

# Top Global University Project (Type B) Sophia University

## 1. Outline

### 【 Name of project 】

Creating a global campus with multiple hub functions and supportive governance

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

The objective of Sophia University is to create a unique global campus and make full use of hub functions that connect the world. In other words, under globalization, networks will be multiplied, with faculty and staff members that support the students' learning. We aim to provide a connecting hub that can serve as a base for circulating global human resources and a platform for exchange that can evolve into a node for global networks of higher learning and research, and to develop human resources that will support multicultural coexistence in the future.

### 【 Summary of the Project 】

The purpose of this Project is to provide—through the creation of a global campus with multiple hub functions and the establishment of supportive governance with an educational ideal springing from the Christian spirit passed down to Sophia University from Saint Francis Xavier—pioneering global education transcending the framework of nationality to develop human resources that can boldly take on global issues, and to create an environment that can make this possible. The pillars that support the Project clarify 3 points : 1) Creating “Sophia—Bringing the World Together”; 2) Building a Global Campus; and 3) Governance Reforms to Achieve a Level of World Recognition.

#### 1. Creating “Sophia – Bringing the World Together”

We will work toward: 1) meeting each individual student's needs in our education and establishing networks as a Catholic university; 2) systematizing and implementing global liberal arts education as well as its organic fusion with specialized education; and 3) equipping graduate schools to attract students internationally and establishing new research bases in order to expand and enhance distinctive education and research activities that can contribute to both an understanding of the rapid changes in human society and the resolution of the issues arising therefrom. Further, by emphasizing student-centered learning and thoroughly providing human education that is its necessary foundation, we will put in place global liberal arts education that fosters the capacity to respond to a global society.

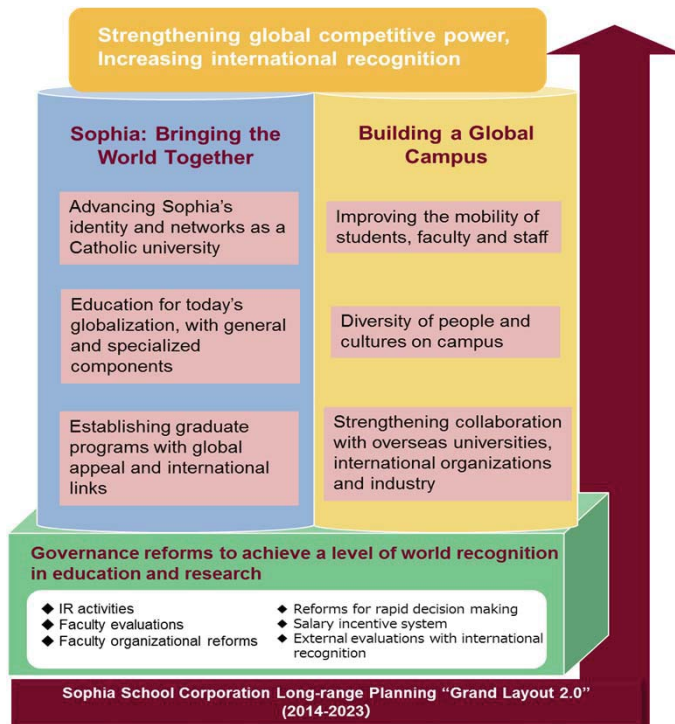
#### 2. Building a Global Campus

While emphasizing international cooperation, contribution to society and local collaboration, we will deploy education, research, and other activities contributing to society, focusing on the issues of poverty, the environment, education, and ethics that are linked directly to human dignity. Specifically, we will: 1) promote the mobility of students and faculty and staff members; 2) secure diversity in the members of the Sophia family and in the campus culture; and 3) work to strengthen collaborative frameworks with overseas universities, graduate schools, international organizations, and industry. Moreover, by taking advantage of the merits of a metropolitan university, we will position ourselves as an international academic platform and make Sophia University a “connecting hub” that serves as a base for circulating the global human resources active in the world today, leading to a new role for ourselves as a node for an international network of higher education and research.

#### 3. Governance Reforms to Achieve a Level of World Recognition in Education and Research

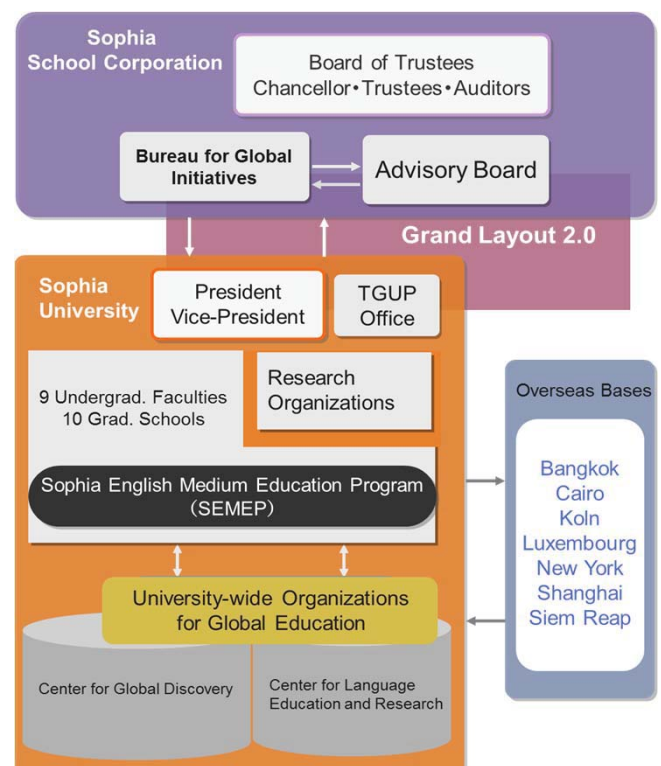
We will focus on: 1) establishing a system combining both originality and universality as a university achieving world recognition; 2) pursuing flexible system design and management as a “small comprehensive university,” 3) introducing cutting-edge initiatives in personnel performance assessments and in the composition of the faculty and staff members.

