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.)

**Development of Soka University’s Grand Design Initiative 2.0**

Medium- to long-term plan extended until the university’s 50th anniversary year (2020)

Deepened into four points whereby the projects implemented under GGJ were improved

- **Global Mobility**
  - Advancement of globalization of the campus by supporting students for study abroad and expanding international student enrollments

- **Global Learning**
  - Advancement of globalization of the Undergraduate and Graduate Programs to foster “Creative Global Citizens”

- **Global Administration**
  - Advancement of globalization in management and decision-making processes of the university

- **Global Core**
  - Taking global initiatives for humanistic education

**Specific efforts**

- Expansion of exchange programs with universities located in various linguistic areas and regions, including developing countries (Africa, etc.)
- Almost all domestic students studying abroad
- Expansion of the ratio of international students to about 15% of the whole student body
- Expansion of support systems to realize the above efforts (dormitories, scholarships, systems for credit recognition, etc.)
- Establish “Global Citizen Education Course” in the common subjects for all faculties
- Provide common subjects of all faculties in English
- Full-scale adoption of the English Track by all faculties
- Improvement of language education systems to realize the above effort, and enhancement of the assessment of foreign language skills through TOEFL and other language tests
- Expansion of the number of international faculty and administrative staff, and recruitment of management-level employees from overseas
- Implementation of various FD and SD programs
- Language training programs for administrative staff and dispatching staff to overseas countries
- Establishment of the “Global Core Center”
- Opening of the “Graduate School of Peace Research and World Citizenship Education” (working title)

**Image of Soka University as it marks its 50th anniversary**

University fostering “Creative Individuals” based on its founding principles

- Intellectual capability
- Individual Potential
- Strength of character
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.

- Place 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.

- **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.

- **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 GGI, 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:
  
  - 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 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),
      - University 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 PD 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 and the "Course 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.

  - **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.

  - **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 expanded 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]

1. Increase of countries and regions for exchanges
   [FY2014 (at the time of being selected for the MEXT “Top Global University Project”)]: 37 countries/regions
   [FY2023 (at the end of the project)]: 60 countries/regions

2. 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
   [FY2023 (at the end of the project)]: 200 students

[Distinctive efforts based on the university’s characteristics]
4. FY 2016 Progress

- Common indicators and targets

**Internationalization**

- **Increase in the number of foreign students with enhancing support**
  The number of foreign students enrolled has increased 2.6 times from 313 students in 2014 (the start of the TGU project) to 834 students in 2016 (the target number of year 2016 was 600). In 2016, we introduced new entrance examination systems such as inter-college transfer system and recommendation entrance examination from Chinese high schools. We opened new international dormitories (one for each men and women) in which foreign students live together with Japanese students and introduced the RA (Residence Assistant) system, appointing foreign undergraduate and graduate school students. We also fulfilled financial support such as reduction of tuition and beneficial scholarships targeting for all undergraduate and graduate students (302 students in FY 2016).

- **Promotion of study-abroad to Japanese students**
  905 students experienced accredited study-abroad in FY 2016 (target number was 868), which is 1.6 times higher than at the beginning where we had 557 students. We newly developed 19 unique study-abroad programs associated with the University curriculum, and also started 10 new exchange programs with overseas partner universities. Also, Faculty of International Liberal Arts started a student exchange program with Thammasat University in Thailand.

- **Expansion of the network with foreign universities**
  The number of countries and territories has increased from 47 with 148 universities to 58 with 186 universities as of May 2017. We aim to expand the network to 60 countries and territories with 200 universities by FY 2023.

- **Establishment of overseas offices**
  We established satellite offices in Thailand (Thammasat University, Bangkok City) in June 2016 and South Korea (Seoul City) in September 2016. Together with the previously founded satellite office in China (Beijing City), in total, we have developed three overseas bases.

- **Outcomes of language education**
  In FY 2016, total of more than 34,000 students have used the extracurricular programs offered at our learning commons, such as English and other foreign language conversation, writing center, and TOEFL iBT® speaking training, etc. Furthermore, through our unique undergraduate curriculum and various study abroad programs, the number of students who exceed the target language proficiency level of Soka University (equivalent to or higher than TOEFL iBT® 80) increased largely from 296 students at the start of TGU program to 1,035 (13.1% of total students) in FY 2016.

**University reform**

- **Establishment of Global Core Center**
  In June 2016, we established “Global Core Center” under the Internationalization Strategy Committee in order to achieve the goals of this project and to keep enhancing the globalization of our university. By the establishment of the center, decision making process has become short and prompt. In addition, it will also serve as the preparation committee for the “Graduate School of International Peace Studies” that will newly open in 2018.

- **Increase in foreign faculty and staff members**
  We have accepted applications from overseas, and as a result, the number of foreign faculty members increased to 49.2% (175 faculties out of 356 in total) and that of staff members increased to 9.9% (22 staff members out of 222 in total).

- **Improvement of staff’s foreign language skills**
  We conducted English training courses and promoted to take TOEIC® Listening & Reading Test (TOEIC® L&R) to administrative staff members. As a result, the total staff who acquired the English level equivalent to or higher than TOEIC® L&R score of 730 increased from 24 (at the start of TGU project) to 49 in FY 2016.

- **faculty meetings in English.**
  In addition, by making documents in English for meetings that affect the whole university, such as the University Education and Research Council, it has enabled faculty meetings in English.

**Education reform**

- **Extension of classes taught in foreign languages and English Track**
  Classes taught in foreign languages (excluding language classes) increased from 112 in FY 2014, to 392 in FY 2016. English Track, which students can take all required classes in English and graduate, extended from 1 course in FY 2014 to 7 courses in FY 2016. It will further develop to 11 courses in FY 2018 by adding courses from 3 faculties and 1 graduate program.

- **Introduction of external tests (TOEFL, TOEIC® L&R, etc) to entrance exam for undergraduate programs**
  In addition to public application entrance exam, we introduced a new system for entrance examination by which the applicants is allowed to submit the official scores of external language proficiency tests such as TOEFL iBT® and TOEIC® L&R instead of taking the university English exam.
University's own indicators and targets

- **Expansion of countries and territories of exchange programs**
  As of May 2017, our network of partner universities has extended to 56 countries and territories with 186 universities (52 countries and territories in FY 2016). We newly built relationships with the following 8 countries: Myanmar, Ethiopia, Kyrgyzstan, Uzbekistan, Lithuania, Morocco, Papua New Guinea and Macedonia. We now aim to expand to 60 countries and territories, 200 universities by FY 2023.

- **Increase of study abroad to African countries**
  While 11 students studied abroad to Africa in FY 2014, the number increased to 32 in FY 2016 due to expanding network and building new internship programs. Although we temporarily stopped two programs due risk management for safety issues, they will restart in 2017 as we confirmed the safety by actually visiting. Our aim is to send 50 students to study abroad to African countries by FY 2023.

