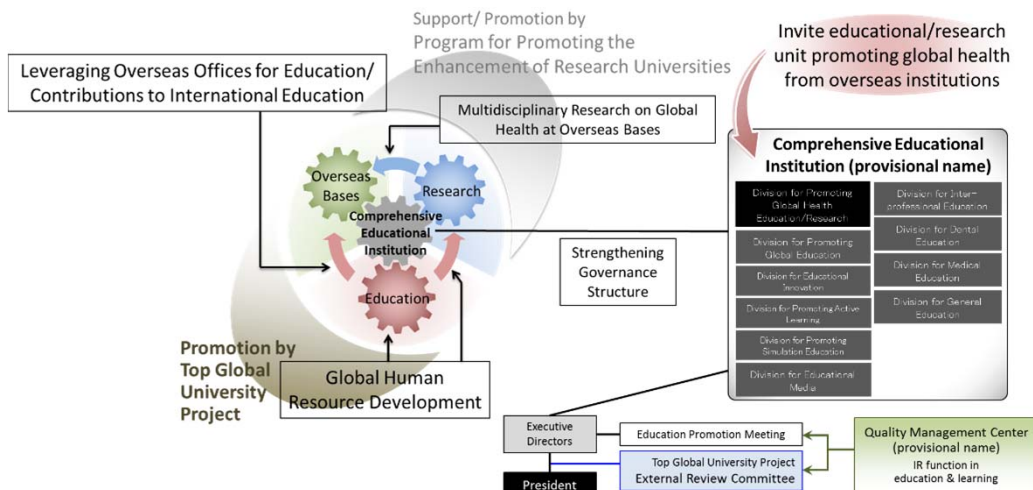
【Summary of Project】

Aiming to improve health levels on a global scale, Japan—based on its experience and accomplishments in the health care field—will serve a central role in achieving constructive continuance with the world and cultivating human resources that will promote global health. Specific initiatives are as follows: (1) Strengthening governance structures and reforming education and teaching management, (2) Overall educational reforms, from the recruitment of new students to entrance examinations; and bachelor (general and specialized), master's, and doctoral programs, (3) Expanding and enlarging TMDU's overseas educational and research partner bases, and carrying out proactive education and research that leverages them. Based on these initiatives, we will strive to accomplish the three goals mentioned above to improve internationalization.

Outline Figure



Implementation System



【Summary of the 10-year Plan】

Strengthening Governance Structure

A school-wide organization, Comprehensive Educational Institution (provisional name), will be established by 2016. It will serve as an axis to organically link education, research, and overseas bases.

Entrance Examination Reform

Allowing high-school students to join our all-English workshop on global health issues targeted at first-year students (from 2015). Accepting International Baccalaureate students for admission, and use of TOEFL performance reports in evaluating students' eligibility status from 2018.

Bachelor's Degree Program Educational Reform (General)

Offering multilingual courses in humanities and social sciences. Creating an active learning environment by implementing the flipped classroom style and conducting small group instruction from 2016.

Bachelor's Degree Program Educational Reform (Specialized)

Creating an active learning environment by implementing the flipped classroom style and conducting small group instruction from 2017.

Master's/ Doctoral Degree Program Educational Reform

59% of graduate courses will be offered in English by 2023.

Expanding the Health Sciences Leadership Program (HSLP)

Increasing the capacity of the HSLP undergraduate program (from 22 to 30 students per grade level), and establishing an HSLP graduate program.

Establishing a Global Health Leadership Program for Master's Degree Courses

Establishing a Global Health Leadership Program for master's degree courses by 2018 and for doctoral degree courses by 2020.

【Featured Initiatives (Internationalization, University reform, Education reform)】

- Increasing the number of students studying abroad (research/ clinical clerkship) by expanding the overseas partners bases/ institutions over the next decade. (50% of medical students, 40% of dental students, and 25% of health care sciences students will study abroad by graduation)
- Increasing the percentage of international students (currently TMDU has the highest number of international students in medical/ dental doctoral programs in the nation) to 25% over the next decade by conducting educational reform.
- Leveraging the overseas partners bases (e.g. Ghana, Chile, Thailand) to promote global health research in undergraduate/ graduate programs.
- Establishing/ expanding the alumni association of international students in Asian/ Pacific Island/ African countries to recruit qualified international students, and work in liaison with their government healthcare sectors to promote global health research and education.
- Establishing a Quality Management Center (provisional name) to collectively accumulate information on education/ research/ medical practices and university governance that until now have been managed by individual departments, and implementing the PDCA cycle based on the quantified performance in education/ research/ medical practices.
- Establishing a Comprehensive Educational Institution (provisional name) to advance educational reform and enhance teaching skills of faculty.
- For bachelor's/ master's/ doctoral programs: 1. Conducting small group instruction by improving the teacher-student ratio, 2. Encouraging curriculum reform by implementing the flipped classroom style which encourages self-directed learning, and 3. Offering multilingual courses in humanities and social sciences.