### The Purpose of the Project



In the spirit of “Wisdom (Sophia) bringing the world together” and realizing a world-class university, Sophia University will maintain its excellence in education, research, and commitment to society based on its founding spirit and educational traditions.

### Implementation Structural Chart



## 【Summary of the 10-year plan】

### ○ Establishing Sophia English Medium Education Program: SEMEP

We will promote the development of trans-disciplinary global education centering on the Sophia English Medium Education Program (SEMEP) conducted in English and aim at solving global issues. This program will be carried out in 8 departments and 5 Faculties.

### ○ Expanding the integrated study abroad system

We will implement collaborative programs with overseas universities and institutions taking advantage of our overseas offices and the network of partner universities abroad. Through the integrated study abroad system, the Department of German Studies at Sophia and its partner institutions, i.e. Freie Universität Berlin, will provide an environment in which the students from both universities can learn the languages and culture of both countries for one term in Germany and Japan. This system designed as an international education exchange on the department level enables students to take courses in English, Japanese, and German. We are planning to implement this system in other departments, such as the Departments of English Literature, German Literature, French Literature, French Studies, and Hispanic Studies.

### ○ Strengthening Catholic networks

We aim to strengthen our networks with Jesuit and other Christian institutions of higher learning by increasing the number of our foreign exchange partner universities (239 institutions in 49 countries as of June 2015) and overseas affiliated high schools. In this way we will strengthen the network of Sophia's education and research and aim to enhance student mobility.

### ○ Implementing an admissions system that meets the needs of diverse students

We will start admitting IB (International Baccalaureate diploma) holders in all faculties to make admission opportunities more flexible and diverse. A system of taking exams in student's home countries and remote interviews will be set up to improve international student mobility. We will also use our networks of Christian universities to admit applicants from designated schools overseas.

### ○ Introducing annual remuneration system

We will introduce an annual remuneration system for administrators in highly specialized fields, i.e., research administrators, admissions offices, curriculum coordinators, IR (Institutional Research), personnel and human resources development professionals.

### ○ Introducing a faculty evaluation system

We will set performance targets and evaluate actual performance from the perspective of "education," "research," "contribution to society," and "university administration." Assessment results will be used to determine promotions, compensation, allocation of research funds, burden reduction in the committees, and sabbatical leave; and aim to enhance the motivation of faculty members, and attempt an organizational restructuring.

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

Sophia University will implement the following distinctive initiatives to create a multi-tiered global campus as a metropolitan "small comprehensive university" having the advantage that all its faculties and departments are on a single campus, and with a rich network, including overseas bases and overseas partner institutions, that allows us to serve as a platform for education and research.

### Creating "Sophia — Bringing the World Together"

#### 1) Individualizing and networking our education as a Catholic university

We will seek to deepen humanistic education based on our founding ideals and educational spirit. In short, orient ourselves toward systematizing an education that can contribute to the resolution of issues such as poverty, the environment, education and ethics that threaten human dignity, and with the aim of supplementing the above, further seek to globalize the campus using the Catholic university network.

#### 2) Systematizing and implementing global liberal arts education and coordination with specialized education

We have developed a trans-disciplinary global education centering on SEMEP, Sophia English Medium Education Program, conducted in English. With several Faculties and Departments mutually cooperating with one another, it will not only make trans-disciplinary global education courses possible in English but also help develop into a pioneering program that will foster individuals who can contribute to the creation of harmonious multicultural societies. Advanced general education courses for global liberal arts will be constructed in such a way as to bring about effective coordination with specialized education.

#### 3) Improving graduate schools and setting up research centers that can appeal to the world

We will initiate collaborative programs with overseas universities and graduate schools by making full use of the network of our overseas offices and partner institutions. The integrated study abroad system will be expanded. We will expand the affiliated schools for double degree and joint degree programs and for a system of special graduate admission.

### Building a global campus with multiple hub functions

#### 1) Promoting student mobility

Promoting the mobility of students, faculty and staff members; and securing the diversity of the Sophia family and the campus culture. To boost the mobility of students we will establish a new pre-enrollment language education program and introduce both autumn semester enrollment and a quarter system. We will expand the scholarship system for students from overseas. In order to bring in more diverse students we will work to create a more flexible admissions system as well as increase the number of student-exchange partner institutions and overseas affiliated schools.

#### 2) Guaranteeing diversity of campus culture and Sophia's constituent members

With the acceleration of globalization, we will hire more foreign instructors and increase the proportion of Japanese instructors with degrees obtained abroad. We will revitalize educational and research activities in order to gain global competency that can contribute to problem-solving.

#### 3) Strengthening of collaboration with international organizations, overseas universities and industry

Sophia University will expand its three-way program in collaboration with two foreign universities. We will steadily expand the use of overseas offices. A mutual collaboration of programs set forth by 3 universities can create an academic and international educational program. We will establish a "Global Competency Program" enabled by collaborative measures taken with international organizations and industry. Through this program we aim to cultivate and send students into society to take leadership roles that reflect on our educational principles and values.

### Governance reforms to support world-ranking education and research

We aim to create a flexible system and operation as a metropolitan "small comprehensive university," enhance IR promotion, and establish a fast and systematic decision-making process. We will promote "global" faculty development (FD) and "global" staff development (SD) in order to improve the global competency of faculty and staff members. We will establish an international advisory board, and secure international recognition by exchanging opinions and studying the information provided by knowledgeable people overseas.