- **Increase in the student number who are proficient in foreign languages**
  The number of students who achieved certain foreign language levels increased from 59 (FY 2015) to 245 in FY 2016. For example, 50 students for Chinese (HSK Level 5 and above), 9 for Korean (The Korean Language Proficiency Test Level 2 and above), 5 for German (Diplom Deutsch in Japan Level 2 and above), 4 for Russian (Russian Language Proficiency Test Level 2 and above), and Japanese (JLPT N1) also.

- **Increase in participants of overseas internships and volunteers**
  We newly built short term study abroad programs in Kenya, India and Myanmar in FY 2016, and the participants of overseas internships and volunteers reached 100 and 111 respectively. The target in FY 2023 is 150 student participants for both internships and volunteers.

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**Featured initiatives based on the characteristics of the university**

- **Establishment of Graduate School of International Peace Studies**
  A new graduate school, School of International Peace Studies will start from 2018. This school will be mainly research about international relations and peace studies. All courses will also be provided in English, and will be one of the English Tracks provided. For that, 4 teaching staff out of 8, were employed by internationally opened recruitment.

- **Promotion of English-written documents on campus**
  “English Translation Team” was formed in FY 2016, being responsible for the translations of conference materials and documents toward the public, as well as for interpretation for on-campus events. It also aims to create a database for English expressions for the words related to our university, such as facility and office names.

- **Concluding exchange agreement with UNHCR**
  In May 2016, we concluded an agreement with the United Nations High Commissioner for Refugees (UNHCR) in Tokyo to accept one refugee student every year, and prepared their learning environment.

- **Establishment of the “Russian Center”**
  The first “Russian Center” at a university opened on Soka University’s campus in June 2016 by receiving in-kind support from Russkiy Mir Foundation. The center will be in charge of promoting Russian language and culture by cooperating with the Foundation and the Embassy of the Russian Federation to Japan.

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**Free description**

Soka University encourages Undergraduate students to participate in academic conferences and symposiums held overseas. The following are some participation examples of FY 2016.

- **Participation in World Summit of Nobel Peace Laureates**
  In February 2017, four students attended the World Summit of Nobel Peace Laureates held in Columbia, South America. They had discussions upon challenging topics such as “peace and education” and “peace and sustainable development” with youth representatives, gathered from throughout the world. One of the Soka students had a chance to get involved in making the “Declaration of Youth” and contributed as a presenter.

- **Participation in G(irls)20 Summit 2016**
  One girl student was selected as a delegate of Japan to attend the G(irls)20 Summit 2016, and participated in the summit taken place in Beijing, China, in August. This summit is a part of the Clinton Global Initiative founded by former U.S. president Bill Clinton, aiming to foster female leading figures of the next generation. Through the discussions and workshops with youth delegates from G20 countries, the participants issued a joint statement regarding “how to create 100 million new jobs for women by 2025” and submitted to the leaders of G20.
5. FY2017 Progress

■ Common indicators and targets

Internationalization

- Increase in the number of international students and enhancement of support programs
  - The number of international students has increased about 2.66 times, from 313 students in FY2013, before being selected for the Top Global University Project, to 833 students in FY2017. In FY2017, in addition to schools in China, Soka University began preparations to conclude an agreement with high schools in Brazil regarding entrance examinations for recommended students from partner schools. In addition, the university also began preparing to implement student exchange programs with the national governments of Cuba and Egypt.
  - Due to the increasing number of international students, Soka University started preparations to establish an "International Students Support Center (tentative name)," which will be a core facility for the provision of a more enriched education and living environment. Staffs such as mental health counselors who can speak foreign languages are stationed at the center.

- Promotion of study abroad to Japanese students
  - In FY2017, Soka University concluded partnership agreements with 11 new universities, expanding the total number of international exchange partners to 196 universities in 58 countries and regions.
  - In addition, the Faculty of Law, Nursing, and International Liberal Arts have developed new faculty-hosted study abroad programs which are synchronized to their specific curricula, while the graduate program in International Language Education (ILE): TESOL has launched exchange student programs with universities in Thailand and the United States.
  - The university has organized coordinators to assist students locally in countries and regions in which many students study abroad.

- International student dormitories
  - The international student dormitories (for both Japanese and international students) established in March 2017 have the capacity to house 400 male students and 144 female students, increasing the total admission capacity of the international student dormitories to 744 students in total (500 male students/244 female students). "Resident Assistants (RA)" comprising both international students and graduate students are present in each dormitory.

- Research exchange programs with international exchange partners
  - In FY2017, Soka University was selected for the "Private University Research Branding Project" by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Following the selection, joint research projects with 3 Ethiopian universities started as well as faculty member exchanges between the universities and Soka University Graduate School of Engineering and Economics, Faculty of Economics, Business Administration, Education, Law, International Liberal Arts, and Nursing. In May 2018, Soka University hosted a kick-off symposium for the project.
  - On the graduate school and research center level, the university launched new research exchange programs with 5 overseas universities (Graduate School of Engineering with universities in Singapore, Malaysia, and Thailand and the Graduate School of Teacher Education and International Research Institute for Advanced Buddhistology (IRIB) with universities in China).

- Activities of overseas liaison offices
  - The Liaison Office in Thailand held a joint seminar with Thammasat University (Thailand) in August 2017, which had about 200 participants.
  - As the secretariat of the “JunThai” association of Japanese universities with Thailand offices, the “Thammasat University-Soka University Liaison Office” is mainly engaged in activities focusing on planning and operation of various activities.
  - Soka University has decided the location for its fourth overseas liaison office in the Philippines and has started preparing for its opening in FY2018.

- Outcomes in language education
  - As a result of the extra-curricular programs for linguistic ability training at the Learning Commons on campus, various language programs, faculty major courses in English, and overseas language training programs, the number of students who achieved the foreign language standard set by Soka University (equivalent to a score of 80 in TOEFL iBT®) have increased from 296 students in FY2013 (before the project launch) to 1,106 students in FY2017 (14.0% of all students).
  - The number of courses offered in foreign languages increased 4.55 times from FY2013 (120 courses) to FY2017 (534 courses).

University reform

- Function of the Global Core Center
  - The Global Core Center was established in 2016 as an organization to constantly promote the Top Global University Project and the globalization of the university itself. The center has been cooperating with faculties, graduate schools, research institutes, and various departments, establishing a structure to concretely facilitate the project and university globalization through deliberation at the “Global Core Center Meeting” (held twice a month).

