

Global 30

**Project for Establishing University Network for Internationalization
2012 Follow-up**

Sophia University

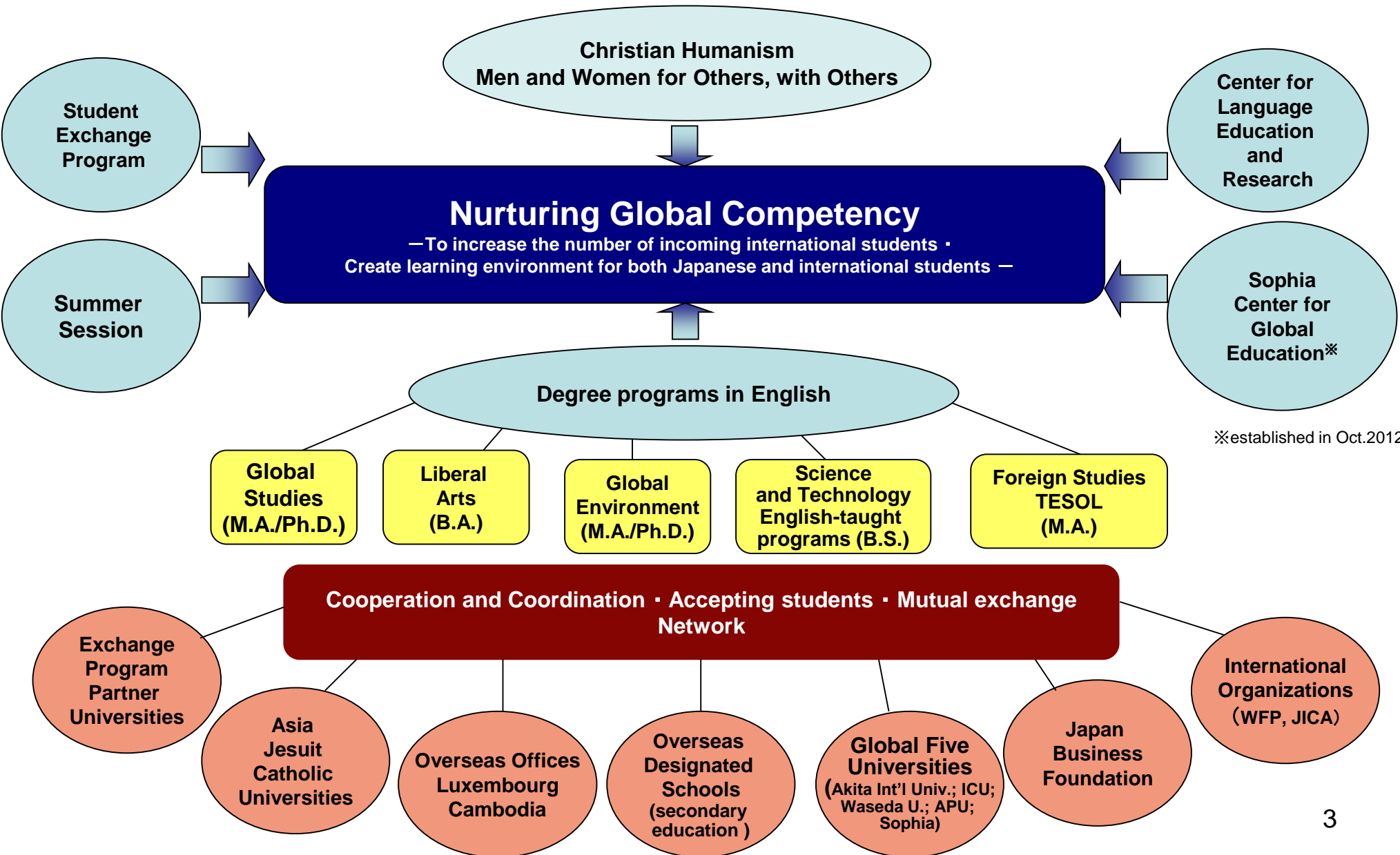
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Sophia University's Global Strategy and Global 30 "Project for Establishing University Network for Internationalization"



① Achievements and impact of Global 30

(1) Establishment of new programs in English

- International Graduate Course in Global Environmental Studies (September 2011)
- Faculty of Science and Technology, Green Science/Green Engineering Programs (September 2012)

(2) Establishment of Center for Language Education and Research (April 2012)

(3) Increase in overseas partner institutions for exchange agreement

- A total of 185 partner institutions in academic year (AY) 2012 (169 for student exchange; 16 for academic exchange) (23% higher than in 2008)

