

## The Project for Promotion of Global Human Resource Development

# Establishing TMDU-Style Global Health through Support for the Creation of Top Global Universities



**TMDU has been selected for the Support for the Creation of Top Global Universities in 2014 by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The thirteen Type A universities, which must aim to be ranked among the top 100 in the world, are required to pursue rigorous university reform and overseas collaboration. TMDU already has a track record of substantial activities in overseas office and those under international engagements, but the important point from now on is how can we enhance our international competitiveness through this program? Executives of TMDU held a round table to discuss the action plan and targets.**

**President Yoshizawa** Of the thirteen universities selected recently as Type A Top Global Universities, only TMDU and Tokyo Institute of Technology specialize in particular fields. Viewed in terms of the number of students enrolled, TMDU is one-tenth size of University of Tokyo, one-fifth of University of Tsukuba, and one-third of Tokyo Institute of Technology. With these establishments for company, I'm very proud that TMDU was selected as Type A. Since we've been selected, everyone from the President down, the faculty and staff, and the students will strive to rank in the world's top 100.

To strengthen governance in order to realize this concept, we plan to establish the International Integration Organization that will combine the internationally-oriented departments which previously existed separately. This institute will lead our globalization efficiently across the whole university. I'd like ask the Executive Directors about the

The three pillars of the concept for the development of TMDU-style global health professionals



**Yasuyuki Yoshizawa**  
President

specific educational reform and international cooperation initiatives they're handling. First let's hear from Executive Director Karasuyama who put everything together as the executive for the concept.

**Executive Director Karasuyama** When I was applying for the program, I thought about the strengths of TMDU. There are two in particular—specialization in the medical field, and our educational, research and international contributions centered on our overseas offices. As for what Japan can contribute globally, we have one of the highest levels of longevity in the world, and a comprehensive health service with universal health insurance coverage. So considering the characteristics of TMDU and Japan from this viewpoint, I set our targets for the development of personnel who will promote global health under the slogan “Aiming to improve health globally”. However, issues remain such as improving our international recognition and increasing the number of academic staff from overseas, so I want to address these issues through this program.



**Hajime Karasuyama**  
Executive Director  
(University Innovation  
and Globalization)

**Executive Director Tagami** I'm responsible for educational reform related to the development of personnel who will promote global health. I'm pursuing strategic reform of education in order to achieve consistent personnel development, from the entrance exam, through the general education course and the bachelor's program, to graduate school. In the liberal arts, we're gradually moving towards providing courses in two languages, and I want to begin offering all of the humanities and social science subjects in English as soon as possible.



**Junji Tagami**  
Executive Director  
(Education and  
International Student  
Exchange)

We've already started the HSLP (Health Sciences Leadership Program) for selected students, which is conducted entirely in English with in small-group. As part of our postgraduate education, besides offering a graduate school version of HSLP, we've established a new “Master/Doctor of Science in Global Health” course which is also conducted entirely in English, and we plan to attract many students from abroad. Our aim is to develop personnel who will work in the health service departments of international organizations such as the WHO after graduation, and to enable graduates to build international human networks. Through these initiatives, we aim to double the number of Japanese students with experience of studying abroad and that of international students over the next ten years.

**Executive Director Morita** In our research initiatives, we're putting particular emphasis on our





**Ikuo Morita**  
Executive Director  
(Research and  
International Cooperation)

overseas offices. Until recently, we've focused on regionally-based research, but if we're going to have a more global perspective, we'll have to add "regional special characteristics" to our approach. What's important here is fieldwork. We can contribute to global health by visiting specific areas, and identifying the particular economic and environmental situation of the region. One specific approach of course is to work with leading universities that are already pursuing global health research. But we're also considering a new approach, working with institutions that are conducting research with a strong focus on regional characteristics. Our students conduct research in collaboration with these institutions, studying at their parent universities and conducting fieldwork. Fieldwork isn't one of the strengths of Japanese education and research institutions, but I want to publicize TMDU's research efforts in global health by providing this sort of framework for global fieldwork.