- Increase of international faculty members
  - The university internationally recruited 4 full-time faculty members who will be in charge of the graduate courses at the new “Graduate School of International Peace Studies” established in April 2018. The number of international faculty members increased to 182 out of the total 356 faculty members (51.1%; 43.3% in FY2013 before project launch). Meanwhile, the number of international staff has increased to 26 people out of the total of 224 (11.6%; 2.4% in FY2013).

Education reform

- Expansion of the English Medium Program (EMP)
  - The EMP, through which students can earn degrees in English, was expanded from 1 course in FY2013 to 7 courses in FY2017. The university will open 4 additional courses in FY2018 at the Graduate School of International Peace Studies and Faculty of Business Administration, Law, and Letters.

- Introduction of the International Baccalaureate entrance examination system
  - As a means to utilize external exams for faculty enrollment, the university has introduced the International Baccalaureate entrance examination system and has also established a system to accept students from partner schools in Japan, starting from the entrance examinations scheduled to be held in FY2018.
The university’s own indicators and targets

- Expansion of exchanges with African universities
  - Injibara University and Bahir Dar University in Ethiopia, with which Soka University started the joint research project under the “Private University Branding Project” of MEXT, have been added to the list of overseas partner institutions, and it is expected to have active exchanges of students such as graduate students. As a result, Soka University now has exchange agreements with 11 universities in 9 countries in Africa. Furthermore, in March 2018, the university welcomed 13 members of the University of Nairobi and held a commemorative event to mark the 30th anniversary of the exchanges between the two universities.

- Number of students joining global companies
  - The number of Soka University students who received job offers from or got employed by global companies listed in the US economic magazine “Fortune Global 500” increased 1.56 times, from 103 students in FY2013 to 161 students in FY2017.

- Increase in the number of students advancing to overseas graduate schools
  - The number of Soka University students admitted to overseas graduate schools increased from 30 students in FY2013 to 44 students in FY2017. Major universities include Cornell University (Public Affairs), the University of California San Diego (International Affairs), Soka University of America (Education) in the US; the University of Sussex and the University of Leeds in the UK; and the National University of Singapore (Public Policy).

- Increase in the number of nurses with overseas training experience
  - Currently, the faculty of Nursing offers overseas short-term training programs with international exchange partners in South Korea, the US, and the Philippines. In FY2017, 38 students participated in the program, in comparison with the target number of the year of 50 (achieved 76%). So far, 82 graduates out of 160 (51%) have participated in overseas training programs.

Featured initiatives based on the characteristics of the university

- Opening of the “Graduate School of International Peace Studies”
  - To realize education and research on “establishing a peaceful and sustainable international society” and to foster individuals who can contribute in the global society, the Graduate School of International Peace Studies was launched in FY2018. Through international recruitments, 8 full-time faculty members of whom 7 are foreign faculty members were employed. All classes and research at the graduate school are conducted in English.

- Collaboration with international organizations
  - Following the office of the United Nations High Commissioner for Refugees (UNHCR), with which the university concluded an agreement for admitting refugee students in FY2016, Soka University also concluded agreements with the United Nations Development Programme (UNDP) and United Nations Food and Agriculture Organization (UNFAO) in FY2017. The university has scheduled to start exchange programs such as student internships, volunteer activities, and participation in international meetings. Moreover, the university has hosted special lectures (3 times) by the representatives of the organizations, as well as exchange events with the students.

- Regional contributions
  - Soka University was selected from all universities with comprehensive agreements with Hachioji City, to cooperate for the “JICA Grassroots Technical Cooperation Project.” This is a joint collaboration project with Hachioji City and the Japan International Cooperation Agency (JICA), and all three parties concluded the project contract. To date, faculty members and students of Soka University have been sent 3 times to the Federated States of Micronesia, where the project is being implemented, to conduct public awareness activities aimed at reducing and reusing a large amount of trash in order to reduce the volume of solid waste.

- Hosting of a Holocaust exhibition and a photo exhibition commemorating the 130th anniversary of Japan-Thailand Diplomatic Relations
  - In April 2018, Soka University and the Simon Wiesenthal Center (US) co-hosted the “The Courage to Remember: The Holocaust 1939-1945 -The Bravery of Anne Frank and Chiune Sugihara” at the university campus to look back on the history of the genocide of the Jews by Nazi Germany and to consider peace and human rights. This exhibition was sponsored by 10 organizations including the French Embassy and the UN Information Center in Tokyo (the exhibition was held in Fukushima, Gunma, Kagoshima, Yamagata, and Gifu Prefectures in FY2017).
  - In May 2017, “Exhibition on the 130th Anniversary of Thailand-Japan Diplomatic Relations: A Memorable Tribute to H.M. King Chulalongkorn” was held at the Soka University campus. The exhibition was co-hosted by Soka University, the Ministry of Culture (Thailand), the Ministry of Foreign Affairs (Thailand), and the Embassy of Thailand in Tokyo. About 200 guests including the Deputy Prime Minister of Thailand, the Minister of Culture of Thailand, and the Ambassador of Thailand to Japan attended the opening ceremony.

- Launch of a donation project to promote Top Global University Project
  - The university launched a donation project in April 2018 to promote the project and ensure the continuation of the “Top Global University Project”.

Free description

- Student participation in international conferences and contests (major events)
  - Soka University students participated in “The World Summit of Nobel Peace Laureates,” the “Global Social Business Summit 2017” as a representative of Japan in Paris, the “GI/rs20 Summit 2017” in Munich (participated as a representative of Japan for the third consecutive year), and the “International Development Youth Forum.”
  - Soka University hosted the annual conference of the Association of Southeast Asian Institutions of Higher Learning (ASAIHL) in March 2018, in which about 200 researchers from Southeast Asia, Europe, North America, and Japan participated.

Hosting of the annual ASAIHL conference for the first time in Japan
Internationalization

- Increase in the number of non-Japanese students & improved support
  - The number rose 2.8 times from 313 in FY2013 (before the launch of Top Global University project/annual) to 866 in FY2018. Currently in preparation to sign an agreement with a high school in Brazil as the designated school for entrance examinations on a recommendation (plan to sign in August 2019).
  - With the number of students from abroad increasing, foreign language-speaking mental health counselors and other staff are stationed at the Student Counseling Center as one of the services offered by the International Student Support Center, which is designed to provide international students with a better educational and living environment.

