

# Top Global University Project (Type B) Soka University

## 1. Outline

### 【 Name of project 】

Global Initiative for Humanistic Education :  
Fostering Global Citizens for Building Peace and Sustainable Prosperity

### 【 Future vision of the university planned in TGU project 】

We aim to foster global citizens for building peace and sustainable prosperity, and will undertake the development of humanistic education in global society to foster such individuals.

### 【 Summary of Project 】

Soka University's mission is to foster creative individuals in line with our founding principles, and to produce individuals who will contribute to the society. With our active efforts in the international exchange, Soka University was selected for the MEXT "Project for Promotion of Global Human Resource Development" in fiscal 2012. In this project, we set a goal to foster "Creative Global Citizens" who lead the way for peace and sustainable prosperity, and we define "Creative Global Citizens" as individuals with "intellectual capability" and "strength of character" who will creatively open up the international society. In order to foster such individuals, we will undertake the following 4 initiatives:

1. "Global Mobility: supporting study abroad and accepting students from abroad to advance the globalization of the campus,"
2. "Global Learning: improvement of undergraduate and graduate programs that meet global standards,"
3. "Global Administration: globalization in the university governance," and
4. "Global Core: establishment of the Global Core Center and a new graduate program to promote world-class peace research." Through these, we aim to establish a "Global Initiative for Humanistic Education."

(Outline Figure etc.)

### Global Initiative for Humanistic Education

Fostering Global Citizens for Building Peace and Sustainable Prosperity



## 【Summary of the 10-year plan】

The summary of the 10-year plan to realize the “global initiative for humanistic education”, which will provide programs in order to produce “Global Citizens” who are dedicated to advancing peace and sustainable prosperity, will be the below:

### ○ Fiscal 2014

- Provided pre- and post- study abroad session, and created and distributed a risk-management handbook (every year onward)
- Provided IP courses to study specialized courses in English, and hired adjunct instructors and extramural instructors (until fiscal 2017)
- Provided pre-enrollment English course using e-Learning system (every year onward)
- Promoted English translation of administrative documents, and enrichment of simultaneous interpretation system (every year onward)
- Implemented self-assessment and third-party assessment centering on IR (every year onward)

### ○ Fiscal 2015

- Enhance new and ongoing study abroad destination through utilizing publicity pamphlets in English (every year onward)
- Implement and improve pre-arrival entrance examination for international students using the online application system (every year onward)
- Enhance English writing centers utilizing graduate students (every year onward)
- Develop new overseas center and hold exchange events (when required)
- Promote multi-lingual websites by hiring specialized translation staff (every year onward)
- Prepare towards a symposium commemorating the opening of the Global Core Center

### ○ Fiscal 2016

- Implement academic advising for international students in their language by students with overseas experience (every year onward)
- Provide common courses in English (every year onward)
- Open the Global Core Center and hold of the commemorative symposium

### ○ Fiscal 2017

- Renew the registrar system for Fall admissions
- Renew the graduate school registration system to support the GPA system
- Commence the discussion on Global Design 2.0 aiming towards 2030 (until fiscal 2018)
- Apply for the opening of the Graduate School of Peace Research and World Citizenship Education

### ○ Fiscal 2018

- Establish an overseas center in South Korea (tentative)
- Open the Graduate School of Peace Research and World Citizenship Education

### ○ Fiscal 2019

- Establish an overseas center in the Philippines (tentative)
- Announce the Grand Design 2.0 aiming towards 2030, and create and distribute publicity pamphlets (until fiscal 2021)

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### ○ Internationalization

#### - Increase the number of International Students

With the goal of increasing the yearly international students to about 1200 students (approx. 15% of the entire class) by fiscal 2023, we will undertake the following initiatives:

1. Establish English Track in both bachelor's degree and master's degree program, 2. Renovate international students admission for undergraduate and graduate programs in line with the implementation of English Track, 3. Newly build and expand the international dormitories, 4. Enrichment of career support for international students, 5. Establishment of short term programs for overseas partner universities based on their various needs (development of a program available to yearly 400 international students by fiscal 2023), 6. Enrichment of scholarship programs for international students

#### - Implementation of English Track in the bachelor's degree program

With the English Track of the Faculty of International Liberal Arts serving as an example, and with the success of the International Program of the Faculty of Economics that has performed highly for over 10 years developing into the English Track, "SUCCEED," we will expand the courses offered in English by considering the implementation of the English Track in all other faculties aside from Nursing.