【 Measures for the Promotion of Collaboration with Foreign Universities 】

- Increasing the number of affiliated institutions (with a current total of 76 institutions in May 2013).
- Expanding opportunities for clinical electives by joining Global Health Learning Opportunities (GHLO). GHLO provides a global network that facilitates educational mobility for medical students, where they can apply online to electives at other institutions in the GHLO Collaborative
- Working in liaison with the world's top institutions in global health for the master's/ doctoral level Global Health Leadership Program.
- Establishing joint-degree programs with overseas partners bases.

2. FY2014 Progress

■ Common Indicators and Targets

Internationalization

Ratio of International Students to Total Enrollment

Aiming to increase the number of international students (short-term for the undergraduate program/ long-term for the graduate program), various reforms will be conducted including making syllabi/ coursework multilingual, strengthening international student recruitment, establishing courses offered in English, etc. The number/ ratio of full-time international students in 2014 and the number of international students as of May 1 in 2015 have already surpassed our goals for 2016.

Ratio of Japanese Students Studying Abroad

We foster students' motivation and expand study-abroad opportunities by conducting a simulated negotiation workshop on global health issues in English for entering freshmen, hosting senior student presentations on international experiences through study-abroad programs, and events to provide interaction between international and Japanese students. In 2014 there was a dramatic increase of students studying abroad, which gets us closer to our goal for 2023.

Number/ Ratio of Subjects Taught in English

Establishment of a Bachelor's Degree Program Educational Reform (General) Committee to discuss educational reform, including offering multilingual courses in humanities and social sciences.

Measuring/Enhancing English Skills of All Students

There was an increase in the number of undergraduate students who meet requirements for foreign language proficiency. Also, the English proficiency of graduate students' was measured at the end of AY2014, and the number of students who met requirements for foreign language proficiency has already surpassed our goal for 2016.

Supporting Japanese Students Studying Abroad

Increasing the number of affiliated institutions agreeing to exchange students waiving tuition fees (6 new institutions). In addition, several incentives have been offered to outstanding students who wish to participate in overseas training/ research: Undergraduate Overseas Studying Award (14 students), Postgraduate Overseas Studying Award (10 students) and Subsidies for Undergraduates Studying Abroad (20 students).

University Reform

Globalization of Administrative Staff

Active recruitment of administrative staff with advanced foreign language skills was started. In addition, English courses have been offered to administrative staff, with the incentive of their results being reflected on their personnel evaluations. We are making steady progress toward our goal of increasing the number of staff who achieved the English proficiency standard set by the university.

Comprehensive Educational Institution (provisional name)

Establishment of the Comprehensive Educational Institution (provisional name) has been discussed by its working group. Under the leadership of the president, faculty teaching skills will be improved reflecting university policy.

Comprehensive International Institution (provisional name)

Establishment of the Comprehensive International Institution (provisional name) has been discussed by its working group. Under the leadership of the president, it will promote internationalization of the curriculum and enhance study-abroad programs.

Enhancing IR Function

The Comprehensive Educational Institution working group has been discussing the establishment of an IR Department (provisional name) which will collectively accumulate and analyze educational information for quality assurance and university governance reform.

Education Reform

Initiative for Ensuring Self-directed Learning

Implementation of the flipped classroom style has been discussed by this working group, and trials were conducted in two courses in 2015.

Active Participation/ Student Engagement and University Governance

In the case of the School of Medicine, they will serve as members of a Curriculum Evaluation Committee (provisional name) established by the Board of Education with the help of internal and external experts.

Admission

The Entrance Examination working group has been considering the admission of international Baccalaureate students and the use of TOEFL performance reports in evaluating students' English proficiency.