- Promotion of Japanese students’ participation in overseas study programs
  - The number of Japanese students who participated in a study abroad program with credit approval increased 1.6 times from 557 in FY2013 (before project launch) to 875 in FY2018. Exchange agreements with 16 additional overseas universities were concluded during FY2018, expanding the number of partnering schools to 212 universities in 61 countries and regions. Faculty-hosted study abroad programs linked to the Faculty curricula have been newly developed in the Faculty of Law, Faculty of Nursing, and Faculty of International Liberal Arts.
  - At the University of the East, The Philippines, where the university overseas office is located, training courses hosted by the World Language Center were established; with more than 30 students participating in FY2018.
  - In addition to the VALUE Rubrics utilized to measure the effects of short-term overseas study, a Japanese version (BEVI) of the BEVI Test, was introduced. The BEVI Test is widely employed primarily in the United States as a means of objective assessment of study-abroad programs by higher education institutions.
  - In July 2018, a training session on overseas crisis management was held for faculty and staff to discuss countermeasures to reduce the occurrence of student involvement in unforeseen circumstances abroad. The Chairperson of the Board of Trustees, the President, and other leaders also participated in the event and reassured the roles of the countermeasure headquarter and each segment such as contacting family members, dispatching workers, public relations, and general affairs. Furthermore, the ways to gather information, sort tasks, and respond to incidents were clarified.

- Overseas liaison offices’ activities
  - In August 2018, the University of the East - Soka University International Program Office was established on the Caloocan campus of the University of the East in August 2018. The office provides information and advice to students in the Philippines who are considering studying in Japan, while also assisting Soka University students studying in the Philippines. The office also operates short-term English-learning courses and seeks a closer relationship with partnering universities. This office marks the fourth overseas office, following the ones opened in China, Thailand, and South Korea.
  - In June 2018, Soka University and Thammasat University (Thailand) held a joint seminar under the theme of “Pedagogy for Student-centered Teaching and Transforming Knowledge into Wisdom toward Peace” (second joint seminar). The Soka University Thailand office is located on the campus of Thammasat University.

Outcomes in language education

- The number of students who reached the foreign-language skill standard set by the university (equivalent to TOEFL iBT® score 80 and above) increased 4.1 times from 296 in FY2013 (before the project launch) to 1,228 (15.9% of all students) in FY2018.
  - To improve students’ foreign-language capability, extracurricular programs for nurturing linguistic abilities in the “SPACE” learning commons, faculty-provided major courses taught in English, and study abroad programs for learning foreign languages were provided.
  - The number of courses taught in foreign languages increased 5.2 times from 120 in FY2013 to 623 in FY2018.

University Reform

- Functions of the Global Core Center
  - The Global Core Center was established in 2016 as an organization to constantly promote the Top Global University project and the globalization of the university itself. The center has been cooperating with faculties, graduate schools, research institutes, and various departments to establish a structure to concretely facilitate the project and the university’s globalization efforts through deliberations at the “Global Core Center Meeting” (held twice a month). The center also holds Global Education Promotion Meetings and Graduate School Global Education and Research Promotion Meetings every semester targeting the deans of undergraduate and graduate schools to discuss ways to make progress towards the project goals.
  - Student participation is indicated clearly as a policy in university initiatives. Student representatives have been participating in the internal evaluation committee meetings, and opinion exchange sessions on the project progress are also held.

- Increase of international faculty members
  - As of May 1, 2019, international faculty members etc. accounted for 196 of all 352 teaching staff-(constituting 55.7% of the total; 43.3% in FY2013 before the project launch) while international administrative staffs etc. accounted for 29 out of 232 persons (constituting 12.5% of the total; 2.4% in FY2013).

- Educational Reform

- Expansion of English Medium Programs (EMPs)
  - Four additional programs were established as EMPS in FY2018, through which students can earn degrees by undergoing education in English: the Faculty of Business Administration, the Faculty of Law, the Faculty of Letters, and the Graduate School of International Peace Studies. EMPs expanded from 1 course in FY2013 to 11 courses that are now available.

- Establishment of general education courses “Global Citizenship Education Course Group”
  - In accordance with the FY2018 curriculum revision, the Global Citizenship Education Course Group was established as a group of courses that provide global citizenship education under the themes of peace, the environment, development, and human rights.
University’s Own Indicators and Targets

- Expansion of exchanges with African universities, etc.
  - Soka University is promoting exchanges of researchers, graduate school students, etc. with Injibara University and Bahir Dar University in Ethiopia as part of the Private University Research Branding Project hosted by the Ministry of Education, Culture, Sports, Science and Technology. The number of African universities with exchange agreements is now 13 in nine countries. In FY2018, 36 of our students were dispatched to Africa (13 in FY2013, before the start of Top Global University Project).

- Number of students joining global companies
  - The number of students who received job offers from or were employed by global companies listed in US business magazine Fortune’s Global 500 rankings and other employers increased 1.6 times from 103 in FY2013 (before the start of this project) to 160 in FY2018.

- Increase in the number of students advancing to overseas graduate schools
  - The number of students who passed entrance exams for overseas graduate schools increased from 30 in FY2013 (before the start of this project) to 47 in FY2018. Major overseas graduate schools include the University of Florida, the University of Illinois, Columbia University, Soka University of America, all in the US; the University of Queensland in Australia; the University of Auckland in New Zealand; and Peking University in China.

Featured Initiatives Based on the Characteristics of the University

- Launch of Graduate School of International Peace Studies
  - The Graduate School of International Peace Studies was launched in AY2018 to practice education and research concerning “the establishment of a peaceful and sustainable global society.” Eight full-time faculty members were selected from among applicants for the job opening advertised internationally (seven of them are non-Japanese). All classes and research at the school are conducted in English.

- Prospects and Possibilities for Japan’s 2019 G20 Osaka Summit International Conference held
  - A research conference was held at Soka University on Dec. 10, 2018, to discuss issues in preparation for the G20 Summit to be held in Osaka in June 2019. It was hosted jointly by Soka University’s Peace Research Institute, University of Toronto’s G20 Research Group, Griffith University’s Asia Institute, and the Russian Presidential Academy of National Economy & Public Administration. The event was attended by about 30 people, including diplomats, researchers, and business people. Session meetings were held on such themes as the world economy, gender, sustainable development, and climate change.

- Ranked 100th – 200th in THE University Impact Rankings (tied 4th place within Japan)
  - As part of its world university rankings, Times Higher Education (THE) of the UK announced THE University Impact Rankings in April 2019. The rankings, using the UN-led SDGs as indicators, ranks global universities by their track records on research and initiatives. Soka University was ranked as follows.
    - Overall world rankings: 100th – 200th (tied 4th within Japan)
    - SDG 16 “Peace & justice”: 61st worldwide (3rd within Japan)
    - SDG 17 “Partnerships: 95th worldwide (8th within Japan)
  - Also ranked in other goals such as “quality education” and “decent work & economic growth.”

- Soka University President Assumes Vice Presidency of ASAHL
  - Soka University President Yoshihisa Baba assumed the post of Second Vice President of the Association of Southeast Asian Institutions of Higher Learning (ASAIHL) in December 2018. In March 2018, the annual general assembly of ASAHL was held at Soka University (first time in Japan).