(4) Promoting increase of international students accepted in priority countries

- On-demand short-term programs (January 2012 & 2013)
- Opening of Luxembourg Office (September 2012)

(5) Enhancement of support systems for international students

- Career support (database of job seekers, job fair for international students)
- Acquisition and opening of Soshigaya International House (362 rooms) (April 2012)
- Strengthening collaboration among offices by Support Network for International Students
- Scholarships for international students



**Increase international students, incoming and outgoing
Promote international interaction on campus**

(6) Creating network among universities, industry, international organizations

【Japanese universities】

- Cooperative Agreement among Global 5 Universities (Akita International University, International Christian University, Ritsumeikan Asia Pacific University, Waseda University, Sophia University)
- Collaborative seminar with other universities to offer programs in English (CLIL Symposium)
- Cooperation with Catholic Universities in Japan

【Overseas universities】

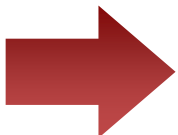
- AJCU-AP (Association of Jesuit Colleges and Universities in Asia Pacific)
- ASEACCU (Association of Southeast and East Asian Catholic Colleges and Universities)
- GAJU (Global Asian Jesuit Universities)
 - Universities of Global Leadership Program for the Five Jesuit Universities of East Asia (Korea: Sogang, Taiwan: Fu Jen, Philippines: Ateneo de Manila, Indonesia: Sanata Dharma, Japan: Sophia)
- ACUCA (The Association of Christian Universities and Colleges in Asia) (April 2013)

【Industry】

- Develop a joint course of “Model curriculum for educating global individuals” with Japan Business Foundation
- Collaborate with Asian Development Bank in “Strengthening Higher Education Project with the Ministry of Education of Laos”
- Hold a career fair in English for international students

【International organizations】

- Conclude agreement with United Nations World Food Programme (WFP) on educational collaboration
- Conclude “Strategic cooperation agreement on international cooperation” with Japan International Cooperation Agency (JICA)



Promote diffusion and sharing of resources and knowhow of various organizations by improving network to nurture Global Competency

② Feedback by international students enrolled in English-taught programs

(1) International Graduate Course in Global Environmental Studies

- Master's Program, 2nd year
Ryan Chan
(nationality: USA)



Two years ago, I participated in a short-term program of another university which motivated me to study at a graduate school in Japan. My faculty teacher recommended Sophia University because of its "international feature".

I come from New York and living in Tokyo, I am interested in population problem in urban areas and now I am studying environment policies of urban areas faced with issues of population concentration and air pollution. The Graduate Program in Global Environmental Studies has teachers, students, research fields and study environment that are in all aspects "diverse" and "multicultural", and this is wonderful. We had fieldwork and I had good chances to meet students in the Japanese-taught courses. In the future, I am thinking of taking a job with NGO, NPO involved with proposing environmental policies. My current studies will contribute there greatly.

- Master's Program, 1st year
Lucy Mulcahy
(nationality: Australia)



I graduated from a university in Australia and I had a chance to work in Japan and all the while I was hoping to study at a graduate school in Japan. When I was looking for information on the internet, I came across the Global 30 website and learned about Sophia. I applied to the Graduate Program of Global Environmental Studies as it offered a wide range of research fields on environment. Right now, I am working on my Master's thesis. My subject is nature conservation and I am studying and investigating traffic accidents and damages on wild animals. The teaching faculty are specialists in the fields with considerable work experience. They select subjects flexibly reflecting the interests of the students and classes are mostly small, so class work is concentrated and rewarding. In the future, I hope to work on analysis and research related to environment policies at government-affiliated organizations. This program provides wide-range possibilities on a world scale.

(2) Faculty of Science and Technology

■ Green Science Program

Freshman

Matthew Lindley

(Nationality: USA)



My interest was in physics and I was hoping that in the future I could study at a graduate school of sciences. It is still difficult for me to catch up classes taught in Japanese. I found the English program offered in the Faculty of Science and Technology on the Global 30 web site. At Sophia classes are small and we work in close relation with the teachers who take very good care of students. I took part in the Orientation Camp and there had chances to get to know the teachers and senior students. It was great fun. My first impression of the university was that there were quite a number of international students and I hear English spoken frequently on campus.

I just started my studies here, but the compulsory courses of Faculty of Science and Technology are interesting. Right now, I would like to focus on physics and energy issues, but I find biology also interesting. Before deciding on my major field, I would like to take a whole variety of courses.