### ○ University Reform

#### -Promote non-Japanese national in the Exterior Assessment Committee

Scheduled to re-examine the initiatives taken for the globalization of our campus through international perspective through promoting non-Japanese committee member in the Exterior Assessment Committee of this project and GGJ in fiscal 2016.

### ○ Educational Reform

#### - Implementation of early graduation, enrollment, and 5 year consecutive degree program

The Graduate School of Peace Research and World Citizenship Education (working title) and the Faculty of Liberal Arts will implement a consecutive degree program in which students can earn the bachelor's and master's degree in total of five years. With this five-year consecutive degree program, students can earn their bachelor's degree at the end of the bachelor's program (4 years), and their master's degree at the end of their fifth year at the earliest counting from their enrollment in the bachelor's program.

#### -Placement of Specialized faculty and staff in the IR center

Soka University's IR center which collects and analyzes data relevant to the improvement and quality assurance of the education is currently a committee consisted of faculty and staff members holding multiple responsibilities. Under the supervision of the president, we will consider the recruitment of professionals who have the skill to analyze big data and aim to place specialized faculty and staff members

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of Overseas Partner Universities

In order to enhance global mobility among students, we expanded our partner universities from 148 universities in 47 countries and territories (as of the time of application) to 161 universities in 48 countries and territories (as of June 2015). We will deepen the international exchange through exchange programs and short-term study tours, as well as increase our partner universities to 200 universities in 60 countries and territories by 2023.

##### ○ Japanese Students Studying Abroad

We aim to increase the number of students with overseas experience to 80% of the entire undergraduate students, and students earning credits in overseas universities to 1260 students by fiscal 2023. In fiscal 2014 there were 933 students studying abroad, which includes 78 students in the Faculty of International Liberal Arts (FILA), a newly established faculty where students can graduate by only taking lectures in English. FILA students study abroad for one year from their second semester to four universities in the U.S., U.K., Canada, and Australia, and about 20 students study at each destination respectively. From this fall semester, they are scheduled to take specialized courses in English.



〈 Students of Faculty of International Liberal Arts studying at London University, Goldsmiths 〉



〈 Participants of Japanese language and culture study program from Malaysia 〉

##### ○ Enrichment of Japanese Language Courses

Japan Studies Center improved the learning environment by increasing the number of Japanese Language Courses from 5 to 6 by adding a beginner level course in response to the increase of international students. In addition, we offered the Japanese Language and Culture program as requested by our partner universities. In fiscal 2014, we welcomed international students from four universities in China, South Korea, Malaysia, and Singapore. From this summer, we will launch the same program open for public, and we are scheduled to have 25 participants.

#### University reform

##### ○ Recruitment of International Faculty and Staff

Through international open recruitment, we hired competent non-Japanese faculty, as well as Japanese faculty who earned a doctorate degree at overseas graduate schools. With these efforts, the number of non-Japanese faculty and faculty with a degree from overseas universities in fiscal 2015 became 158, which amounts to 45.7% of the entire faculty. As for recruitment of staff members in fiscal 2014, we hired two staff who earned their bachelor's degree in Malaysia and Brazil, promoting the internationalization of university governance.

##### ○ Initiatives in Faculty Development (FD) and Staff Development (SD)

In fiscal 2014, we sent 1 faculty to Teachers College, Columbia University for one semester, and held specialized classes to the local students in English. In addition, for the purpose of improving their skills in teaching to non-English students, we conducted a short-term FD program on campus in which we invited two lecturers from the University of Southern California, and 17 faculty participated in the program.



〈 Short-term FD program on campus 〉

##### ○ Initiative in sophisticating the administrative staff

In addition to hiring people with job experiences and who holds a degree from overseas universities, we will preferentially hire those with certain language proficiencies (TOEIC 730). In fiscal 2014, 35 full-time staff members met the language requirement (TOEIC 730), which amounts to 15% of the entire staff members.

