

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

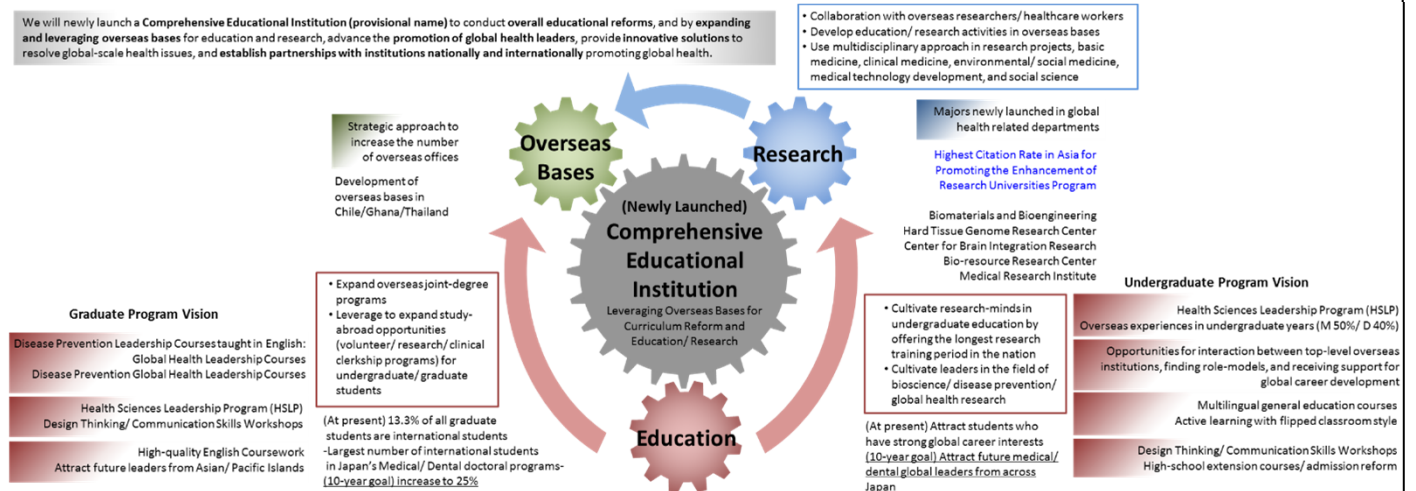
(Goal 2) Providing innovative solutions related to prevention, diagnosis, and medical treatment via multidisciplinary research in order to resolve global-scale health issues

(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)

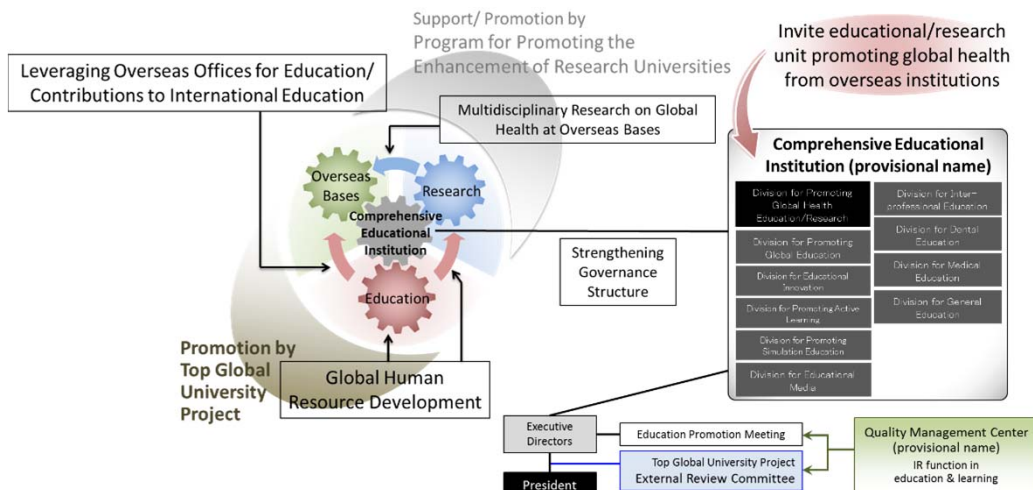
【Summary of Project】

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).