Free Descriptions

- Int’l meetings, contests, etc. joined by students (main events only)
  - SOBITS from the Choi Research Office of Soka University’s Faculty of Science and Engineering placed second in a global competition in the Partner Robot (Virtual Space) of the World Robot Summit 2018 (held in October 2018).
  - A Soka University student took part in the G(irls)20 Global Summit Argentina 2018 (in December 2018) as a participant representing Japan (it was the fourth straight year for a Soka University student to participate in the summit). The summit is an international women’s conference launched in 2009 by the Clinton Global Initiative set up by former US President Bill Clinton to foster female leaders for the next generation. The ninth summit was attended by female representatives from 25 countries and regions, mainly from the G20 nations.
  - Six students from Soka University’s Faculty of International Liberal Arts participated in the International Young Inventors Awards 2018 (September 2018) in Spain. They were also the only team who were awarded a Gold Award, the Best Presenter Award, and an International Best Invention Award, winning the honors simultaneously among 317 groups from 15 countries.
7. FY2019 Progress

Common Indicators and Targets

- **Internationalization**
  - **Increase in the number of international students and improvement of support system**
    - The number of international students increased 2.8 times from 313 (annual) in AY2013 to 877 in AY2019.
    - Under the exchange agreement signed with the Office of the UNHCR in 2016, the University accepts one refugee student every year (a total of three students accepted). The University has accepted two Syrian students so far under the Japanese Initiative for the Future of Syrian Refugees (JISR).
    - Introduced a Teaching Assistant scholarship program for international graduate students to enhance financial aid for all applicants.
  - **Promotion of study-abroad opportunities for Japanese students**
    - The number of Japanese students who participated in a study abroad program with credit approval increased 1.3 times from 557 in AY2013 to 761 in AY2019. Exchange agreements with 10 additional overseas universities were concluded in AY2019, expanding the number of partnering schools to 222 universities in 61 countries and regions. Study abroad opportunities in Europe were expanded through additional student exchange programs with universities in Spain, Lithuania, Poland, Belgium, etc.
    - New student exchange programs were developed on the Faculty level that linked to their curricula.
  - **Activities at overseas liaison offices**
    - Japanese and English websites dedicated to overseas offices were launched on the University website (Chinese for the Beijing Office, Korean for the South Korea Office). Its contents will be enhanced to provide an online consultation service, FAQs, etc.
    - The Thailand Office organized an exchange program information meeting (once/AY) and held the third joint seminar and other events at Thammasat University. The Philippines Office supported language training programs provided by Faculties, etc. and held an international symposium with the University of the East. The South Korea Office organized an exchange program information meeting, commemorative symposiums with exchange partner universities, and other events.
    - Preparation began to open Soka University Africa Office at the University of Nairobi, Kenya as a hub of academic exchanges with Africa.
  - **Enhancement of language training programs and measurement of their effects**
    - The World Language Center jointly developed its unique English education program with the University of the East, Philippines, in which 150 students participated. Exchanges between English teachers from both universities also started.
    - For short- and long-term study abroad programs, the Beliefs, Events, and Values Inventory (BEVI), a tool to measure and evaluate the effects of learning in study abroad programs, was introduced on a full scale, and the resulting data were analyzed in collaboration with the Institutional Research Office to improve these programs.

Governance Reform

- **Faculty development (FD) and staff development (SD)**
  - A special FD/SD seminar was held with international lecturers and attended by the University faculty members including President, Deputy Vice President, and Deans of Faculties. Also, to improve class operation in English, two FD seminars were held with a visiting faculty member (US applied linguist) of the TESOL Program. Further, two faculty members were sent to Aix-Marseille University in France and Boston College in the US, respectively as long-term overseas FD programs.
  - As part of the SD program, staff members with a certain level of English proficiency (TOEIC 730 or higher) participated in international conferences, such as the NAFSA annual conference, or accompanied students attending language training programs in foreign countries.

- **Opening of the South Asia Research Center and vitalization of international exchanges by research centers**
  - The South Asia Research Center (SARC) was opened in the Institute for the Comparative Study of Cultures. Its opening ceremony attended by the Indian Ambassador to Japan, researchers, specialists, etc., was followed by a commemorative symposium. The SARC engages in activities such as educational and research exchanges with various universities mainly in India, and appointed an Indian faculty member as Vice Director.
  - The Soka University Peace Research Institute entered into agreements with Jeju National University Institute of Peace Studies, Center for Peace and Public Integrity, Hanshin University, and the Institute of Human Rights and Peace Studies, Mahidol University. Also, the Soka Education Research Institute signed an academic agreement with the Institute for Daisaku Ikeda Studies in Education at DePaul University. Also, the Joint Institute of Research into Daisaku Ikeda Education and Development (IEDDAI) was established at the University of Alcalà, Spain, and an exchange agreement was signed to undertake research exchanges.

Educational Reform

- **Outcome of language education**
  - The number of courses taught in foreign languages increased from 112 (AY2013) to 771 (AY2019). The percentage of course syllabi written in English rose from 11.3% to 41.2%, exceeding 37.7%, the target for the last fiscal year of this Project.
  - Expansion of financial aid for various language test fees and enabling online applications successfully motivated students to improve their foreign language proficiency. The number of students meeting the language proficiency benchmark (equivalent to TOEFL iBT® 80) set by the University increased 4.2 times from 296 in AY2013 to 1,246 in AY2019 (16.5% of the student population).

- **Implementation of early graduation, enrollment, and five-year consecutive degree program**
  - Implemented at the Graduate School of Engineering (connected with the Faculty of Science and Engineering) in AY2019.
University's Own Indicators and Targets

- **Expansion of exchanges with African universities, etc.**
  - Soka University now has exchange programs with 13 African universities in nine countries. The number of students sent to Africa grew by 4.3 times from 13 in FY2013 to 56 in FY2019, exceeding the project target of 50.

- **Number of students joining global companies**
  - The number of students who received job offers from or joined global companies listed in the US business magazine Fortune’s Global 500 rankings and other distinguished employers increased by 1.8 times from 103 in AY2013 to 189 in AY2019.

- **Increase in the number of students advancing to overseas graduate schools**
  - The number of students admitted to overseas graduate schools rose by 1.8 times from 30 in AY2013 to 54 in AY2019. Major graduate schools include the University of Cambridge (UK), Cornell University (US), and the University of Sydney (Australia).

Featured Initiatives Based on the Characteristics of the University

- **Formation of a consortium with Brazilian universities**
  - An education and research partnership agreement was signed with a consortium of 18 federal universities in the northeastern region of Brazil to launch student exchange programs and collaborative research exchanges. The University will accept international exchange students and dispatch researchers to these universities going forward.