■ University's Indicators and Targets

Ratio of Graduates with Study-Abroad Experience (Undergraduate Program)

We foster students' motivation and expand study-abroad opportunities by conducting a simulated negotiation workshop on global health issues in English for entering freshmen, hosting senior student presentations on international experiences through study-abroad programs, and events to provide interaction between international and Japanese students. We have already met our goals for 2016 in 2014.

HSLP Enrollees

We have begun preparation (regarding curriculum and learning environment) for expansion of HSLP. We are planning to increase the capacity of the HSLP undergraduate program (from 22 to 30 students per grade level), and establish an HSLP graduate program from 2016.

Ratio of International Students Among All Graduate Students

We will conduct various reforms such as making syllabi/ coursework bilingual, strengthening international student recruitment, and establishing courses offered in English. There was a slight increase in 2014, the same year the project was adopted.

Global Health Leadership Program (provisional name) Enrollees

Toward establishing a Global Health Leadership Program for master's degree courses by 2018 and for doctoral degree courses by 2020, a search was begun by visiting the world's top universities in global health for candidates who could play a central role at TMDU.



(Clinical clerkship at Harvard Medical School)



(HSLP Undergraduate Program)

■ Initiatives for the Enhancement of International Reputation

Establishing a Global Health Leadership Program for Master's Degree Courses (in English)

Working in liaison with the world's top institutions in global health for the master's/ doctoral level Global Health Leadership Program which aims to send our graduates to international institutions such as the WHO and recruit qualified international students from Asian countries to produce future leaders. We have begun the search for candidates who could play a central role at TMDU.

Increasing the Number of International Students

Aiming to increase the number of international students in the undergraduate program, we joined Global Health Learning Opportunities (GHLO). We expect more international students from the GHLO Collaborative to apply to our programs.

Improving Reputation and Brand Recognition

We created a promotional video for TMDU, introducing our unique educational program, world-leading research, and initiatives for internationalization. It was sent to our alumni and joint-researchers nationally and internationally along with the annual report in English.

Joint-degree programs with Overseas Partner Bases

We are currently working on establishing joint-degree programs with overseas partner bases from 2016.

【 Results for the Promotion of Collaboration with Foreign Universities 】

(Increased The Number of Affiliated Institutions) We entered into agreements with 6 new institutions.

(Joined GHLO) We joined Global Health Learning Opportunities (GHLO) to expand study-abroad opportunities and to increase the number of international students.

(Visited the World's Top Institutions in Global Health) To invite faculty from overseas institutions in global health, we visited the US to search for candidates.

(Joint-degree Programs) We worked closely with University of Chile and Chulalongkorn University, our overseas partner bases, to establish joint-degree programs. We sent applications to the Japanese government in March 2015.



(Concluding exchange agreement with National Taiwan University)

■ Free Description

Report

We held our global human resource development forum entitled "Global Perspectives in Health Professional Education". The forum started off with a Keynote speech by the Deputy Director-General of MEXT. This was followed by presentations on global education at TMDU, Niigata University, Seoul National University and Chulalongkorn University. The program ended with a panel discussion on future visions and strategies for health professional education in the globalizing world. There were a total of 61 participants.



Global Human Resource Development Forum

International Student Alumni

SNS/International Student Management Service has been implemented as a first step to establish/ expand the alumni association of international students in Asian/ Pacific Island/ African countries

3. FY2015 Progress

Common indicators and targets

Internationalization

Ratio of International Students to Total Enrollment

Toward increasing the number of international students, short-term carrying out research/ clinical practice in the undergrad program and long-term in the master's/ doctoral programs, a bilingual syllabus was created, English coursework, enhanced overseas recruitment, and a variety of reforms were instituted. English courses were particularly increased and aggressively utilized in the following: Global Leader Program in Dental Sciences, Disease Prevention Global Leadership Program, and the Cultivation of Dental Professionals in Republic on the Union of Myanmar. Target number of foreign students had already been exceeded for AY2016 (year-round) as of May 01, 2016.

Enhancing Faculty Skills to Accommodate an Increased Number of International Students

Working toward increasing the number of faculty who are able to instruct and handle Q & A in English and for ease of implementing more interactive lectures, group and individual intensive training was held utilizing the cooperation of external organizations. During the same training course, to reach many instructors from a variety of departments in AY2016, comprehensive obligatory faculty development seminars were held.

Number/ Ratio of Subjects Taught in English

In AY2016 undergraduate bilingual liberal arts courses were opened with a focus on humanities and social sciences to create a more solid foundation for future global health promotion personnel; and in 2015, 27% of course work at the Master's/ doctoral level was also offered in English year round.