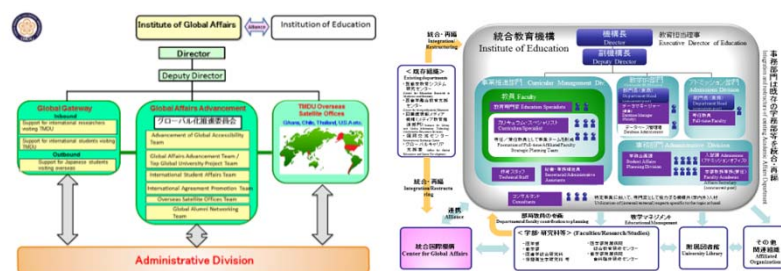
University reform

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.

4. FY2016 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 international students for AY2016 was achieved.

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, 9 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 2016, 52% 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 (3 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 (5 students). In AY2016, a total of 148 undergraduate students participated in overseas study programs. Global Gateway, under Institute of Global Affairs, provided one-stop service and comprehensive information for students being dispatched abroad, including but not limited to traveling procedures, and facilitating contact with receiving institutions.

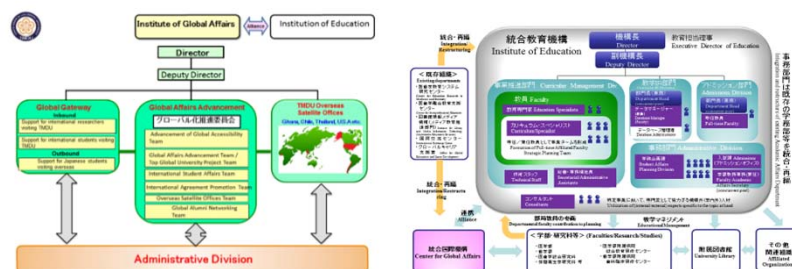
University reform

Globalization of Administrative Staff

The number of administrative staff who achieved the English proficiency target was 17 in AY2013, with an increase to 30 in AY2017. Steady efforts are being made to enhance the international response capabilities by hiring administrative staff with foreign language skills, strategic placing of such staff, providing opportunities for language training of current staff, and mandating TOEIC examination for effective measurement of language training.

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. (Established in AY2016) Each institute consists of a number of teams consisting of foreign and Japanese faculty with foreign degrees working on a number of projects toward curricular reform and globalization of our university. Cross-divisional organization of faculty and concurrent posts provide a strong collaboration between the two institutions.



< 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. Based on the active learning philosophy created in AY2016, we have started FD for teaching methods and started acquiring teaching materials from AY2017.

Undergraduate/ Graduate Admissions

From AY2018 (April entrance) special entry selection, TOEFL iBT examination results will be used as one evaluation criteria for students who fall under the recommendation, returnee, or international baccalaureate categories. As part of the English language improvement program and to increase the number of students satisfying the goal, in AY2017 TOEFL ITP results were used as entrance criteria for graduate level courses as an English evaluation method in the general selection.

■ University's own indicators and targets

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

Due to the increased number of study-abroad opportunities and scholarships made available, plus internal and external motivation, the number of students being dispatched per year has steadily increased. In the Department of Medicine, a new program was started in AY2016 aimed at entrance-level undergraduates to introduce them to medical practice and volunteer activities at associated universities and medical institutions in Asia.

HSLP Enrollees

For the undergraduate program the full-membership applicants expanded from 20 to 25 in AY2015; in AY2016 it increased to 30. In addition, to increase accessibility to global educational opportunities for a larger number of students, we established an Associate Member status, with 12 members joining in AY2016. From AY2016 a graduate school version HSLP targeted at Master's/ PhD students, G-HSLP, was offered starting with two workshops, and course work from AY2017.

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, strengthening overseas recruiting, and opening a G-HSLP program to promote diversity of study and research environments.

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 AY2018/ Doctorate course in AY2020. At present two faculty have been acquired one from International Health Promotion field, and one from International Health Developmental Studies. (Investigating collaboration with graduate courses at US schools of public health, and examining essential/elective subjects, research topics, and securing additional lecturers.)



〈 Clinical Training at HMS 〉



〈 AY2016, 4th 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. (Currently developing curriculum and course structure with goal of opening Master's course in AY2018 and Doctorate in AY2020.)