**Executive Director Tanaka** Support for the Creation of Top Global Universities has two catch phrases "Think globally, act globally", and "Think globally, act locally". With the small-group teaching in HSLP, we're aiming for the former. TMDU already has a track record of overseas contribution,

and the graduates who experienced our joint program with Harvard University are just starting to play their respective roles overseas. In Chile and Thailand too, we have students who have already made substantial achievements and young students who are starting their career. However, TMDU hasn't had an organization for systematically supporting the personnel who represent the assets of the university. One mechanism for supporting these people is the joint degree program. Now we're establishing the International Integration Organization, to support our personnel overseas. At the same time, I want it to build a global human network.



**Yujiro Tanaka**  
Executive Director  
(Hospital Administration  
and International Health  
Care Partnerships)

**Executive Director Karasuyama** Through these initiatives, we're aiming to rank among the world's top 100 universities, but TMDU has already achieved a lot, so I think we can expect great things.

**Executive Director Tanaka** Also, in five years' time in the year of the interim assessment, we have the Tokyo Olympics. The world will be focusing its attention on Tokyo then, and I expect that the landscape of Tokyo will change considerably. So the message that TMDU sends out to the world will also undergo a transformation.

**President Yoshizawa** It's been said that this program calls for strong presidential leadership, but I'm very encouraged that all of our Executive Directors are playing such active roles. I want to keep up the momentum and make TMDU a medical university without peer in the world. I look forward to the continued cooperation of everyone in the university and everybody else involved.



# University-Wide Educational Reform towards Developing Global Personnel

**Ranked number four in Japan in the medical field** (According to the 2014 World University Rankings)

Currently, the rankings of universities produced by the world's higher education research bodies, news organizations, education and research agencies and so on are made available publicly. The evaluations include the number of research papers issued, awards received, the ratio of academic staff to students and many other factors. This information about university rankings is frequently used by students planning their careers, research institutions and companies looking for global research partners, as well as by universities seeking to analyze their position in the world, and to publicize their characteristics and track record.

The university rankings are becoming increasingly important. The third recommendation (May 28, 2013) of the Japanese government's Education Rebuilding Council called for more than ten Japanese universities to enter the top 100 world universities in the next ten years, among the other targets proposed. TMDU which was recently selected to receive support as a Top Global University, is expected to play a role in reinforcing Japan's international competitiveness in higher education by improving its ranking as a global university.

The main world university rankings are the Times Higher Education World University Rankings (hereafter THE World University Rankings) and the QS (Quacquarelli Symonds) World University Rankings. Here we will take a look at the placement of TMDU in these rankings.

In the 2014/2015 QS World University Rankings for the medical field announced September 15, 2014, Tokyo Medical and Dental University was ranked 101-150 in the world, and fourth in Japan. This surely attests to the high regard in which Tokyo Medical and Dental University's achievements are held worldwide in the field of medical science. For overall ranking for all academic fields, Tokyo Medical and Dental University is ranked in the top 300 universities worldwide.

However, our score for individual categories suggest some issues for the future. Our score for individual categories in the QS World University Rankings indicates that what we must focus on in future is improving our international visibility, as well as maintaining high-quality research activities.

TMDU plans to strengthen its competitiveness in the World University Rankings by focusing the efforts of the

university as a whole to the Program for Promoting the Enhancement of Research Universities and the concept for the development of TMDU-style global health professionals. We are promoting joint research and researcher exchanges through our overseas offices in Thailand, Chile, Ghana and so on, continuously presenting our research achievements to the world.

Placement in university rankings represents an evaluation of wide-ranging university activities including education, research, consultation, international exchange and social contribution from very limited points of view. Nevertheless, evaluation in the university rankings indicate what society wants from universities, and the rankings represent one benchmark that enables universities to maintain activities that meet the requirements of society. Henceforward, TMDU aims to become a leading university in the medical field globally, as well as domestically, through efforts to improve our placement in the university rankings.