■ Green Science Program

Freshman

(Nationality: USA)

I lived in China until graduating from junior high school and moved to England to study at a senior high school. For my university studies, I had always hoped to live in Japan, especially Tokyo, that I liked so much. I am interested in science and I applied to Sophia because it offered English-taught programs in science. Compared to other universities, Sophia has a diversity of students coming from all over the world, and this was another reason I chose Sophia.

There are many student circles and with Sophia festival coming up, it is going to be very exciting. My interest is carbon dioxide capture and storage. In my freshman year, I have to focus on general studies but I am looking forward to taking diverse science courses.

Also, I am hoping to study courses of varied fields before I decide on my major field. After graduating, I intend to go on to graduate school for further research.

(3) Faculty of Liberal Arts

- Dept. of Liberal Arts,
Sophomore
Xi Shi
(Nationality: China)



I am interested in “Thinking Processes” which is one of the required courses from FLA’s core program. It is a small but active class. My analytical skills have been improved by reading various texts, analyzing different issues, and discussing with the professor and other students.

I think the merits of studying in FLA are its multicultural environment and global education. Students and professors in FLA have different values and characteristics based on their various cultural backgrounds. By engaging with them, my way of thinking has become more flexible and innovative, and this experience can lay a solid foundation for my future career.

In addition, the global education in FLA provides me with comprehensive knowledge. My native language is Chinese and now I am taking English, Japanese, and French; all of them will help me to communicate with other people from different countries. Some business and economics classes such as international finance, international business, and public economics also let me obtain a lot of business knowledge with an international prospective.

(4) Graduate Program in Global Studies

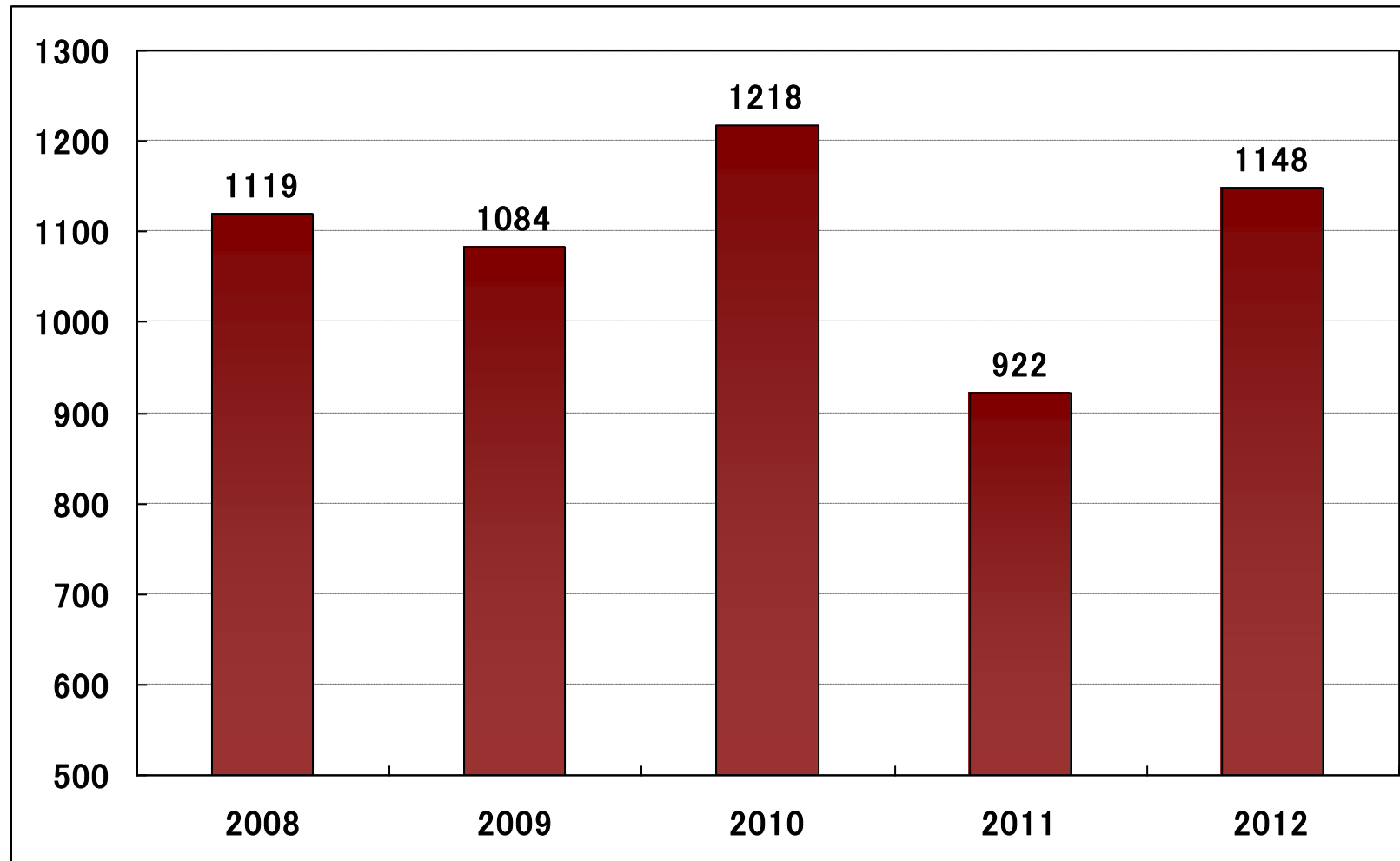
- Master’s Program,
2nd year
Al Sa’Di Maha Kamal
(Nationality: Jordan)