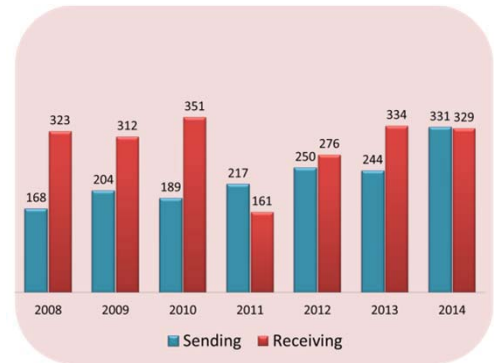
## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expanding the Integrated Study Abroad System

Under the integrated study abroad system initiated in the Department of German Studies, Faculty of Foreign Studies, the number of our partner universities increased from 4 to 17 in 2014 and we accepted 20 partner-university students who have interacted actively with Sophia students. We are planning to accept 31 students from the partner universities in 2015 and send 57 students to those universities in the autumn of 2015, which will be the equivalent of 79% of the sophomores in the Department of German Studies. Currently, we have an ongoing plan to increase our partner universities and will further expand this system to promote interaction among students. We are taking measures to introduce similar systems in other departments as well.



(Changes in the number of students sent and received based on agreements)

##### ○ Establishing the Center for Global Discovery

The Center for Global Discovery, established in 2012 within the Faculty of Foreign Studies, was expanded to a university-wide organization in 2015. The Center is proactive in planning long and short-term study abroad programs, expanding active learning programs and general education programs aimed at developing human resources, and designing internship programs at home and abroad. (Newly opened courses: about 60)

##### ○ Professional counseling for study abroad

A well-trained study abroad counselor has been giving individual counseling to students interested in study abroad since January 2015. Students are advised on the educational systems in foreign countries, study abroad procedures in different countries and visa acquisition. (Number of consultations: 105 in March 2015)

#### University reform

##### ○ Constructing an IR Related system

All the information necessary for policy and decision-making in education and research as well as school management will be consolidated. We have set up a data warehouse for improving the quality of data processing and data management tools in such areas as academic affairs, admissions, personnel affairs, and financial affairs in order to facilitate governance reforms.

##### ○ Conducting a questionnaire survey to alumni, including exchange student alumni

During February and March, 2015, we have conducted a survey via the web with the purpose of improving our globalization projects in the future. The comments and opinions received in the questionnaire from 359 graduates (including exchange student alumni) will be used to grasp the needs of our graduates and form the basis of the database on matters concerning globalization.

#### Educational reform

##### ○ Introducing entrance examinations using TEAP

We have started to use TEAP (Test of English for Academic Purposes) in our entrance examinations for 2015. This new system enables the admission of students with different backgrounds and the selection of diverse applicants. We had a total of 9,106 applicants in the 2015 entrance examinations using TEAP.

##### ○ The system of rolling admissions

There are 4 schools out of the 7 designated schools that can apply for Fall admissions. Since each school has its own respective academic schedule and selection process, we are trying to apply a more flexible system for the 2015 Fall applicants, namely, "rolling admissions", in which there will be no previously specified deadline for submitting an application. The university will review the application by pre-arrival screening and interviewing by Skype if necessary.

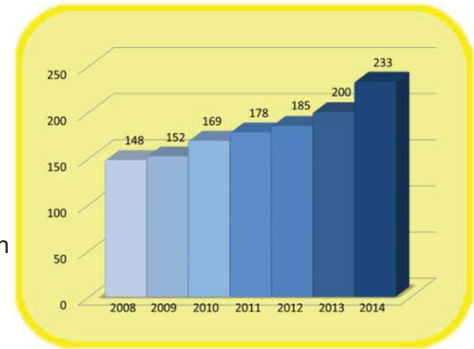
##### ○ CLIL workshop for faculty members

We have invited Professor Christiane Dalton-Puffer of the Universität Wien, the world's foremost authority in CLIL, to give seminars and workshops to introduce teaching methods in foreign languages. We have already implemented CLIL in freshman compulsory language courses and language courses for sophomores and above. The introduction of CLIL has improved the quality of the classes.

## ■ University's own indicators and targets

### ○ Strengthening collaborative programs with foreign universities and graduate schools

As of 2014, a double degree program with SOAS, the University of London has been offered to students, and we have also initiated a special graduate admission system with Fordham University. The possibility of opening a new double degree course for Japanese studies is now under discussion between the Sophia University Graduate School of Global Studies, Graduate Program in Global Studies and the Freie Universität Berlin. A trial program is planned to take place in 2015. Sophia will enter into an agreement with both Georgetown University and Teachers College Columbia University in 2015 to initiate a special graduate admission system.



〈Changes in the number of overseas partner institutions〉

### ○ Admitting overseas students from diverse countries and regions of the world

As a measure to develop a model for a global campus, we are trying to build a diverse student body by admitting applicants from overseas partner institutions in various countries and regions of the world. For 2014 we have admitted 5 students from 7 partner institutions in China, Korea, Indonesia, and the Federated States of Micronesia.

### ○ Flexible and various systems of admission

The Faculty of Liberal Arts and English-taught courses in the Department of Science and Technology for the Fall semester have already implemented admission based on the International Baccalaureate diploma (IB). From 2016, all Faculties will accept applications of IB holders for "admission by recommendation" and consider the implementation of a new admission system for IB diploma holders.

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

### ○ Signing of Collaborative Agreements with industry and international organizations

In November 2014, we signed a partnership agreement with the Volvo Group. We have also concluded a number of partnership agreements with international organizations, such as UNDP, UNHCR, APIC (Association for Promotion of International Cooperation), AfDB (African Development Bank), UNESCO, and SEAMEO-RIHED (Southeast Asian Ministers of Education Organization – Regional Centre for Higher Education and Development). Educational partnership with these international organizations will provide our students with internship opportunities and enable us to hold joint symposiums and seminars. During the spring vacation in 2015, 6 students joined a four-week internship program in the marketing and IT division of UD Trucks which is one of the companies of the Volvo Group.



〈Signing Ceremony with UNDP and UNHCR〉

### ○ Establishment of the Global Admissions Office

The Global Admissions Office was set up within the Admissions Office in January 2015. The office aims to expand designated schools and implement a special admission system for foreign applicants. (There are 4 staff members in the office.)