### TMDU's Place in the Rankings of World Universities

	World ranking	Domestic ranking
QS World University Rankings by subject 2014 - Medicine	101-150	4*
THE World University Rankings 2014-15(General)	276-300	8
QS World University Rankings 2014-15(General)	294	12

### QS World University Rankings:TMDU's Score for Individual Indicators

Indicator	Weightings	Score
Academic reputation (Research)	(40%)	18.7
Employer reputation (Education)	(10%)	11.9
Faculty/student ratio	(20%)	100
Citations per faculty	(20%)	60.2
International faculty ratio	(5%)	5.4
International student ratio	(5%)	17.1

### QS World University Rankings by subject-Medicine: Comparison of Japanese Universities

World ranking	Domestic ranking*	Overall score*	University
20	1	81.8	University of Tokyo
35	2	77.3	Kyoto University
51-100	3	74.2	Osaka University
101-150	4	68.6	Tokyo Medical and Dental University
101-150	5	66.7	Nagoya University
101-150	6	66.2	Keio University
101-150	7	66.0	Tohoku University
151-200	8	64.9	Kyushu University
151-200	9	60.9	Hokkaido University
151-200	10	60.4	University of Tsukuba

\*The domestic ranking and overall score of universities ranked below 50 are calculated from the individual indicator scores.



## Promoting TMDU's Global Education Initiatives

Global Perspectives in Health Professional Education  
— University-Wide Curriculum Reform —

**TMDU's initiative in creating next generation professionals for global health promotion, the proposal that won the government's "Top Global University Project" grant in 2014, will be propelled by governance system restructuring, comprehensive university-wide curriculum reform, and an expansion of international outreach, with its engine being a new division provisionally called "Institute for Excellence in Education". We inquired about this initiative with the main focus being curriculum reform.**

**IN 2014, TMDU** won the "Top Global University Project" grant funded by the Ministry of Education, Culture, Sports, Science and Technology. TMDU's project reflects our new initiative in creating next generation professionals for global health promotion with its catchphrase "Health for All". The project plans to promote this initiative through the following three drivers: governance system restructuring, comprehensive university-wide curriculum reform, and an expansion of international outreach through multidisciplinary global health research, education, and aid activities.

Under a previous government grant, "Promotion of Global Human Resource Development", which TMDU won in 2012, we have concentrated our curriculum reform efforts on our undergraduate programs and created multiple compulsory as well as optional learning opportunities for those students who aspire to pursue global careers in health sciences. Under the new initiative, the scope of our curriculum reform has now expanded to encompass admissions as well as graduate schools. The reform will also accelerate the currently ongoing joint degree program initiative, with a launch prospective of 2016, in collaboration with institutions in Chile and Thailand.

As a main engine for the promotion of the initiative, TMDU is planning to build a new division, provisionally named "Institute for Excellence in Education". The division will play an integral role in university-wide curriculum reform, and blend our undergraduate and graduate programs with our domestic and international global health research activities for further enrichment.

The flagship global education project under the former grant is the Health Sciences Leadership Program (HSLP). HSLP, which started in 2013, enrolls

Director, Office for  
Global Education and  
Career Development,  
International Exchange  
Center  
Professor  
**Kazuki Takada**



approximately 10% of undergraduate freshmen who are highly-motivated and enthusiastic for pursuing global leadership careers in health sciences, and provides many inquiry-based learning opportunities to help students acquire knowledges, skills, and the mindset necessary for world leaders in this global era. The program's courses are taught in English and very demanding, but students help each other to thrive, and form a community of those aspiring to be world leaders. Under the new initiative, we are planning to expand the undergraduate HSLP and to also start an HSLP for graduate students.

The new initiative plans to nearly double the number of international graduate school students (from 13% in 2014 to 25% in 2023). In addition, TMDU will further expand opportunities for interaction between undergraduate students and international graduate school students, thereby creating a diverse and stimulating learning environment throughout the campus and cultivating global perspectives in students at all levels.

The flagship global health promotion project under the new initiative is a new graduate degree (master's/doctor's) program for global health, provisionally named "Global Health Leadership Program". The intent of this new program is to attract motivated and competitive students from Asian countries and to produce next generation leaders in academia and in international organizations who will advance global health enabling literal achievement of the new initiative's catchphrase, "Health for All".

## Messages from Faculty Staff of Global Education

## Intercultural Experience and Problem Solving

Having a variety of experiences assists us in becoming leaders in whatever field we choose, because they help us make decisions and formulate ideas. One of these "experiences" should be collaboration with people from a different culture. Whether it is a community level or a governmental level project, working with people from other countries helps us to broaden our viewpoint, and hopefully lessen our biases towards others.