#### Education reform

##### ○ Specialized Program offered in English

In order to provide specialized programs in English unique to each Faculty, with the International Program (IP) offered in the Faculty of Economics for over 10 years, we have been implementing specialized English courses in other faculties as well. In fiscal 2014, Faculty of Education and Faculty of Science and Engineering have launched such program. With these undertakings, in fiscal 2014, the number of classes offered in a foreign language in both undergraduate and graduate program has become 161. As a result, about 5% of the classes are conducted in a foreign language. In the future, with the English Track program, SUCCEED, which was launched by the Faculty of Economics, we will consider the implementation of the English Track in all other faculty excluding the Faculty of Nursing.

##### ○ Applying External Examination for Undergraduate Admission

Regarding the selection process of the applicants, from the recommendation-based Entrance Examination in fiscal 2014, applicants with TOEIC 730, TOEFL-iBT 79, IELTS 6.0, Pre-1 Level of English Language Proficiency Test, Level A of United Nations Association's Test of English, GTEC for STUDENT 800+, GTEC CBT 1190+ are exempted from taking the English test, and the scores were converted to a score of 100. Starting from fiscal 2016, this will be implemented in the general entrance examination and unified faculty entrance examination as well as the recommendation-based entrance examination.

## ■ University's own indicators and targets

### ○ Soka's unique goals Toward the Global Initiative for Humanistic Education

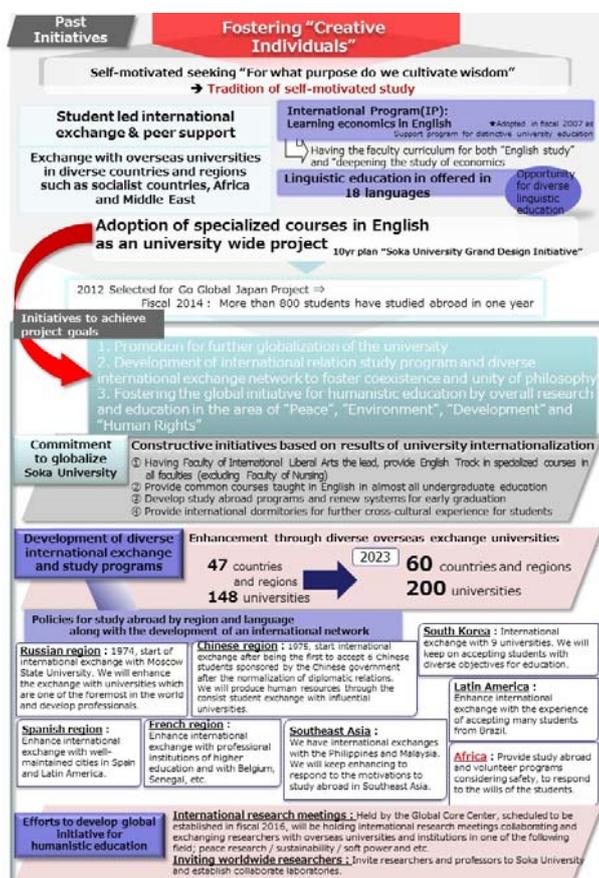
While we keep putting efforts in achieving the goals set under GGJ, we have set a theme, "Global Initiative for Humanistic Education," as an ideal vision for an educational/research institution. The goals to measure the promotion of internationalization that secures diversity and quality assurance in order to foster "Creative Global Citizens" are as follows:

- Expansion of countries and territories with which we have exchange (37 countries and territories as of fiscal 2014 → 60 countries and territories as of fiscal 2023)
- Students studying in the African countries as the benchmark of the expansion of overseas experience to learn the principles of coexistence and unity (13 students as of fiscal 2014 → 50 students as of fiscal 2023)
- Students satisfying foreign language skills (40 students as of fiscal 2014 → 150 students as of fiscal 2023)
- Students earning credits (more than 6 credits) during study abroad (65 students as of fiscal 2014 → 400 students as of fiscal 2023)
- Nurses who have overseas experiences (no students yet as it is still the third year of the Faculty of Nursing as of fiscal 2014 → 50 students as of fiscal 2023)
- Elementary, Junior, and High school teachers who have overseas experience (15 students as of fiscal 2014 → 70 students as of fiscal 2023)