I am interested in Japanese literature and culture, and currently enrolled in the Graduate Program in Global Studies. What makes this program so unique and appealing to a foreign student like me is that it is entirely taught in English. What I value most about this program is that it made Japanese language, literature, culture, and history accessible to a foreign student whose is still a beginner in the Japanese language. At the same time the university emphasizes the importance of learning Japanese which is also an important goal of mine, and there are Japanese language courses of various levels offered as part of the program.

There are many things that I value about the time I am spending at Sophia. It is first very important to me as an academic experience that I would not have been able to gain in my home country. Another aspect of the program that makes it unique is its international atmosphere. Students attending the classes come from very different cultural and academic backgrounds and that makes the class discussion very enriching and educational on both a personal and academic level.

③ Changes in the number of incoming international students (AY 2008 to 2012)



※ Students of foreign nationality with status of full-time degree, exchange, non-degree, or participants of short-term program.

III. Progress of various programs

① Degree programs taught in English; outline and status of accepted students (as of October 1, 2012)

Faculty/Graduate Program	Year established	Degree	Annual number of students to be admitted	Number of current students enrolled	Number of international students
Faculty of Liberal Arts	1975 (At the start: Dept. of Japanese Language and Literature, Faculty of Foreign Studies)	B.A.	146	842	139
Graduate Program in Global Studies	1979 (At the start: Graduate School of Foreign Studies, Graduate Program in Comparative Culture)	M.A. Ph.D.	30 6	55 8	38 6
Graduate Program in Linguistics (TESOL course)	2006	M.A.	23	11	2

▼ Programs established by the Global 30 Project

International Graduate Course in Global Environmental Studies	2011	M.A. Ph.D.	15 10	26 1	26 1
Faculty of Science and Technology • Green Science program • Green Engineering program	2012	B.S.	30	5	2

Total	948	214
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② Efforts to maintain the quality of education

■ Innovation of university-wide language education



Establishment of Center for Language Education and Research

- Improvement of Japanese language education for international students and of English language proficiency of Japanese and international students.

■ System to maintain quality of education



GPA (Grade Point Average) and CAP system

- We have adopted GPA, a rigorous assessment system, and CAP system setting the upper limit on registered credits earlier than other universities.

■ FD・SD programs



Conducting FD program

A total of six times in academic year 2011, and eight times in 2012 (to be held)

- Workshop on “Classes using Active Learning”
- Workshop on “Preventing and addressing issues of hazards for students on campus”

Promoting “Innovation Programs in Education”

- Development and improvement of teaching methods and educational contents to create

Training to nurture the global competency of administrative staff

“Collaborative research on innovation by faculty and staff” to improve administrative skills