Measuring/ Enhancing English Skills of All Students

In the undergraduate level English skill is measured after enrollment and periodically thereafter. Plus, standards are set for enrollment in the all-English leadership program, and overseas study opportunities. Since special study courses for English skills have been made available during summer and spring breaks, English skills levels have shown steady improvement. From AY2017 TOEFL exam results will be required of all Master's/ Doctoral Program applicants to measure English levels at time of admission. Through these efforts we expect a further improvement of student's English levels.

Supporting Japanese Students Studying Abroad

Increased the number of affiliated institutions agreeing to exchange students and waive tuition fees (8 new institutions). In addition, several university-funded incentives have been offered to outstanding students who wish to participate in overseas training/ research: Undergraduate Overseas Studying Award (14 students), and Postgraduate Overseas Research Award (8 students). To provide better support for dispatched students and smooth information exchange with Academic Affairs section a new integrated division was devised to provide a one-stop service system (described later).

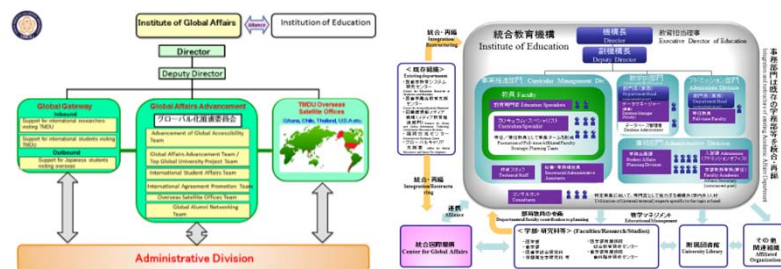
University reform

Globalization of Administrative Staff

The English language skill and number of administrative staff capable of using English has been steadily increasing toward the targeted goal. To enhance the international response capabilities, a move toward hiring administrative staff with foreign language skills, as well as providing opportunities for language training of current staff, such as mandating TOEIC examination for effective measurement of language training were made.

Organized Institute of Education/ Institute of Global Affairs to Enable Quick Uniform Decisions

Newly devised, these Institutes were designed to provide ongoing quality improvement, improve international competitiveness, strategy and promotion, and internationalize the curriculum by integrating existing educational departments/ campus' faculty into one integrated system, reducing human resource and support needs, while following the university's educational policy guidelines, under the leadership of the university President. Support for international students and students dispatched to overseas study were also strengthened under this new system.



< Institute of Global Affairs and Institute of Education Organizational Charts >

Strengthening and Enhancing IR Function

Established an IR Department, as part of the Institute of Education, which collectively accumulates and analyzes educational data for quality assurance and university governance reform.

Education reform

Initiative for Ensuring Self-directed Learning

The Institute of Education (see above) set up a team, which has established an infrastructure to support long-term promotion of training techniques, active learning, and university-wide faculty development.

Undergraduate/ Graduate Admissions

From AY2018 selection, implementation of considering results of TOEFL, IELTS, or other such English proficiency examinations for the students who fall under the recommendation, returnee, and international baccalaureate entrance examination categories was decided. For the graduate level, it was decided to introduce TOEFL results as an English evaluation method in the general selection from AY2016.

■ University's own indicators and targets

Ratio of Graduates with Study-Abroad Experience (Undergraduate Program)

Various opportunities have been made available to students both internally and externally to improve motivation for studying abroad, presentations by upper-classmen who have had study-abroad experiences, social and study events with international students, plus provision of a wider global network for overseas clinical clerkship opportunities. Efforts are being made to further diversify the number of study-abroad participants in the Department of Medicine thereby increasing the proportion of graduates with overseas experiences. Current efforts to create even more study-abroad opportunities are also underway, i.e. new research/ medical volunteer activities at overseas satellite bases are being planned.

HSLP Enrollees

For the undergraduate program the full-membership applicants expanded from 20 to 25 in AY2015; in AY2016 it is scheduled to increase to 30. In addition further steps were taken to increase accessibility and number of students able to participate in global educational opportunities by setting standards for establishing an Associate Member status with enrollment from AY2016 with space for 20-30 students per class year. From AY2016 a graduate school version HSLP targeted at Master's/ PhD students is expected to be offered, with planning currently underway by conducting interviews with the intended population to assess their needs.