〈Sophia ASEAN Hub Center Symposium〉

## ■ Free description

### ○ Future development of overseas offices

In addition to our offices in Luxembourg, Cambodia, Egypt, and Shanghai, we have opened a Sophia ASEAN Hub Center in Bangkok in February 2015. The Center will strengthen the relationship with universities in the ASEAN region and the Greater Mekong Subregion Tertiary Education Consortium; liaise with regional companies and partner institutions of higher learning; strengthen university-industry linkages in the ASEAN region for developing internship programs and recruiting strategies. In March 2015 a commemorative symposium was held to inaugurate the opening of the Sophia ASEAN Hub Center. The event brought together participants from 8 countries in the ASEAN region to present different perspectives on topics such as the internationalization of higher education in the ASEAN region and the vision of Sophia's role in the region. The participants in the symposium were inspired by the presentation of Sophia's educational model. In April 2015 our offices opened in New York and Köln and will initiate various global programs.

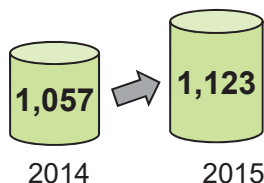


### 3. FY2015 Progress

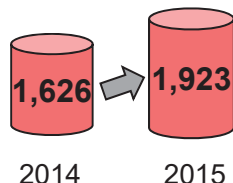
#### ■ Common indicators and targets

##### Internationalization

〈Outbound students〉



〈Inbound students〉



##### ○ Expanding student exchange (1,123 outbound students ; 1,847 inbound students)

As of March 1, 2015, we have 266 overseas partnership institutions in 51 countries. 33 universities from 3 countries have been newly added to the list since 2014. Number of outbound students has seen an increase with 66 more students for a total of 1,123; whereas, 297 students have brought the total of inbound students to 1,923 since 2014. We are expecting to step up student exchange in the future and aim to realize our goal of “Establishing a Global Campus “on a university-wide basis.

##### ○ Starting Integrated Study Abroad System in the Department of German Studies

The Integrated Study Abroad System allows students in the Department of German Studies to take some of their required language courses in the partner institutions in Germany. 51 students have been sent to Germany and studied German at the partner institutions for 6 months; whereas we have accepted 31 students from Germany. The development of this system has helped us create a good learning environment for students after they have returned from abroad. Increase in the number of German students has also enabled us to establish courses in which Sophia students can study together with them.

##### University reform

##### ○ Advisory Board has been held

We have set up an advisory board in 2015 to assist the Bureau for Global Initiatives which was established to promote Sophia's overall globalization. The purpose of the advisory board is to provide us with assessment on world-class education and research. The Board consists of both foreign and Japanese specialists invited from outside the university. As third-party observers, the board members will give advice on the process of creating and implementing globalization projects. The first meeting held in December was attended by 8 out of 11 advisory members and the participants exchanged their ideas and opinions on a theme “Liberal Arts Education for today's globalization, with general and specialized components.” In consideration of our ongoing effort to improve the quality of liberal arts education, the board members recognized our long-established methods of fundamental education; on the contrary, they pointed out that if we were to focus the role of liberal education in this rapidly progressing global society, we would need to reexamine a liberal education and globalization of education as well as redefine human traits that a liberal education aims to create.

##### ○ Global SD

We sent one full-time staff member to AJCU-AP (Association of Jesuit Colleges and Universities in Asia Pacific), IFCU (International Federation of Catholic Universities), and ASEACCU (Association of Southeast and East Asian Catholic Colleges and Universities) to attend the respective conference. Mutual exchange with people representing the respective associations and federation gave us an opportunity to strengthen the network with overseas Jesuit institutions. Also, we carried out a practical training course by sending one full-time staff member to the UN Headquarters to learn about the United Nations Global Compact (UNGC) and studied ways in which Sophia could collaborate with international organizations. Furthermore, we sent 2 full-time staff members to “Service Learning in India” to accompany the students to travel and participate in practical training to deepen the understanding of international situation. Such participation by staff members has proven successful in support of our goal to nurture individuals who can promote the challenges of global education.



〈Service Learning in India〉

##### Educational reform

##### ○ Reorganization of Center for Global Discovery as a university-wide organization

The Center for Global Discovery was reorganized as a university-wide organization in April 2015, and carried out the following featured initiatives.

##### ● Introduction of Internship courses

We have established 3 new internship courses, namely “Global Business,” “Issues and Challenges on International Cooperation,” and “Volvo Group Internship.” We sent 55 students to 28 companies and international organizations during the spring and fall semesters together. Among the internship students, some have obtained an opportunity to study abroad as an exchange student or to take part in a long-term internship program. The internship program provides students with an opportunity to make full use of university-acquired specialized knowledge and skills in global society. The internship program will give them a chance to find out things they need to learn during the remaining school years.

##### ● Introduction of variety of courses in collaboration with companies and international organizations

We have opened three new courses: 1) “The Dynamics of a World Leader in Sustainable Transport Solutions” in collaboration with Volvo Group, 2) “Business and Development Projects in Africa” with Toyota Tsusho, JICA, and the African Development Bank and 3) data science related courses with Mitsubishi Research Institute.