### ○ Quantitative Measurement through the number of students working for a Global Company

For the purpose of quantitatively measuring the social assessment of students from Soka University in light of fostering global citizens who lead the development of the economical society, we set our goal of potential employee of the 500 companies listed in the Fortune Global 500 Ranking which is announced once a year in the U.S. magazine Fortune. In fiscal 2014, 105 students were employed in 29 companies (103 students in 22 companies in fiscal 2013), and among those students, 54 had overseas experience. Some of the companies are NEC, Goldman Sachs Japan Co., Ltd., Nihon GE, IBM Japan, Ltd., Microsoft Japan Co., Ltd., and Nissan Motor Co., Ltd.

## ■ Featured initiatives based on the characteristics of the university



The following three points are Soka's featured initiatives of this project:

### ○ Promotion for further globalization of the university

→ Faculty of International Liberal Arts in which all classes are conducted in English was launched in fiscal 2014, and English Track "SUCCEED" in the Faculty of Economics was started in fiscal 2015.

→ In order to maximize the globalization of the learning environment, new international dormitories (capacity: 100 male students; 100 female students) were established in fiscal 2014 with the concept of "Living & Learning."

### ○ Development of international relation study program and diverse international exchange network to foster coexistence and unity of philosophy

→ Based on our past achievements in international exchange, below are the list of universities with which Soka signed an agreement in fiscal 2014 to start student exchange to provide diverse overseas experience, and to cultivate students' cross-cultural understanding and consciousness of coexistence and unity:

YANGON university of foreign languages (Myanmar), Universiti Tunku Abdul Rahman (Malaysia), People's Friendship University of Russia (Russia), St.Xavier's College (India), Inje University (South Korea)

### ○ Initiative to Achieve Global Initiative for Humanistic Education

Scheduled to open the Global Core Center in fiscal 2016 to promote research under the theme of "Building Peace and Sustainable Global Society" in the area of "Peace," "Development," "Environment," and "Human Rights." Also scheduled to launch Graduate School of Peace Research and World Citizenship Education (working title) in fiscal 2018. International Strategy Office was reorganized in fiscal 2014, and started the discussion on the opening of the Global Core Center as well as the new graduate school.

## ■ Selected for MEXT AP Project in Fiscal 2014

Established in year 2000, Center for Excellence in Teaching and Learning has took the lead in promoting collaborative learning and FD programs at Soka University. The achievements being acknowledged, Soka University was selected for the AP Project in fiscal 2014. In this AP Project, we will enrich the quality of our active learning, and through visualizing the achievements and putting efforts in the assessment process, we will implement active learning in 80% of the entire courses. All students will then register for at least 4 classes that implement active learning. With the campus-wide development of active learning, Active learning style such as "Learning Through Discussion (LTD)" and "Project Based Learning (PBL)" have been promoted campus-wide. This has improved the international competency of the bachelor's degree program at Soka University.



< Project adventure study session of Active Learning >

### 3. Progress of Efforts for FY2015

#### ■ Common performance indicators and achievement targets

##### 1. Efforts toward internationalization

###### ○ Encouragement of Japanese students to study abroad

Established in FY2014, the Faculty of International Liberal Arts allows students to graduate after taking only courses given in English. The faculty requires students to study abroad for about one year from the second semester of their first year to the United States, the United Kingdom, Canada, and Australia. **In FY2015, including these students, total of 971 Japanese students (12.4% of all Soka University students) studied abroad.**



Students of the Faculty of International Liberal Arts studying at Goldsmiths, University of London

###### ○ Expansion of foreign student intake

As of May 2016, **447 foreign students (5.6% of all Soka University students) from 47 countries/territories on five continents** are studying at Soka University. To further enhance this environment, in which foreign and Japanese students study together, a new **International Student Dormitory** is planned, in addition to the current one, which houses 100 male and 100 female students. **Accommodating 400 male and 144 female students, the new facility will be completed in the spring of 2017.** The new dormitory will accept both Japanese and foreign students to encourage the development of their intercultural communication skills.