- **Strengthening of collaboration with United Nations institutions**
  - Following the existing exchange agreements signed with the UNHCR, the UNDP, and the FAO, Soka University concluded an exchange agreement with ITTO to launch projects such as lecture meetings, researcher exchanges, joint symposiums, and internship programs for students. Additionally, the Faculty of Education and the Graduate School of Teacher Education became a member of the Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUvNet) and conducted activities to assist elementary and junior high schools in the northwestern area of the Tama region in Tokyo in joining the network of UNESCO associated schools.

- **Ranked and moving up in various university rankings**
  - In the THE Japan University Rankings 2020 (announced in March 2020), the University moved from overall ranking 79th in Japan (2019) to 75th (2020) and from 16th in Japan (2019) to 6th (2020) for its Internationalization.
  - In the QS Asia University Rankings 2019 (announced in November 2019), the University ranked in each indicator as follows: International faculty: 45th (4th in Japan), Outbound exchange students: 96th (8th in Japan), Inbound exchange students: 120th (17th in Japan), International students: 137th (24th in Japan).

- **Lecture meetings by international guests, etc.**
  - Lecture meetings were held by inviting Chinese Ambassador to Japan Cheng Yonghua, the Fifth Indonesian President Megawati Sukarnoputri, and other national leaders.

- **Initiatives under the self-funding plan enabling the promotion of the Top Global University Project after the end of government funding**
  - The Board of Trustees decided a policy to establish a new fund to promote the Top Global University Project under the third capital fund.

Free Descriptions

- **Participation of students in international conferences, contests, and other events (major examples)**
  - Dramatically improved language proficiency led to remarkably active participation of students in a wide variety of overseas exchange events.
  - Took part in the Japan-Korea Youth Friendship Exchange Program (one student), the Japan-China Youth Friendship Exchange Program (two students), and the International Youth Development Exchange Program (four students), all sponsored by the Cabinet Office, to represent Japan.
  - Two students took part in an international workshop hosted by the United Nations DPPA. (June)
  - Two students attended the Japan-Russia Youth Forum 2019 in Russia, sponsored by the Japan Russia Youth Exchange Center (JREX), to represent Japan. (September)
  - Five students participated in the World Summit of Nobel Peace Laureates held in Mexico. (September)
  - Four students participated in the International Youth Development Exchange Program sponsored by the Cabinet Office. (October)

- **Establishment of Soka University SDGs Promotion Center**
  - As a post-event of the Seventh Tokyo International Conference on African Development (TICAD7), a symposium titled “SDGs and Africa—Creating a bright future in Africa through value creation,” co-organized by the Global Core Center and the SDGs Promotion Center, was held in Yokohama. The symposium participants included the Ambassadors of Zambia and Zimbabwe to Japan, representatives from United Nations institutions, and African researchers.
8. FY2020 Progress

Common Indicators and Targets

Internationalization

- Increase in the number of international students and enhancement of support
  - Courses especially those conducted in English are offered online to secure learning opportunities for international students who cannot travel to Japan due to the COVID-19 pandemic. Online education opportunities are to be provided during normal times and have been developed to expand opportunities for exchange.
  - Online open campus events were held for potential students in Japan and other countries, providing opportunities to interact in real-time with current students and faculty members of Soka University.

- Promotion of study abroad opportunities for Japanese students
  - During FY2020 due in part to the COVID-19 pandemic, study abroad programs and short-term overseas training programs were developed and offered online which enabled students to participate in courses conducted by overseas universities without physically traveling abroad.
  - The Faculty of Science and Engineering incorporated a COIL educational program and organized joint classes with overseas partner institutions to provide project-based learning opportunities to learn together with the students of our partner institutions. The University is preparing to introduce a platform to promote COIL education as a university-wide initiative.
  - The list of our overseas partner institutions has expanded to 225 institutions in 62 countries and regions with the addition of one new region. Utilizing this wide overseas network, the University is realizing a new form of international exchanges with partner universities through online channels such as a research presentation/exchange meeting with Dalian University of Foreign Languages and an exchange meeting with the faculty members and students of the University of California, San Francisco.

- Activities of overseas offices
  - The establishment of overseas liaison offices in Beijing, Korea, Thailand, and the Philippines has strengthened the University’s response in times of emergency for students studying in those and surrounding countries, thereby contributing to the safety and security of the students and the peace of mind of their guardians. In response to the COVID-19 crisis in 2020, Soka University and its overseas offices communicated closely to provide the latest information to the students studying in the area, secure learning environment for them, and support them with the procedures to return home safely.
  - The Thailand Office organized a study-abroad information session (once during the academic year) and the Fourth Joint Seminar held at Thammasat University. The Korea Office also held a university information session to promote the university by utilizing its network of international students and an online session to provide explanations on the admission exam and individual consultations on a real-time basis.
  - Preparations are progressing to open the University of Kenya-Soka University Liaison Office at the University of Nairobi, Kenya as a hub of educational exchanges with Africa.

- Enhancement of opportunities to learn multiple languages
  - The World Language Center (WLC) offers language education programs across more than 10 languages including English to improve students’ language proficiency and cross-cultural understanding. WLC has started to provide various online programs in addition to programs provided in person, offering students opportunities to experience various languages and learn from each other, even when they are physically far apart in different countries.

- Activities of the South Asia Research Center (SARC)
  - Since its establishment in 2019, SARC has organized and promoted symposiums and researcher exchanges on topics concerning South Asia, as well as student exchange sessions with Delhi University and other institutions.
  - SARC organized three online seminars in 2020. A keynote speech was given by H.E. Mr. Sanjiv Kumar Verma, Ambassador of India to Japan, in an international conference held in October.

Governance reform

- Faculty development (FD) seminars
  - Three FD online seminars were held with a visiting faculty member of the TESOL Program to improve English teaching techniques and class operation.
  - As various activities are increasingly transitioning to an online platform due to the COVID-19 crisis, faculty development (FD) and staff development (SD) seminars were held to improve online class operation and build familiarity with ZOOM and other applications.

- Appointment and recruitment of faculty/staff members who are non-Japanese nationals
  - When the Faculty of International Liberal Arts was established, a professor who is a US national was appointed as the Faculty Dean and Vice President for International Exchange. Later in FY2020, a US national and a Canadian national were appointed as Dean and Associate Dean, respectively.
  - A Korean national was appointed as Deputy Dean of the Faculty of Science and Engineering and an Australian national was appointed as Assistant Director at the World Language Center.

Educational reform

- Outcome of language education
  - The number of courses offered in foreign languages increased to 1,063 in FY2020. The percentage of course syllabuses written in English expanded from 10.3% to 44.5%, already above the target of 37.7% for the final year.
  - The number of students who have achieved our foreign language proficiency standard (equivalent to TOEFL iBT® 80 or above) increased by approx. 4.3 times from 296 in FY2013 to 1,299 in FY2020 (17.5% of the entire student body).