■ Recruiting teachers with international experience



Open recruitment for international faculty

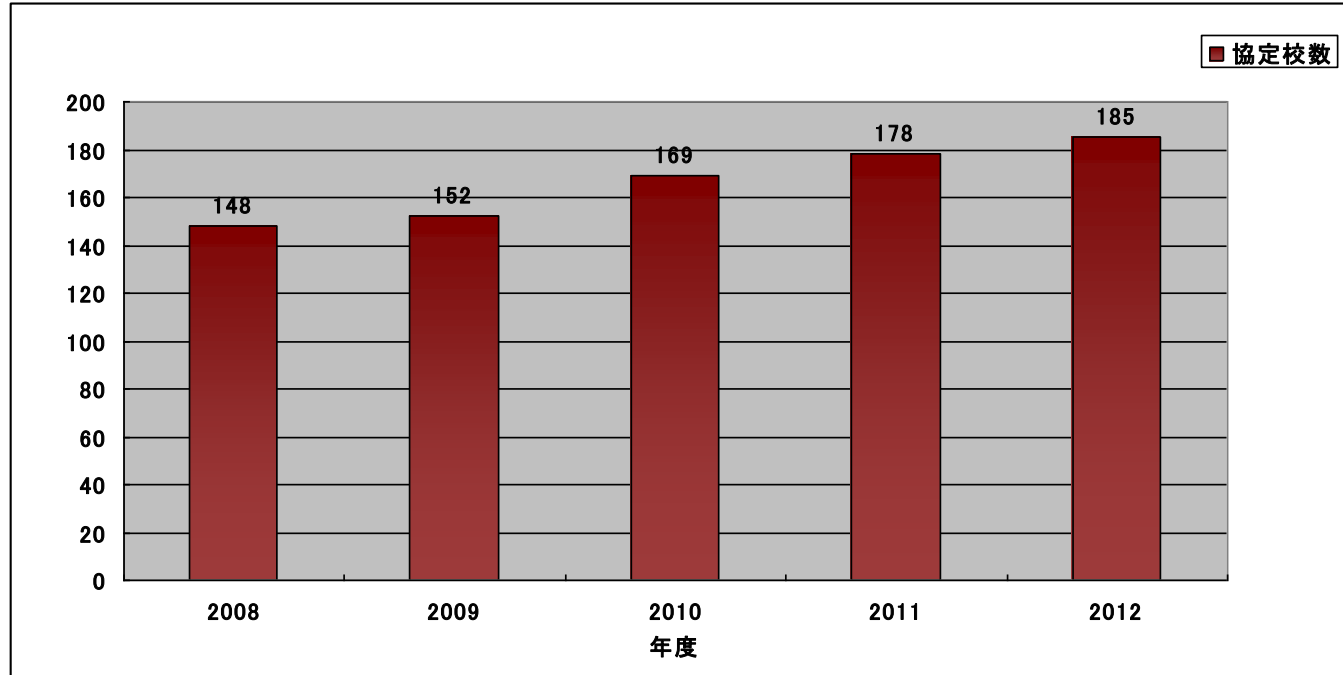
- Recruitment of professors for Faculties of Economics, Foreign Studies, Liberal Arts, Science and Technology, Graduate Program in Global Environmental Studies, etc.

Invited Foreign Professors

- This system invites prominent scholars from overseas to teach for a limited period, contributing to the globalization of classroom education. So far 18 lecturers (five in 2012) have been invited since the system was introduced in 2005.

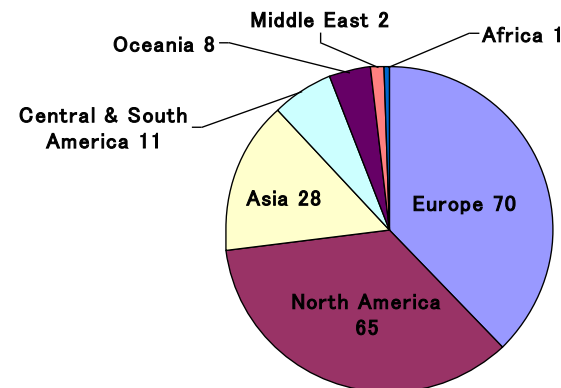
③ Increase in overseas partner institutions

(1) Changes in the number of overseas partner institutions (AY 2008 to 2012)