International Student Dormitory to accommodate Japanese and foreign students (Scheduled for completion in spring 2017; Artist's impression of the building for male students)

###### ○ Expansion of Japanese language education for foreign students

In line with the increase in foreign student numbers and in order to establish an environment that is more responsive to increasingly diverse Japanese learning needs, the Japan Studies Center has expanded its learning levels from five to six by adding a new introductory Japanese language course. Further, the Japan Studies Center has been running a Japanese Language and Japan Culture Study Program to meet the demands of our international exchange partners.

###### ○ Expansion of international exchange partners

To enhance mobility between students, we have made efforts to expand our international exchange partners. As of May 2016, we had managed to increase this total from 148 universities in 47 countries/territories (at the time of application for the MEXT "Top Global University Project") to **181 universities in 54 countries/territories.** We will enhance exchanges with these partners by exchanging students and overseas short term programs, and aim to increase our partners to 200 universities in 60 countries/territories by 2023.

##### 2. Governance Reforms

###### ○ Aggressive recruitment of international faculty members and staff

**As of May 2016**, through internationally opened recruitment for excellent non-Japanese nationals, and an aggressive promotion campaign to recruit Japanese faculty members who have obtained PhDs at overseas graduate schools, Soka University has now **175 international faculty members** (non-Japanese nationals, Japanese citizens with degrees from foreign universities, or persons who matriculated or participated in research programs at university level institutions outside Japan for a total of more than one year). Such staff represent **49.1% of all full-time faculty members.**

###### ○ Efforts for development of administrative staff

We plan to aggressively recruit personnel who have degrees from overseas universities or working careers abroad. Further, we will give all administrative staff priority to persons who possess a certain level of foreign language skills—concretely, ability equivalent to TOEIC score of 730. **As of May 2016**, we have **49 full-time staff who meet this foreign language requirement (22.1% of all staff).**

##### 3. Educational Reforms

###### ○ International Program (IP) for studying specialized courses in English

For the purpose of providing a "specialized course program to study in English" in order to maximize the characteristics of each of our faculties, we started the "International Program (IP)" in the Faculty of Economics ten years ago. We have since expanding this program into other faculties. As the result of these efforts, **in FY2015, we had a total of 203 courses (excluding linguistic courses) taught in foreign languages for our undergraduate programs and graduate schools—that represents about 5% of all courses.**

###### ○ Expansion of "English Medium Program" to permit students to graduate/complete only with courses in English

In FY2016, we established **courses to permit students to complete only with courses in English** in all three majors of the Graduate School of Engineering and Economics Major (scheduled to start in September). As a result, we now have **a total of seven courses**, including existing two undergraduate courses (Faculty of International Liberal Arts, which requires students to study abroad for a year from the second semester of their first year, and Faculty of Economics SUCCEED) and one graduate course (TESOL).

###### ○ Promotion of syllabus in English

We are promoting the use of syllabus written in both Japanese and English for core courses and some other courses that have been studied by many foreign students in the past. **In FY2016, 33.5% of all courses in our undergraduate programs and graduate schools** are described in English to facilitate the fulfillment of the Learning Agreement.

## ■ University-specific performance indicators and achievement targets

### ○ Our unique targets to become a “Global Initiative for Humanistic Education”

In addition to our continued efforts to achieve the performance indicator for the GGJ project, we have set up the following unique quantitative targets:

As the ideal future direction for an education/research institute, we aim to establish a "Global Initiative for Humanistic Education"; and in order to foster "Creative Global Citizens", we aim to promote internationalization as a means to guarantee diversification and quality.

#### [Examples of Soka University’s unique targets]

##### ▶ Increase of countries and regions for exchanges

[FY2014 (at the time of being selected for the MEXT “Top Global University Project”)] 37 countries/regions => [May 2016] 54 countries/regions => [FY2023 (at the end of the project)] 60 countries/regions (target)

##### ▶ Increase of students receiving job offers from global enterprises

•As an index of human resources educated through our project, we are aiming to increase the numbers of students receiving job offers from the 500 global companies which are announced every year by “Fortune” business magazine of the United States or America.