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 from all over the world in this centralized application system where students can choose their destinations from high-quality programs offered by member universities.

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 #17 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 promote the development of internationally minded medical personnel and strengthen international competitiveness a Joint Degree Doctoral Program in Medical Sciences with University of Chile (UCh)/Clinica Las Condores was started with the first student enrolled AY2016, April. In Oct. and Dec. UCh faculty visited TMDU and conducted FD training and conferences, discussed student guidance and possibility of collaborative research. In August, the International Joint Degree Doctoral Program in Dental Sciences with Chulalongkorn University (CU) was established with 3 students. CU invited TMDU faculty for direct student counseling, guidance and lectures.



〈 TMDU-CU JDP students 〉



〈 UCh faculty visiting TMDU 〉

【Promotion of Collaboration with Foreign Universities Results】

(Increased number of universities) Signed 3 new agreements in AY2016

(Student exchange within existing universities) AY2016 also saw student exchange with many overseas universities, Imperial College London (Medicine) and Chulalongkorn University (Medicine, Dental, and Health Sciences), The Australian National University we sent 10 medical students, the largest number yet. Signed an academic exchange agreement with Boston University in AY2015 and received 4 dental students for clinical practice rotation; 2 students were sent there in AY2016.

(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. In AY2016 we invited two graduates one active in the UK and another from the US. They each gave a graduate student special progressive interactive lecture in English with respect to career development.



〈 Dr. Noriyuki Kasahara'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 AY2016 we invited participation of four high schools, with 27 of their students attending.

5. FY2017 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. A steady increase was seen toward the target number of international students for AY2017.

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 from AY2015. During the same training course, to reach many instructors from a variety of departments, comprehensive obligatory faculty development seminars were held.

Number/ Ratio of Subjects Taught in English

In AY2017, 16 undergraduate bilingual liberal arts courses were opened (an increase of 7 over 2016) with a focus on humanities and social sciences to create a more solid foundation for future global health promotion personnel; and in 2017, 57% 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 (3 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 (13 students), and Postgraduate Overseas Research Award (3 students). In AY2017, a total of 167 (an increase of 57 over 2016) undergraduate students participated in overseas study programs. Global Gateway, under Institute of Global Affairs, provided one-stop service and comprehensive information for students being dispatched abroad, including but not limited to traveling procedures, and facilitating contact with receiving institutions.

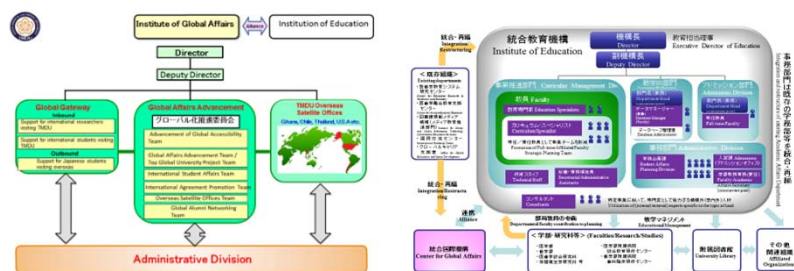
University reform

Globalization of Administrative Staff

In AY2017, 30 administrative staff had achieved the English proficiency target, increased from 17 in AY2013. Steady efforts are being made to enhance the international response capabilities by hiring and strategic placing of administrative staff with foreign language skills, plus provision of language training opportunities for current staff and mandating TOEIC examinations for effective measurement of such training.

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. (Established in AY2016) Each institute consists of a number of teams consisting of foreign and Japanese faculty with foreign degrees working on a number of projects toward curricular reform and globalization of our university. Cross-divisional organization of faculty and concurrent posts provide a strong collaboration between the two institutions.



< 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. Based on the active learning philosophy created in AY2016, we have started FD for teaching methods and started acquiring teaching materials from AY2017.

Undergraduate/ Graduate Admissions

From AY2018 (April entrance) special entry selection, TOEFL iBT examination results will be used as one evaluation criteria for students who fall under the recommendation, returnee, or international baccalaureate categories. As part of the English language improvement program and to increase the number of students satisfying the goal, in AY2017 TOEFL ITP results were used as entrance criteria for graduate level courses as an English evaluation method in the general selection.