- First cohort of students to complete master’s program in the Graduate School of International Peace Studies
  - In March 2020, the first cohort of students graduated from the master’s program of the Graduate School of International Peace Studies (SIPS), which was established in April 2018. Some of the graduates are advancing to doctoral programs in overseas graduate schools, while others are pursuing careers at international organizations.
University's own indicators and targets

- Expansion of exchanges with African universities, etc.
  - Exchanges with African universities have grown from exchanges with 8 universities in 6 countries at the time the initiative was started to 14 universities in 10 countries in FY2020, meeting our target of "10 countries".

- Increase in the number of students advancing to overseas graduate schools
  - The number of students admitted to overseas graduate schools increased 1.8 times from 30 in FY2013 to 54 in FY2020. Major graduate schools include the University of Oxford (UK), Central European University (Hungary), University of Groningen (Netherlands), and the University of Glasgow (UK).

Featured initiatives based on the characteristics of the university

- Strengthening of joint research and collaboration with partner universities and organizations in Japan and overseas
  - An international joint research project with African countries promoted by Soka University was selected by the Japan Science and Technology Agency (JST) and the Japan International Cooperation Agency (JICA) as one of the FY2020 Science and Technology Research Partnership for Sustainable Development (SATREPS) Projects.
  - The project for producing aquatic resources through the cultivation of microalgae will be carried out from FY2021 over a five-year period including the preparation period in 2020, with Soka University as the lead institution and three other Japanese institutions and corporations (University of Shiga Prefecture, Lake Biwa Environmental Research Institute, and Mitsubishi UFJ Research & Consulting) and three institutions and corporations from Ethiopia (Bahir Dar University, Injijbara University, and Lake Tana Water Conservation and Development Organization).

- Entered the ranking and ranked up in various university rankings
  - In the Times Higher Education (THE) Japan University Rankings, the University ranked in Top 10 for two consecutive years in the Internationality category.
  - In the QS Asia University Rankings 2021 (announced in November 2020), the University ranked as follows: International faculty: 54th (4th in Japan), Outbound exchange students: 101th (8th in Japan), Inbound exchange students: 134th (17th in Japan), and international students: 141th (26th in Japan).

- Soka University President Yoshihisa Baba inaugurated as the President of the Association of Southeast Asian Institutions of Higher Learning (ASAIHL)
  - In December 2020, Soka University President Baba was appointed as the President of ASAIHL. The annual ASAIHL General Meeting was held at Soka University in March 2018 for the first time in Japan.

Initiatives under the self-funding plan to continue initiatives in the Top Global University Project after the end of government funding

- As a financial foundation to support the University's initiatives for the Top Global University Project as well as the further globalization of the university after the project completion, a donation project dedicated to this project was initiated, and a special fund has been established under the third capital fund. The University is about to reach the target of collecting a total of 3 billion yen for the fund.

Initiatives for the Global Citizenship Program (GCP) and improvement of student motivation

- The Global Citizenship Program (GCP), a cross-faculty program designed for students aspiring to be active in the international community, was initiated as part of the Soka University's Grand Design Initiative launched in 2010. Ever since the start of the program, GCP has significantly contributed to improving student motivation and achieving numerical targets of the Top Global University Project, as demonstrated by many GCP students achieving high English proficiency (80% of them score 800 or higher in TOEIC), participating in international conferences as a representative of Japan, advancing to graduate schools overseas or getting a job at foreign-affiliated companies, and 80% of the GCP students going on study-abroad programs.

Others

50th Anniversary Commemorative Project “Value Creation x SDGs” events

- Soka University celebrated its 50th anniversary on April 2, 2021. In commemoration, a series of symposiums under the theme of “Value Creation x SDGs” are being held periodically. Experts are invited to give keynote speeches on various fields of focus under the theme of the UN Sustainable Development Goals (SDGs), and initiatives by Soka University are shared.
  - Following the 7th Tokyo International Conference on African Development (TICAD7) post-event held last year, commemorative lectures were held inviting H.E. Mr. Lalama Smuts Ngoyama, Ambassador Extraordinary of the Republic of South Africa to Japan, and Ms. Beatrice Fihn, Executive Director of the International Campaign to Abolish Nuclear Weapons (ICAN). During the “Value Creation x SDGs” Week in December, symposiums, youth sessions organized by students, and exhibitions were held under the theme of “Peace and Human Rights” over a week.

A “virtual consultation desk” for international students

- A virtual consultation desk was set up so that international students could contact the staff of the International Affairs Office for consultation anytime and from anywhere around the world.

Student activities

- A Soka University student made a keynote report in the 2020 Online Japan-Russia Youth Forum. The purpose of the Forum is to have students who will shoulder the future Japan-Russia relations engage in discussions on themes of interest for students of both countries.
- An international student in the Graduate School of Science and Engineering won the Overall Best Presentation Award in the 2nd World Conference on Waste Management 2021.
- An international student in the master’s program of Environmental Engineering for Symbiosis, Graduate School of Science and Engineering (double degree program with the University of Valladolid, Spain) won an excellent presentation award (encouragement category) in the 18th Annual Meeting of the Wood Carbonization Research Society (WCRS) held online.
Internationalization

Promotion of study abroad opportunities for Japanese students & effective use of online tools

- The COIL educational program, for which preparations began from FY2020, was introduced and began offering modules (subject groups) together with kansai University as part of the “Forum for Promoting Internationalization of Universities” project, in which the University participates. The program for 2022 Spring was completed by some 110 students from 11 countries including 6 students from the University.

- The University’s overseas partner institutions has expanded to 227 institutions in 63 countries and regions with the addition of one new country, Uganda.

Enhancement of support for international students

- The United Nations High Commissioner for Refugees (UNHCR) Representation in Japan, the United Nations Association of UNHCR (JAU), and Soka University signed an agreement on a Graduate School Admission System for Refugee Students Based on Recommendations. Consequently, the University has become the first institution that concluded agreements for both undergraduate and graduate schools.

- In collaboration with the Pathways Japan (PJ) and the Japan International Christian University Foundation (JICUF), the University will accept a maximum of five Ukrainian students who wish to continue their studies in Japan as the Ukraine crisis continues.

Activities of overseas offices

- The “University of Nairobi - Soka University Liaison Office” was established on the campus of the University of Nairobi in Kenya in August 2021. This is Soka University’s fifth overseas office, following the establishment of offices in China, South Korea, Thailand, and the Philippines. The liaison office plans to provide information and advice to Kenyan students who are considering studying in Japan, offer support for students of Soka University studying in Kenya, and strengthen partnerships with partner universities in Kenya.

- An online academic seminar was held on the theme of “SDGs and Education” jointly with Thammasat University, Thailand.