Since joining TMDU I have been able to utilize all of my past work experience from ward nurse, and in-house patient/ staff educator, to volun-

teering at Tokyo Maternal and Child Welfare Office. All of these experiences have been invaluable in assisting students to learn new skills, and teaching the importance of working as members of a team instead of individually.

Working towards a solution to problems requires us to think of solutions that are currently available and if they are not applicable to our problem, to look for a new solution. Doing this by oneself is possible, but by working in a group we can often come up with even better ideas. One of our department's goals is helping students to strengthen these skills.



**Janelle Moross**  
Associate Professor

1984 graduated and passed California Registered Nursing Exam. 1985 certified intubation instructor and NICU specialist. 1987 became charge nurse in nursery and NICU, conducted patient education classes and in-house training. 1990 moved to Japan and volunteered at Tokyo Women and Children's Welfare Center, then taught at Tokyo Medical University, Chiba Medical University and Otsuma Gakuen. 2008 became instructor at Tokyo Medical and Dental University.

## Inquisitive Empathy

I am fascinated by people. As an anthropologist, I study what people say, what they think, and what they do. When I meet someone new, I want to hear their stories and see from their perspective. This kind of inquisitive empathy is a valuable characteristic for anyone interested in the pursuit of medicine. Whether engaged in frantic clinical settings or negotiating in the boardrooms of policy-making, it's easy to lose sight of the fact that health is an intimate human experience.

Health is not solely an expression of biological functioning, but is intertwined with, and

therefore inseparable from, social experience. This means that something we may perceive to be straightforward and even universal, menopausal hot flashes for example, vary from time to time and place to place. We teach our HSLP students that because health is the outcome of bio-social factors, they must first see from another's perspective, and in seeing, question what they assume to be true. It is with inquisitive empathy that they will be able to keep human experience at the center of solutions for global health challenges in the future.



**Rebecca Carlson**  
Assistant Professor

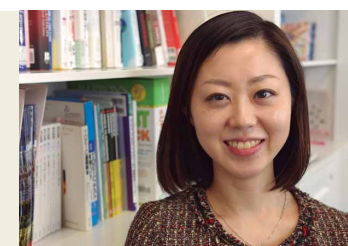
Rebecca Carlson has an MFA in Film and Media Arts and an MA in Anthropology and has been teaching media and social science at numerous universities in the US since 2001. She has been advanced to candidacy in the PhD program in Anthropology at the University of Pittsburgh and is currently writing her dissertation. In May of 2014 she joined TMDU's Office of Global Education and Career Development as Assistant Professor.

## Quest for Health Equity

As a medical student at TMDU, I backpacked around the world and witnessed vast disparities in health both within and across the countries I visited. Feeling helpless, I desperately wanted to gain the clinical skills necessary to provide healthcare in these areas as well as to help train local healthcare providers, so that I could contribute to better health outcomes for people living in underserved regions.

Now as an obstetrician/gynecologist, I am pleased to be able to perform operations, assist with the birth of new lives, and teach young doctors. However, in the field of global health, where health challenges are complex and broad,

abundant knowledge of clinical medicine alone cannot relieve patients' suffering. Clinical practice is based on the assumption that people in need of healthcare have access to medical facilities and to drugs and medical technology when they need them. In HSLP, we create a student-centered learning environment through interactive lectures and discussions, and utilize a bio-social approach—one that incorporates sociological, philosophical, political, and economic perspectives—to teach students to identify and critically analyze the causes of health inequity and to seek effective solutions to these challenges.



**Rei Haruyama**  
Assistant Professor

Rei Haruyama, MD, is an Assistant Professor in TMDU's Office for Global Education and Career Development and a practicing obstetrician-gynecologist at TMDU Medical Hospital (as of March, 2015). She graduated from TMDU in 2008. Along with clinical practice, her current concentration is on teaching undergraduate students in the HSLP and FOCUS programs. She has a special interest in global health practice, especially in improving prenatal care and access to obstetric surgical care in underserved countries.