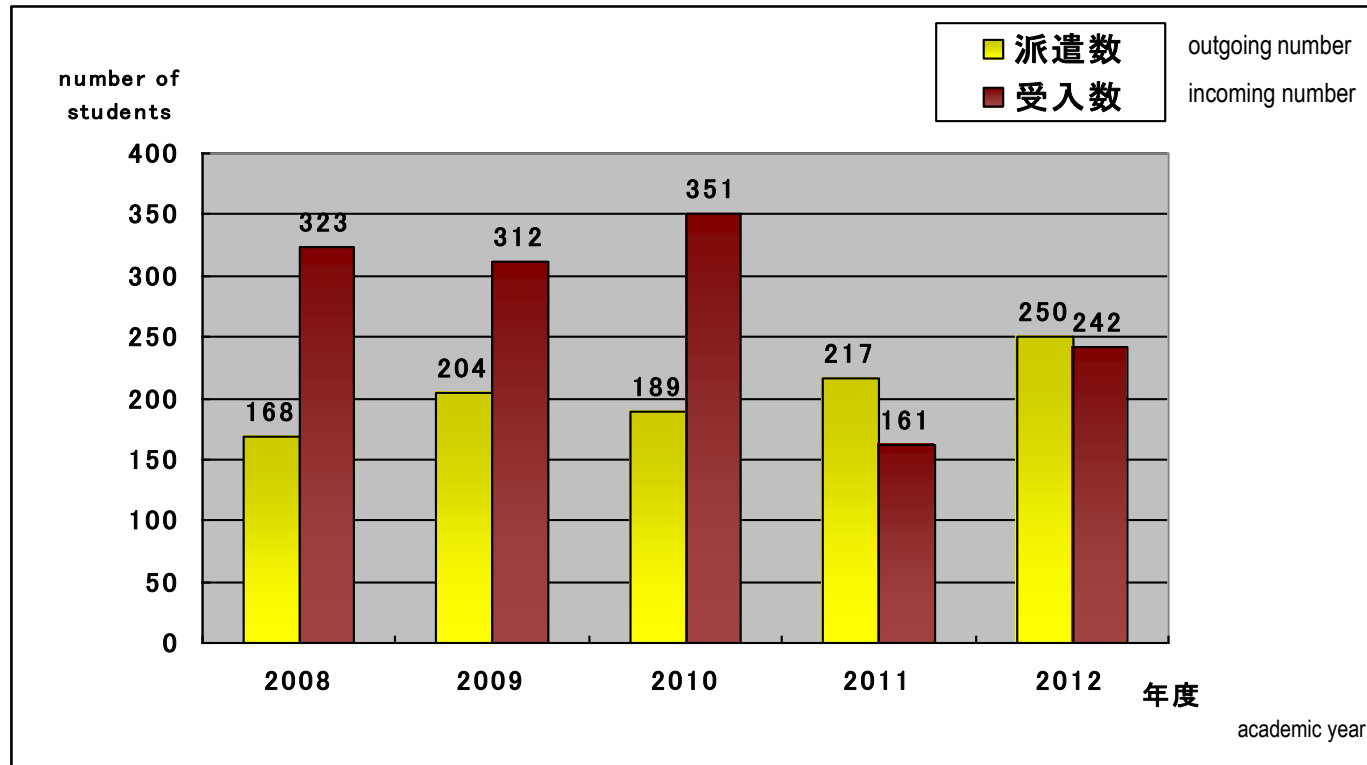
The number of partner institutions

(2) Number of overseas partner institutions by area (185 institutions in AY 2012)



(3) Changes in the number of incoming and outgoing students* under agreement (AY 2008 to 2012)

* Excludes Short-term (less than 3 months) Programs



④ Efforts to increase incoming international students in priority countries

(1) Multiple Summer Sessions

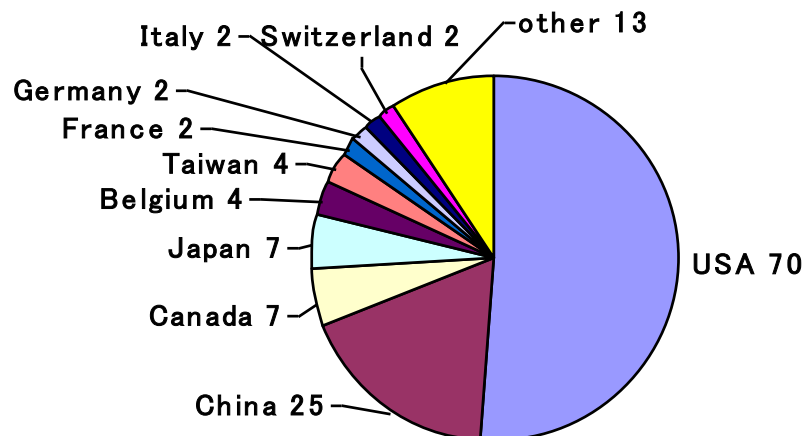
- On-demand short-term program for Chinese students (January 2012)
- Additional short-term program of Japanese Language for students from Europe and US (to be held in June 2013)

■ Outline of Summer Session

Established in 1961, with a history of more than 50 years it has accepted a total of over 11,000 students. During summer vacation, it offers a 3-week course on study of Japan and Asia, focusing on Japanese society, politics, economy, and culture, including also the economy and culture of East Asian areas. The course is intended to help students gain global perspectives. Japanese Language and on-demand programs will continue to be developed.