- The UE-Soka University Friendship Clock was inaugurated on the Caloocan campus of the University of the East where the Philippines liaison office is located for further development of exchange between the universities.

- ‘Peking University Cherry Tree’ is Forever (working English title), a whole book bilingually translated in Japanese and Chinese, was co-published by the Office of International Relations of Peking University and the International Department of Soka University to commemorate the 40-year exchange between the universities.

Governance reform

Development of Global Core Initiatives

- A new department “Global Initiatives Office” consisting of the research institutes and Global Core Center was established to further advance the globalization of the campus, such as globalizing campus management systems and decision procedures.

Full-fledged activities using BEVI-j

- In the project “Development and Dissemination of Objective Evaluation Tests for the Effectiveness of International Exchange Programs,” the University has been selected as a partner institution (Hiroshima University is the lead institution), and plans to develop a wide range of cooperation with universities and other institutions in Japan and overseas.

- The BEVI-j tests will continue to be conducted for students studying abroad, and preparations are under way to assess the learning outcomes of all students in line with the diploma policies. This is scheduled to be implemented from April 2022 starting with the incoming students of FY2022.

- Started preparation to establish the Japan chapter of IBAVI (International Beliefs and Values Institute), which promotes activities using BEVI-j. Soka University will become the Japan chapter starting April 2022.

Enhancement of collaboration with other universities

- As a collaborating university of the project for building a network of Strategic Partnerships, which aims to strengthen international competitiveness, adopted as part of the “Japan Forum for Internationalization of Universities” project, Soka University is expanding its collaboration with other universities, sharing issues concerning strategic partnerships with overseas universities and the experiences/achievements of good practices and other activities.

- In the project’s symposium held in March 2022, a faculty of Soka University presented a showcase example on the University’s strategic partnership for English language education.

Educational reform

Initiatives to foster global perspectives

- A series of lectures, “Soka Global Perspectives,” were launched with an aim to provide opportunities to deepen one’s knowledge. Four lectures have been held so far by internationally recognized academics and leading experts, including the Slovenian Ambassador to Japan, Principal Natural Resources and Agriculture Economist of Asia Development Bank’s South East Asia Department, the UNDP Representative in Japan, and Director of FAO Liaison Office in Japan.

New course: Lectures by the Southern African Development Community (SADC)

- Ambassadors to Japan and delegates from eleven SADC member countries paid a courtesy visit to the University as the SADC’s special lectures will be offered as one of the General Education Courses for the 2022 Spring semester. The lectures held by inviting ambassadors to Japan and diplomats will help students expand their global knowledge on the bilateral relationships between Japan and SADC member countries as well as a wide range of fields such as culture, politics, and economy.
University's own indicators and targets

- **Increase in the number of students advancing to overseas graduate schools**
  - The number of students admitted to overseas graduate schools increased from 54 in FY2020 to 58 in FY2021. Major graduate schools include Harvard University (U.S.), University of Bonn (Germany), University of Glasgow (UK), The University of Melbourne (Australia), The National University of Singapore (Singapore), University of Paris 1 Panthéon-Sorbonne (France), and Peking University (China).

- **Enhancement of collaborative research and partnership with exchange universities and institutions in Japan and overseas**
  - The “11th Daisaku Ikeda International Philosophy Academic Symposium” was held as part of the 50th-anniversary commemorative project. The first symposium was held at Peking University in 2005 with academics from 11 universities participating, and various themes around the philosophy of Soka University Founder have since been explored.
  - For this 11th symposium, 80 research papers were submitted from 52 universities and institutions in 10 countries and regions under the theme of “Coexistence of Humanity and Global Citizen Education,” and four English breakout sessions and seven Chinese breakout sessions were held.

- **Ranked in global and national rankings**
  - In the Times Higher Education (THE) Japan University Rankings 2022, the University was ranked 5th in the Internationally category, maintaining its top 10 position for three consecutive years.
  - In the QS Asia University Rankings 2022 announced in November 2021, the University ranked as follows: International faculty: 54th (6th in Japan), Outbound exchange students: 101st (10th in Japan), Inbound exchange students: 119th (18th in Japan), and International students: 133rd (25th in Japan).

- **50th Anniversary Commemorative Event: “Value Creation x SDGs” series**
  - As part of the 50th-anniversary commemorative project, the “Value Creation x SDGs” events were held under the theme of “Global Citizenship Education.” Joint events with the partner universities such as the University of Alcalá and Soka University of America as well as student-organized exhibits, and other events were held.
  - The event was attended by renowned specialists with diverse backgrounds from around the world, including a professor of Osaka University’s Osaka School of International Public Policy, the Director of the Daisaku Ikeda Joint Research Institute for Education and Development at the University of Alcalá, Vice President of International Christian University, a professor and the Founding Director of the Development Education Research Centre at University College London Institute of Education as well as researchers from the partnership universities and institutions.

- **Others**
  - **International conferences**
    - The 2nd South Asia Research Center Online International Symposium organized by the South Asia Research Center was held and around 350 faculty, staff, students, and researchers attended the event. The keynote speech was delivered by Prof. Atul Khosla, Vice-Chancellor of Shoolini University, India, followed by two-day discussions on each of the section topics.
    - To commemorate its 45th anniversary, the Soka University Peace Research Institute (SUPRI) held a webinar series on “Promotion of SDGs and TPNW” to discuss initiatives to strengthen the effectiveness of the Treaty on the Prohibition of Nuclear Weapons (TPNW) and drive nuclear disarmament.

  - **Student activities**
    - A student was invited to give a speech as the student representative at the thematic session of a side event of The Tokyo Nutrition for Growth Summit 2021, organized by the Ministry of Agriculture, Forestry and Fisheries. The presentation was on the importance of community empowerment in international development, referring to the student’s experiences in a training course held in the Philippines as part of the Global Citizenship Program (GCP).
    - Team SOBITS, consisting mainly of students from Prof. Choi’s seminar in the Faculty of Science and Engineering, won in two leagues of the RoboCup Asia-Pacific 2021 Aichi Japan (a competition of Asia and the Pacific Region). The team also received an award presented by the Japanese Society for Artificial Intelligence. Furthermore, a student from the seminar developed “SOBIT Begin,” a robot operation system using a visual programing language Scratch, and won the Best Presentation award at the “2021 5th International Conference on Education and E-Learning (ICEEL).”

  - **ICRC Exhibition on Humanitarian Principles**
    - The International Committee of the Red Cross (ICRC) delegation in Japan and the University hosted the exhibition “Humanitarian Principles. Here and Now” through partnership with the Embassy of Switzerland in Japan, the Institut Français de Recherche sur le Japon at Maison Franco-Japonaise (IFRJ-MFJ), and the United Nations High Commissioner for Refugees (UNHCR) Representation in Japan.