##### ○ Study abroad counselor and introduction of English learning advisor

The system of study abroad counseling which was started in January 2015 has been providing counselling to students by a specialist. In the past one year (from January to December 2015), more than 1,000 students (83 students per month) have received study abroad counselling. Also, a professional advisor specialized in English learning has been helping many students since September 2015 in shaping their speaking and listening skills as well as how to study for TOEFL and IELTS. (200 inquiries received from October to March 2015)

## ■ University's own indicators and targets



〈Sophia-CUTC Educational Cooperative Agreement Commemorative Symposium〉

### ○ Strengthening of collaborative programs with overseas universities and graduate schools

Sophia University and Columbia University Teacher's College (CUTC) in NY had entered into an education cooperative agreement concerning special affiliated overseas graduate school. By entering into this agreement, Sophia students with recommendation wishing to pursue their study at CUTC will have a benefit of being notified of their result earlier than students taking usual admissions process. In this way the student may have advantage in selection process. CUTC is the second institution with which we have entered into a similar agreement following Fordham University in New York. Two Sophia students passed the admissions process to advance to CUTC under this cooperative agreement; whereas one student passed to study at Fordham. We will increase the number of affiliated overseas graduate schools to widen the choice of universities for Sophia students to select from. In commemoration of entering into an agreement with CUTC, a joint

symposium was held on October 25, 2015, at Sophia University. The theme of the symposium was "Why we need evidence-based education policy and practice" and many specialists from both universities representing different fields of profession actively participated in the discussion paving the way toward a future partnership between the two universities.

### ○ Increasing designated overseas high schools

In 2013 we started to admit students from designated overseas high schools and we now have 13 partner institutions in 6 countries, one in China, one in Thailand, one in the Federated States of Micronesia, 2 in Indonesia, 3 in Korea, 4 in Taiwan and one in Vietnam with one high school in Vietnam and 4 high schools in Taiwan that we have recently entered into an agreement, respectively. By entering into partnership agreement with high schools in various countries, we can ensure the admittance of excellent students with various backgrounds, which in turn can contribute to the creation of global campus. We will seek to expand the relationships with overseas high school of good standing around the world.

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

### ○ Inviting faculty and staff members from overseas partner institutions and holding a workshop and a symposium

We have invited some faculty and staff members from partner institutions in Asia and held a workshop and symposium on the theme of globalization of staff members. 3 faculty and staff members are in charge of handling globalization at their universities, namely Ateneo de Manila University in the Philippines, Chulalongkorn University in Thailand and the National University of Malaysia with whom we have a long mutual relationship. At the workshop held the day before the symposium, the participants introduced the situation in their universities and exchanged their opinions. At the beginning of the symposium, the participants made the presentation on globalization and talked about their success stories. Sophia staff members joined the panel discussion and introduced how the staff members are involved in the globalization of the university and set forth their opinions on how we should deal with this issue in the future.

It is important to note that this symposium has served as part of our Global SD by having the symposium planned, prepared, and managed by the younger members of our administrative staff.



〈Four Asian Universities' International Symposium〉



〈Students of Department of German studies taking the final exam at the Cologne Office〉

## ■ Free description

### ○ Future development of overseas offices Cologne Office, New York Office are now open

With the opening of our offices in Cologne and New York in April 2015, we now have 7 overseas offices all together. The Cologne Office supported students from the Department of German Studies (51 students from Sophia University) and supported the implementation of the final exam.

The New York Office has cooperated in managing the training program carried out in the UN during the spring and summer vacations.

The Sophia ASEAN Hub Center in Bangkok arranged a study tour to international organizations and Japanese companies for Sophia students studying in Thailand. The Center played an important role in managing the tour. By emphasizing the features of individual offices, we aim to have our overseas offices play an important role of hub function for education and research.

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Enhancing social engagement programs and overseas internships

As for overseas short term programs, 5 courses were established featuring unique quality of Sophia University including “Social Engagement Programs” which provides students firsthand learning through field works overseas. In relation study tours took place in Washington DC, Mekong basin and Benin for the first time. 581 students participated in overseas short term programs (85 more than last year). As for credited overseas internships, 3 new destinations were added and 12 students (2 more than last year) were sent to 8 organizations. Upon enrichment of study abroad programs and overseas internship programs, an ideal environment for global studies is now being well prepared.

##### ○ Increase in numbers of outbound students

The numbers of student exchange partner institutions reached 260 and expanded to 47 countries (20 institutions and 7 countries more than last year) 394 students participated in the program (35 more than the last).

##### ○ Developing internship programs and enhancing Japanese language courses for international students

Two adjunct faculty members were hired this year again for enhancement of Japanese language courses and developing new courses linking to internship programs for international students. The new courses “Introduction to Japan Economics for international students (CLIL)” and “Business Japanese (Preparation for Internship)” have been created by them.



〈 Mekong study Tour – Organic Farm Visit 〉

#### University reform

##### ○ Advisory Board Meeting held twice annually

Board Meeting was held twice in May and February. The members are consisted of local and international professionals and experts. Topics discussed were: “How to obtain outstanding students from overseas”, “Strategies to obtain external funding.” The valuable suggestions were offered by members to improve the current status of Sophia University through the active discussion.



〈 Advisory Board Meeting 〉

##### ○ Global SD

An administrative staff attended ASEACCU (Association of Southeast and East Asian Catholic Colleges and Universities) Conference to have an opportunity to consider the globalization of Catholic Universities. Also a staff was placed in charge of Social Engagement Program at UN Headquarters and also received training on utilizing SNS for PR at UN Social Media Team.

##### ○ Execution of the new evaluation system for faculty members

As an outline of the new evaluation system was created in 2016, the system is to be executed as a test trial in 2017. The aim of the system is to motivate faculty members as well as to encourage advancement of education and researches. The special incentive is to be awarded to faculty members with excellent performances.

##### ○ Promotion of IR (Institutional Research)

“Tableau Server” system was constructed to share information on financial affairs and benchmark analysis for updating news and support decision makings of University top level administrators.

#### Education reform

##### ○ Distribution of JMOOC online

As “A Study of Angkor Wat: An Integrated Study of Human Beings from New Perspective” was distributed online in September, many learners, domestic and overseas participated. The case study was presented in the international conference, “The 1st Asia Pacific MOOCs Stakeholders Summit” in March by our staffs..