■ Number of Summer Session students by nationality

- Number of participants from outside: 138 (as of Aug. 2012)



■ Opinions of participating students

(Questionnaire after completion of the session)

- Winter Session for Chinese students (Jan. 2012)

- By participating in this program, I realized the merits and fun of studying in Japan.
- The course contents and teaching style were easy to understand and interesting.
- My motivation to study abroad is stronger now.
- I have a deeper quest for international understanding.
- I realized the importance of studying Japanese for myself and for China-Japan exchanges.
- The program showed me the importance of global thinking in my studies.

(2) Opening of Luxembourg Office (September 2012)

- Public relations and recruiting activities for study abroad in Japan targeted at local students and neighboring countries.
- Enhancement of relationships with existing partner institutions
- Research activities to develop relationships with new partner institutions

Luxembourg has a high standard of education and internationality with most of its population being multilingual. Geographically, it is located at the center of Europe and has easy access to other European countries. The advantages of the location and environment were reasons for opening the overseas office in Luxembourg University, our exchange partner institution. This Luxembourg office will be utilized as a hub in EU.



The Office is located in Luxembourg University

(3) Expansion of overseas designated school entrance examination

- Sacred Heart Girls' High School (Korea)
- DongSung High School (Korea)
- High School Affiliated to Fudan University (China)
- PUIL Foreign Language High School (Korea)
- India and ASEAN countries are to be included in priority countries for incoming students.

Sophia has adopted admission system to accept outstanding students recommended by the head of the leading and distinctive “overseas designated schools”. Applicants shall be selected by application paper screening and interview.

⑤ Environmental improvement for receiving incoming international students

(1) Career support

- Career forum for international students (June 2012)
- Developing database program of international students job seekers (internship applicants)



Career Form held jointly with Temple University

(2) Acquisition and opening of Soshigaya International House (April 2012)

- It has a total of 362 rooms including rooms for families of overseas teachers and researchers.
- House Assistants are assigned (to help residents in dormitory life, to support operation of the House) to support international students in their campus life.



Soshigaya International House

(3) Internationalization of administrative support system

- Expansion of the existing multilingual system, creating “support network for international students” enhancement of collaboration among offices.



Logo of Support Network for International Students

(4) Scholarships for international students

- Full tuition of incoming international students of International Graduate Course in Global Environmental Studies will be waived as New Students Scholarship (7 recipients in AY 2012)
- Cologne Archdiocese, Germany, established “Three Archbishop Frings, Höffner, Meisner scholarship” to support international students from developing Asian countries such as Myanmar.
- There are also many other scholarships such as Tuition Support Scholarship for privately-funded international students and benefactor’s scholarship

⑥ Creating network

(1) Network among universities

【Universities in Japan】

■ Cooperative agreement between Global 5 Universities.

(Akita International University, International Christian University, Ritsumeikan Asia Pacific University, Waseda University, Sophia University)

Planning of joint education (internships, on-demand education), FD/SD programs, symposia, college fair

G5 Joint College Fair (August 2012)



■ Collaborative Seminars with other universities to offer programs in English

Symposium held to discuss the use of English in university education:

“A Symposium on Rethinking How to Teach Content Courses in English: Learning from the Theory of CLIL “Content and Language Integrated Learning”. Thirty-seven(37) organizations and over 120 people participated; introduced methods for teaching content courses in English, case examples of teaching English and exchanged opinions.

CLIL symposium (September 2012)



■ Cooperation with Catholic universities in Japan

Cooperation to send students to overseas service learning programs and international conferences for promoting global education.

【Overseas Universities】

■ AJCU-AP (Association of Jesuit Colleges and Universities in Asia Pacific)

Service Learning Program is held every year in August jointly with students of Catholic universities of East Asia, putting into practice education and research activities linked with contribution to regional society in developing countries.

■ ASEACCU (Association of Southeast and East Asian Catholic Colleges and Universities)

A general assembly and student meeting are held once a year to discuss the role of Catholic educational organization in Asia. Sophia hosted the meeting in 2011 and discussed environmental issues.

■ GLP (Global Leadership Program for the Five Jesuit Universities in East Asia)

A program for selected students from Sophia University, Sogang University (Korea), Fu Jen University (Taiwan), Ateneo de Manila (Philippines), and Sanata Dharma (Indonesia) to gather and discuss certain themes, conduct fieldwork, and learn what international understanding is. The program will be held in turn every August at each university.

(2) Collaboration with industry and international organizations

- Held joint course of “Model curriculum for educating global individuals” with Japan Business Foundation

In Autumn Semester 2012, a joint course (General Studies) for Sophia sophomore degree students is held with Japan Business Foundation on global business today and its future challenges. The course is taught by invited multiple lecturers taking turns who are business persons active in the global business. Emphasis is placed on practical curriculum of interactive group discussions and presentations .