Ratio of International Students Among All Graduate Students

To increase the ratio of international students English accessibility of coursework has been implemented by creating a bilingual syllabus, increasing the number of courses taught in English, and strengthening overseas recruiting. The goal for AY2016 has already been achieved.

Global Health Leadership Program (provisional name) Master's/PhD Enrollees

Currently plans are being put into action towards establishing a Global Health Leadership Program, Master's course scheduled to start in 2018/ Doctorate course in 2020. At present two faculty have been acquired one from International Health Promotion field, and one from International Health Developmental Studies.



〈 Clinical Training at Harvard Medical School 〉



〈 AY2015, 3rd Cohort of HSLP 〉

■ Initiatives for the enhancement of international reputation/

Establishing a Global Health Leadership Program for Master's Degree Courses (in English)

Towards establishing an Asian site to attract outstanding students from Asian countries, to develop human resources for global health promotion, in cooperation with the world's top institutions of global health, a course was started where the participants' goals were to join WHO-type international organizations after graduation. In AY2015 instructors were acquired and the course was opened to enrollment.

Increasing the Number of International Students

Toward increasing the number of international undergraduate students, officially joined Global Health Learning Opportunities (GHLO) a collaboration for overseas clinical study program of the American Association of Medical Colleges with the expectation of accepting a larger number of talented students from various member schools. Currently more than 50 university destinations are possible in this centralized application system.

Improving Reputation and Brand Recognition

In order to improve international reputation and visibility, English versions of public relations magazines and the university's annual report were sent along with greeting cards to overseas alumni, joint researchers, associated university professors, and coworkers. Plans for a TMDU Research Activities information booklet were also put in place. In addition, it was projected to target overseas researchers by sending email with data from the Nature Publishing Group concerning TMDU Research Activities. The use of EurekAlert an online news service that the United States Association for the Advancement of Science (AAAS) was decided to disseminate information to the world's journalists for press release. Provided information to higher education institutions information magazines: Times Higher Education of the United Kingdom (THE) and Kuakuareri-Simmons (QS) and from this information were ranked #1 in Japan and #12 in the world in the World's Best Small Universities category for having a small student-teacher ratio, and multi-citations of papers being highly evaluated indicating quality education and research.

Joint-degree Programs (JDP) with Overseas Partner Bases

To start a JDP between University of Chile (April 2016 start) and Chulalongkorn University (August 2016 start), and cooperation with those overseas satellite bases a petition was filed in March 2015 and after examination the decision to open the first JDP in Japan was achieved in June 2015.



〈 JDP signing ceremony: Chile U. and Chulalongkorn U. 〉

【Promotion of Collaboration with Foreign Universities Results】

(Increased number of universities) Signed 8 new agreements in AY2015

(Student exchange within existing universities) In AY2015 had student exchange with Imperial College London (Medicine) and Chulalongkorn University (Medicine, Dental and Health Sciences), The Australian National University sent the largest number of medical students yet for research and clinical rotations (sent 10, received 3). Signed an academic exchange agreement with Boston University and received 4 dental students for clinical practice rotation; 2 students are scheduled to be sent there in AY2016 with expectations for further student exchange.

(Research collaboration with world's leading universities) TMDU and Harvard Medical School (HMS) have promoted cooperation in the undergraduate education, aimed at strengthening cooperation at the research level, and increasing networking between young researchers through use of HMS's worldwide network. Through each research group TMDU has promoted efforts to build an international collaborative research network with the aim of being widely recognized as a member of the top-level global network.

■ Free description

Career Vision Assistance from Alumni who Are Active Overseas/ Global Education

TMDU alumni who are active in overseas top educational and research institutions were invited as short-term lectures and exchange meeting for career development and global education. To start off this program, in AY2015 Dr. Masao Takata, who is a senior professor in the fields of anesthesiology, pain, and intensive care at Imperial College London was invited. He gave a graduate student special progressive interactive lecture in English with respect to career development.



〈 Dr. Masao Takata's Special Lecture 〉

Aiming to acquire quality freshmen, high school students were invited to participate in university global education initiatives

Since AY2013 we have been holding an all-English mock negotiation event, concerning an international health problem, called Global Communication Workshop targeting first-year students. The aim of this event is to help them set appropriate goals necessary for becoming Global Human Resources in healthcare. In AY2015 we invited participation of two high schools, with a total of 18 students attending, in the subsequent AY2016 we increased the invited schools to four and 28 students signed up to attend.