〈 JMOOC “A Study of Angkor Wat” 〉

##### ○ Introduction of “TEAP exam with 4 skills” for entrance exam of all faculties

From admission for 2017, TEAP score with 4 skills (R, L, W, S) was used as an application criteria for entrance examinations of all faculties. We promoted “TEAP examination” (as a part of entrance examination) nationwide it resulted in increasing number of applicants. Sophia takes a leading position in utilizing external English test score as a part of an entrance examination.

##### ○ Implementation of International Student Survey

The student survey was implemented covering the wide area: from the college education to student life support for international students who learn at Japanese taught faculties. The result of the survey will be considered to improve the student service as well as to plan curriculums from 2018 onward.



## ■ University's own indicators and targets

### ○ Increasing in numbers of overseas designated overseas high

As we concluded partnerships with three new high schools overseas, now the numbers of overseas designated high schools reached 15. The areas and countries of these high schools expanded from Korea, China, Indonesia, Micronesia, Vietnam, Thailand, America and Inner Mongolia contributing to the diversity of our student body. For the students from these schools "Rolling Admissions" is implemented to realize the smooth admission process.

### ○ Implementing admission by International Baccalaureate (IB)

From admissions for 2017, IB examination: emphasizing self-motivated learning of knowledge, strategic thinking, critical learning with clear goals and language skills, was implemented for the university admission. This admission process is targeting IB diplomat recipients. We received 30 applicants in total and 22 were accepted. Implementing variable admission processes result in diverse student body from domestic and overseas in order to create a global community on campus.

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

### ○ International Symposiums:

**"Policies Needed to Enhance Academic Mobility"** was held on May 20 under the cooperation of JASSO. Educational specialists from EU, North America, Asia and Oceania as well as the professionals from organizations such as OECD and SEAMEO contributing to internationalization of higher education gathered to present current state of higher education in each region. Active discussion took place in order to overcome the differences and to reach desirable outcomes. In the morning session, Vice President Miki Sugimura gave presentation in current state of higher education in Japan as well as our challenges promoting presence of Sophia University.



◁"Policies Needed to Enhance Academic Mobility"▷

**"Innovations in Student Mobility"** was held at Chulalongkorn University on January 27. With a full cooperation of Chulalongkorn University, this symposium was also jointed by Nagoya University and Toyo University as their Bangkok satellite offices are also located within Chulalongkorn University. About 60 members participated and their active discussion contributed to future planning as well as strengthening of cooperative framework in such: promoting student exchanges within ASEAN regions and establishing active learning programs. Through this symposium the presence of Sophia ASEAN hub center was enhanced.



◁"Innovations in Student Mobility"▷

### ○ FD/SD lectures

FD/SD lecture "Jesuit Education in Globalizing Society" was held for faculty members and the staffs by Fr. Dennis McNamara (Special Assistant to the Georgetown University) and Fr. Michael Sheeran (President of the Association of Jesuit Colleges and Universities). As they both are experts in education as well as members of SJ making big contributions internationally, their valuable experiences were shared in the lecture. More than 70 faculty members and staffs participated and after the lecture the active discussion took place. It was a meaningful occasion to deepen understanding in Jesuit education as well as the globalization.



◁"Jesuit Education in Global Society"▷

## ■ Free description

### ○ Beijing Office open

Beijing office started its operation from November. Faculty member from Sophia visited potential partner high schools as well as the partner institution in Inner Mongol in December. Staffs of our liaison office in China attended taking an active role in strengthen relation with the partner institution as well as in communicating with potential partner high schools in anticipation of concluding partnership agreements hereafter.

Also we have been keen in promoting partner relation with top universities in China and our liaison office is expected to act as a bridge in between. While our liaison office in China have been promoting admission of Chinese students to Sophia, in spring 2017, 17 non-degree students are entering our programs by their effort.



◁ Beijing Office Opening Ceremony ▷



## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Enhancing overseas short term programs

As for overseas short term programs, 6 new courses were established: "Micronesia Exposure Tour", "Socio-Economic and Human Development Study of India", "Practical Intensive Course on International Civil Service at United Nations", "Universidade de Coimbra Short-term Language Course", "Estonia Study Tour", "Intro. to the History & Contemporary Society of Africa". Overseas Social Engagement Programs were offered for the first time twice a year in Spring and Autumn to Africa. A total of 45 overseas short-term programs were offered with diverse contents in various host countries, sending out 574 students (3% increase over previous year).

##### ○ 10th Global Leadership Program with Five Jesuit Universities in East Asia

Sophia hosted the one-week program of "Global Leadership Program (GLP)" with five Jesuit universities of East Asia. A total of 28 students from Korea, Taiwan, Indonesia, Philippines and Sophia held group discussions on the theme of this year "Ignatian Leadership and Urban Renewal: Leading in the City". Through in-depth discussions on the issues of urbanization and the elements that create the individuality of cities, the students shared a sense of solidarity and friendship.



Global Leadership Program with Five Jesuit Universities

##### ○ Enhancing solidary: Catholic Network International Meeting

Attended NAFSA, EAIE, APAIE, International Education Conference held by Association of Jesuit Colleges and Universities; met with partner institutions and future partner institutions for networking; discussed double-degree program with Chulalongkorn University (Thailand) and Fordham University (USA). The number of exchange program partner institutions has increased to 284 from 55 countries, and the numbers of incoming and outgoing exchange students are also increasing.

##### ○ Increase of inbound short-term programs

In addition to the current regular programs (summer 2, winter 1), various tailor-made programs led to a sharp increase in the number of incoming international students (1,044 students in AY2017; 68% increase over previous year). The short-term program system was improved to make application easier such as by giving in advance the final registration acceptance for a course students with to take. This contributed to a large increase in the number of incoming international students as well as to simplify the application clerical work.

#### University reform

##### ○ Analysis by IR (Institutional Research), Efforts for decision-making

Utilizing the IR promotion system developed over time up to last year, the rank of Sophia in the world university rankings was analyzed based on various published database. The analysis data was posted on the Fact Book for wide sharing of information. Also, multifaceted analysis was conducted based on assessment of the learning outcomes of students; the analysis data was shared among university officials for discussions on education/learning policies.