■ University's own indicators and targets

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

Due to the increased number of study-abroad opportunities and scholarships made available, plus internal and external motivation, the number of students being dispatched per year has steadily increased. (In 2017, 11 students studied abroad in the newly initiated program and an additional 13 are scheduled for 2018.) In the Department of Medicine, a new program was started in AY2016 aimed at entrance-level undergraduates to introduce them to medical practice and volunteer activities at associated Asian universities and medical institutions.

HSLP Enrollees

For the undergraduate program the full-membership applicants expanded from 20 to 25 in AY2015; to 30 in AY2016. In addition, to increase accessibility to global educational opportunities for a larger number of students, we established an Associate Member status and aim to continue expansion (As of end AY2017: 110 members, 22 associates). From AY2016 a graduate school version HSLP targeted at Master's/ PhD students, G-HSLP, was offered and in AY2017 61 members joined these courses.

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, strengthening overseas recruiting, and opening a Master of Public Health in Global Health Course (MPH) to promote diversity of study and research environments.

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

Currently plans are being put into action toward establishing a Global Health Leadership Program, Master's course scheduled to start in AY2018/ Doctorate course in AY2020. At present two faculty have been acquired < Global Health Leadership Program, Kick-off Symposium >

(Investigating collaboration with graduate courses at US schools of public health, and examining essential/elective subjects, research topics, and securing additional lecturers.)

■ 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. Master's course started in AY2018. A kick-off symposium was held in November 2017 featuring WHO's director of non-infectious diseases. Doctorate course scheduled to open in AY2020.

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 alumni, joint researchers, associated university professors, and coworkers at top world ranking universities at home and abroad. 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. Disseminated information on our research and posted international advertisements through "Nature Index Japan 2018" published by Nature Publishing Group. From information provided to higher education institutions information magazines: Times Higher Education of the United Kingdom (THE) and Quacquarelli-Symonds (QS), were ranked 4th in Japan for Medicine and fifth in the world in Dentistry in QS World University rankings by subject.

Joint-degree Programs (JDP) with Overseas Partner Bases

In Oct. AY2017, two more students joined the International Collaborative Medicine Department, a JDP with University of Chile (UCh), making the total 3. In Nov., UCh faculty visited TMDU for FD and conferences and in Mar. AY2017 internal audits, evaluations and external evaluations were carried out. As for the JDP with Chulalongkorn University (CU), 3 more students joined the International Collaborative Dentistry Department in Aug. AY2017 for a total of 6. In Oct., CU invited TMDU faculty for direct student counseling, guidance and simple lectures, and in Feb. AY2017, internal audits, evaluations and external evaluations and FD were carried out.

Promotion of Collaboration with Foreign Universities Results

(Increased number of universities) Signed 3 new agreements in AY2017

(Results of Cooperative exchanges, students) AY2017 also saw student exchange and good results with many overseas universities such as Imperial College London (Medicine) and Chulalongkorn University (Medicine, Dental, and Health Sciences). Among these, TMDU is one of the few Japanese institutions with membership in the Visiting Students Learning Opportunities (VSLO), established by the American Medical University Association. Since commencement VSLO student dispatch and acceptance has been 1 or 2 students.

(Results of cooperative exchanges, teachers and staff) Since AY2013 have held joint symposiums aimed at deepening information exchange between Taipei Medical University and our research center and improving exchange between faculty and staff of both. In AY2017, our 4th symposium, themed "cancer", was held with a total of 12 interactive lecturers, 6 themes per university.

(Research collaboration with world's leading universities) Continued TMDU/Harvard Medical School (HMS) promotion of cooperation in undergraduate education at the research level and increase of young researchers' networking through use of HMS's worldwide network from last year. Through each research group TMDU has promoted efforts to build an int. collaborative research network aimed at wide recognition as a member of the top-level global network. Young researchers were dispatched to long-term destinations at North Carolina U. and St. Louis Washington U. to expand this international collaborative 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 from AY2015. In AY2017 we invited two graduates one active in the UK and another from the US. They each gave a graduate student special progressive interactive lecture in English with respect to career development.

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 AY2017 we invited participation of 3 high schools, with 17 of their students attending.



< Clinical Training at HMS >



< Global Health Leadership Program, Kick-off Symposium >



< VSLO Overseas Clinical Clerkships >



< Dr. Noriyuki Kasahara's Special Lecture >