[FY2014 (at the time of being selected for the MEXT “Top Global University Project”)] 105 students => [FY2015] 132 students => [FY2023 (at the end of the project)] 200 students (target)

#### [Distinctive efforts based on the university’s characteristics]

Our University’s Unique Approaches to Performance Indicators and Achievement Goals Under Framework of This Initiative	
1. Achievement of numerical targets set in Go Global Japan Project and steady progresses thereafter 2. Introduction of seven new indicators measuring the degree of <b>the development of creative individuals and global initiative for humanistic education</b>	
Targets Set in GGJ Project	<b>(1) Number of Students Advancing to Overseas Graduate Schools</b> The number of students advancing to overseas graduate schools within 2 years from their graduation will be further increased (from 40 students per year in FY2016) to <b>60 students per year by FY2023.</b>
	<b>(2) Number of Students Employed by Global Corporations</b> The number of students employed by global corporations will be further grown (from 150 students per year in FY2016) to <b>200 students per year by FY2023.</b>
	<b>(3) Number of Students Participating in Overseas Volunteers</b> The number of students participating in overseas volunteer activities through CIEE and other Incorporated NPOs will be enhanced (from 100 students per year in FY2016) to <b>150 students per year by FY2023.</b>
	<b>(4) Number of Students Taking Part in Overseas Internships</b> The number of students taking part in overseas internship programs offered by our university and other bodies will be increased (from 100 students per year in FY2016) to <b>150 students per year by FY2023.</b>
Newly Added Targets to This Initiative	<b>(5) Cultivating Public School Teachers with Overseas Experience</b> Many students of our university wish to be teachers and 105 students passed the teacher employment examination in FY2013. Through overseas training programs, etc. that specialize in teacher-training courses, <b>70 public school teachers with the experiences of overseas trainings will be produced per year by FY2023.</b>
	<b>(6) Cultivating Nurses with Overseas Experience</b> The Faculty of Nursing of our university aims to develop nurses with global minds through classes on international nursing science and unique overseas training programs. In this initiative, <b>50 nurses having experienced overseas trainings will be produced per year by FY2023.</b>
	<b>(7) Conclusion of Exchange Agreements with Universities of Various Linguistic Areas</b> Aiming for the “Global Initiative for Humanistic Education”, by proactively concluding exchange agreements with universities belonging to a variety of linguistic areas as well as English-speaking areas, <b>the number of countries and regions where our university students are to be dispatched will be increased from current 37 countries/territories to 60 of them.</b>
	<b>(8) Number of Students Experiencing Study Abroad in African Countries</b> As a benchmark of the expansion of opportunities for study abroad experiences where students learn the concept of “Coexistence” and “Solidarity”, with the enhancement of the numbers of students experiencing study abroad in African countries, <b>it will be expanded from 13 students in FY2013 to 50 students per year by FY2023.</b>
	<b>(9) Number of Students Meeting Standards of Non-English Foreign Language Skills</b> <b>The number of students meeting the standards of non-English foreign language skills and scores (Level 5 in HSK [195 score], Level 2 in Diplom Deutsch, etc.) equivalent to the score of 730 in TOEIC, which was set as the standard of English skill, will be grown to 150 students per year by FY2023.</b>
	<b>(10) Increasing Number of Students obtaining 6 credits or more from Overseas Universities that can be accredited as credits of our University</b> With the strengthened system through the preparation of learning agreements, under the framework of this initiative, the credits obtained from overseas universities can be accredited as credits of our university. <b>We will increase the number of students who obtain 6 credits or more through study abroad, up to 400 students per year by FY2023, addressing the quality assurance of international higher education.</b>
	<b>(11) Measurements of Creative Thinking Power Using Creative Thinking VALUE Rubric</b> As an index measuring the concrete results of cultivating “Creative Individuals”, which our university promotes, the introduction of <b>“Creative Thinking Value Rubric”</b> that Association of American Colleges & Universities advances, <b>education programs will be developed so that students with GPA of 3 can acquire the method of creative thinking of Milestone 3.</b>

Toward “Global Initiative of Humanistic Education” Through Development of “Creative Individuals”