##### ○ International Advisory Board Meeting; report of First Recommendations

In July, the First International Advisory Board members held their meeting, the fourth in total, made recommendations based on the discussions held in the past two years. Submitted to our Bureau of Global Initiatives and shared by our Board of Trustees and other university committees, the recommendations will help us in deciding our future globalization policies. In October there was a change in the members. In March, the new members held their first meeting under the theme of "Developing an English-medium Degree Program". Specific recommendations were made on the new English-medium Degree Program for which discussions are ongoing, giving us constructive and valuable information.



Advisory Board Meeting held in July

#### Education reform

##### ○ Discussions for creating a new English-medium Degree Program

Discussions were held for the curriculum, admission, entrance exam etc. of the new English-medium Degree Program offered jointly by 6 Departments. Based on the contents of the program, final decision was made to name it "Sophia Program for Sustainable Futures"(SPSF). Discussions for more details will be continued on to prepare for the opening in 2020.

##### ○ Conducting a survey on overseas demand for the new program

Relating to the above new program (SPSF) under consideration, we asked for cooperation and carried out a survey questionnaire on program application intentions of the students in multiple South-East Asian partner institutions and high schools with which we had exchanged students. Answers from over 400 students in 7 countries showed us the needs which will help in developing efficient program curriculum and PR activities

## ■ University's own indicators and targets

### ○ Increasing in numbers of overseas designated high school

As we concluded partnerships with 6 new high schools overseas, now the numbers of overseas designated high schools reached 21. In 2017 Autumn Semester, 24 students were enrolled. The new partner institutions are located in Inner Mongolia, India, Thailand and Cambodia, ensuring the diversity of our incoming students.

### ○ Enhancing overseas admission PR activities

To enhance overseas admission PR activities, IB admission policies were introduced in Amsterdam (Netherlands), Frankfurt, Düsseldorf (Germany) and a survey was conducted to increase overseas designated high schools. There is an increase in the number of applicants by overseas designated high school admission system, showing the effect of the measures taken for increasing the overseas designated high schools.

### ○ Global SD program of overseas on-the-job training for staff

As part of the Global SD program, staff were sent out to attend the conference of the Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU), Annual General Meeting of Association of International Education Administrators (AIEA), the program of "United Nations: Role and Functions", and Mekong Economic Corridor Study Tour. The staff gained a deeper understanding of the educational philosophy of Sophia, learned about the current situation of support for students with special needs in South-East Asia, studied globalization of higher education and outreach activities of UN, took part in planning and management of student training. These experiences provided productive opportunities to enhance the global competency of the staff.



Hohhot No. 2 Middle School; new designated high school (inner Mongolia)

## ■ Featured initiatives based on the characteristics of the university (type B only)

### ○ Lectures by UN Secretary-General, UN High Commissioner for Refugees, Special Event "Let's Speak to the Pope Francis", International Symposium

Inviting UN Secretary-General António Guterres, Sophia hosted a special lecture for students, open to the public, "Global Challenges: The Role of Human Security." Following the lecture, a dialogue was held with students from 13 universities, including Sophia, linked with the UN Academic Impact program. Sophia also invited UN High Commissioner for Refugees, Filippo Grandi who gave a lecture on the role of education in refugee protection and the role of Japan's support. In December, a special event "Let's Speak to Pope Francis", a video conference direct with the Pope was held. Over 700 students, faculty and staff took part and lively discussion was held on the goals of studying at university, education and religion.

Further, in October, inviting internationally known experts on social justice education, a symposium "Future Possibilities and Challenges of Teaching about "Privilege" and Racial Identity in Japan-" was held. Following the keynote address, Sophia faculty coordinated a panel discussion on the issues future research will be facing and how achievements can be given back to education.,

### ○ Sophia University International Student Speech Contest in Japanese

The speech contest was held for the first time at Sophia based on our project plan. Intended to serve as a platform for international students learning Japanese to present their outcomes, help to elevate their motivation for learning Japanese and acquire higher proficiency. Eight finalists who passed the first stage (4 each for beginners and intermediate/advanced level), presented unique speeches on various subjects. Japanese student volunteers helped the contestants in practicing their speeches, experiencing a cross-cultural exchange on campus. The contest was introduced on website, Sophia magazine, and in Japanese classes, inspiring international students for higher motivation to learn Japanese.

### ○ Creating implementation system for Student Integration Program

Appointed a staff member for planning, coordinating and carrying out the Student Integration Program, intended to unite international and Japanese students in various scenes to better understand each other. The hub for the program will be SSIC (Sophia Student Integration Commons) on 1 F, Bldg. 11. A bazar was held for international and Japanese students, lively activities were conducted with exposure to Japanese culture as well as the cultures of home countries of international students. Participants experience diverse interaction with students from different cultures. This gives an opportunity for students to gain deeper mutual understanding.



"Lecture by UN Secretary-General António Guterres (December)



Award ceremony of International Student Speech Contest in Japanese

## ■ Free description

### ○ Opening of Los Angeles Office

Based on our project plan, we have carried on discussions and planning for Los Angeles office. At the end of February, Lighthouse, running international education business in Los Angeles, agreed to undertake the establishment of our hub office. Ensuring recruitment of students from overseas is a pressing task for our student recruitment strategies and we need to specially strengthen recruitment of "new nisei: second generation" (Japanese born and brought up in US whose parents are born in Japan). The opening of our hub office in LA is expected to enhance the recruitment activities such as international PR in the West Coast holding many partner institutions with a strong background of incoming and outgoing student exchange, planning programs for local high schools, Japanese language supplementary schools and cram schools.