- Collaborate with Asian Development Bank in “Laos Strengthening Higher Education Project”

The project supports study abroad of national university faculty and Ministry of Education staff to obtain Master’s or Doctoral degree; it is intended to help educate personnel who will contribute to the development of the country’s educational administration. In collaboration with Asian Development Bank, Sophia accepts incoming international students and shares the expenses required for the study; using this system, three students enrolled in Spring Semester 2012.

- Conclude agreement with United Nations World Food Programme (WFP) on educational collaboration

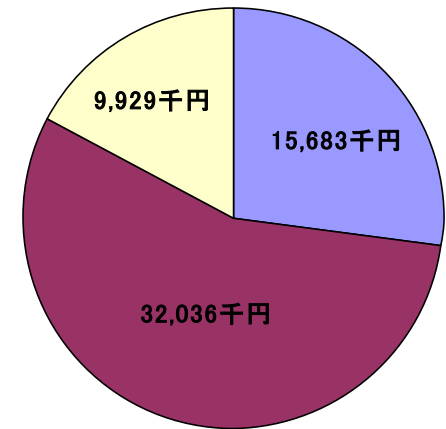
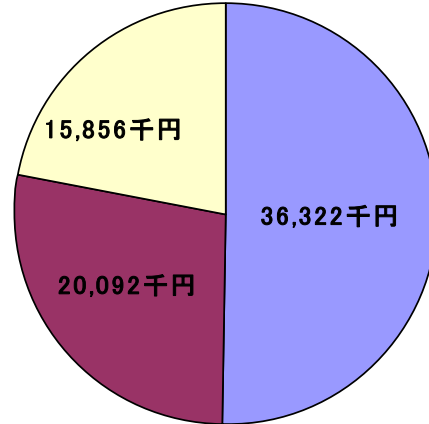
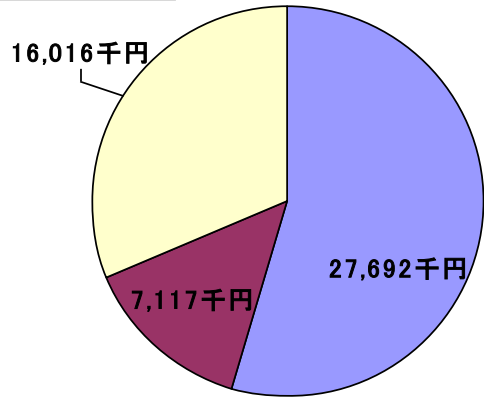
Gain a better understanding of WFP and international service through lectures by WFP staff on globalization and international service (AY 2012) and other lecture meetings.

- Conclude “Strategic cooperation agreement on international cooperation” with Japan International Cooperation Agency (JICA)

JICA has received incoming international students with its project of Japanese Grant Aid for Human Resource Development Scholarship (JDS), and it concluded a new collaborative agreement with Sophia University. Lecture by JICA staff was given on outline of international cooperation (AY 2012), international joint symposia were held (September 2011, August 2012) and student internship programs are conducted.

IV. Status of the use of funding

Global 30 project expenses status of use



Unit: Thousand Yen

2009 FY
50,825 thousand yen

2010FY
72,270 thousand yen

2011FY
57,648 thousand yen

- (1) Actions taken following instructions of interim assessment
 - Internationalization assessment external reviewers meeting (February 2012)
 - Opening of Center for Language Education and Research (April 2012)
 - Improvement of dormitories (Soshigaya International House) (April 2012)
 - Establishment of overseas office (Luxembourg) (September 2012)

- (2) Future tasks and prospects
 - To achieve the target of incoming international students (2,600 approx. in 2020), increase partner institutions, improving short-term programs
 - Enhance learning support including language support by Center for Language Education and Research
 - Use of Soshigaya International House as a campus
 - Enhance collaboration among GLP (Global Leadership Program) five universities to use the network of the universities and their organizations for student recruitment activities and planning new programs.
 - Promote cooperation with the Japanese School in Shanghai and Japanese schools over the world
 - Collaboration utilizing network among Japanese and overseas universities
 - Establish double-degree programs with overseas universities

- (3) Prospects after completion of the project (in 2014)
 - Improvement of quality of various programs set up by Global 30 project
 - Enhanced use of overseas core office
 - Acceptance of international students by establishing a new faculty to foster students with global competency
 - Promote academic exchange based on strategic research fields