## 6. FY2018 Progress

【Sophia University】

### ■ Common indicators and targets

#### Internationalization

##### ○ Enhancing global education courses

Our cultural educational program “Global Competency Program” aims to help students acquire high level of culture and practical skills required for career formation in international cooperation. The specialized courses are now offered to a wider level of student years and this led to an increase in number of students taking the course. The Program invites specialists from diverse areas as visiting lecturers to help students improve their expertise for specific career fields. Further enhancement of the Program contents is planned by starting collaboration with domestic volunteer groups from next year.

“Global Internship Course” will be expanded to offer internship programs of 2 weeks to 5 months at international organizations and global companies holding agreement with Sophia, and allowing students to obtain credits by attending courses before and after the internship and submitting assignments. Diverse efforts to develop wider range of fields for internship such as mass communication, trading companies, international institutions, and to add countries for overseas internship such as UK, Cambodia, Thailand, the Philippines and Malaysia led to a 20 percent increase of students taking overseas internship courses. Total number of students taking the course was 93, exceeding the 81 of previous year.

##### ○ Enhancing Networking by attending International Meetings and Catholic Network International Meeting

Attended NAFSA, EAIE, APAIE, International Education Conference held by Association of Jesuit Colleges and Universities; met with current partner institutions and future partner institutions for active networking; the total number of incoming and outgoing exchange students with partner institutions was kept at over 1,600. Also produced visible results such as new programs developed with overseas graduate schools, described later, and selected as COIL (Collaborative Online International Learning) under the Inter-University Exchange Project. Active participation of Sophia officers helped expand presence of our university. At the end of this year, the number of partner universities has expanded to 299 institutions in 57 countries.

##### ○ New International Student Dormitory is completed

The building of a new shared type dormitory for both international and Japanese students, “Sophia-Arrupe International Residence, is completed. 2019 dormitory application has started. “Sophia-Arrupe International Residence” is named after Fr. Arrupe Pedro, who was Superior General of the Society of Jesus (SJ) and closely associated with Japan. The educational philosophy of Sophia, “Men and Women for Others, with Others,” is derived from his vision and keeping this in mind, Japanese and international students live together in one dormitory and learn to respect each other. The dormitory plans to create its own educational programs available for all dormitory students to help them grow into individuals with global competency.



〈Shared area “Common Living” of new international student dormitory〉

##### ○ Introduction of Global Education results measurement tool (BEVI-J)

“BEVI (Beliefs, Events, and Values Inventory)” will be introduced as pilot test to some programs starting with verification, assessment and analysis of study abroad results. BEVI is a psychological analysis test introduced to over 60 higher education institutions mainly in the USA. This test helps students realize the changes of their awareness and attitudes to their values and different cultures. It helps the university grasp the tendency of changes students undergo in each study abroad program. The test will be further introduced to a wider range of students to measure, verify and analyze the results of study abroad programs.

#### University reform

##### ○ International Advisory Board Meeting

In September and March, the Second International Advisory Board members held their meetings. Experts from in and outside Japan were invited and made recommendations based on active exchange of opinions. At the September meeting titled Globalization of Universities for the Next Generation, discussions were held on subjects such as definition of “Globalization of Universities”, competencies to be acquired by students, utilizing and developing Sophia's international networks, and cooperation with industry. Many positive proposals were made on the educational program under consideration and future approach of the international networks. At the March meeting titled Graduate Education Reform and its Links with Research, lively discussions were held on extensive range of subjects including the two wheels of this Project, the educational development and Sophia's approach to research promotion, revitalization of Graduate Programs, and continuing education programs. Constructive and valuable knowledge and information were obtained for the new Graduate Programs under consideration and programs for working adults.



Advisory board meeting in March

##### ○ Analysis by IR (Institutional Research), Efforts for decision-making

Utilizing the IR promotion system developed by this Project, surveys were conducted on students who graduated 3 years, 5 years and 10 years ago, to collect various data for Internal Quality Assurance. The survey results of the graduates are shared by major in-house meetings and effective use of the data are discussed. For the overseas surveys, based on analysis of online inflow using Web traffic analysis, policy proposal was made on PR strategies for a new English-taught degree-program (SPSF) to be offered in 2020 based on our initiative of this Project.



## Education reform

### ○ Preparing for a new English-taught degree program “Sophia Program for Sustainable Futures”

A new English-taught degree program “Sophia Program for Sustainable Futures “ will be offered in 2020, based on our initiative of this Project, for seven fields of journalism, education, sociology, economics, management, international relations and area studies. In our final stage of preparing, we have finalized the curricula, admissions outline, PR materials, faculty and staff system. Taking advantage of one single campus holding all of our faculties concentrated in central Tokyo, the Program allows its students to enhance their knowledge in their respective fields of study as well as in interdisciplinary studies with the cooperation of the relevant Departments. The Program will focus on helping students learn perspectives and modes of thinking in both their own and different fields of study and develop sensitivity to diversity.

### ○ Japanese courses for international students and Internship Program in cooperation with companies

This Project offers “Business Japanese for Internship” course for international students in advanced level of Japanese, as part of its initiative for Japanese language education, in cooperation with AEON Bank. It is a practical course for learning business Japanese combined with internship training. Participants were 6 international students from 4 countries wishing to work in Japan and they learned how to prepare for finding jobs in Japan, the business manners and the corporate culture. During the internship training, students met employees working in various divisions including personnel affairs, planning, international business and analysis and had discussions about the corporate culture of Japanese companies, work contents of AEON Bank, job satisfaction. The students acquired a higher level of Japanese language skills and practical knowledge and information which will help them in future job search activities.

## ■ University’s own indicators and targets

### ○ Enhancing Cooperative Program with overseas Graduate Schools

As part of development of educational research activities in international cooperation, following negotiations of previous year, the Graduate Program in Global Studies of Sophia University entered into agreement for double degree with Graduate Program in International Development Studies of Chulalongkorn University (Thailand). Sophia developed a 3+2 Program with The Graduate Institute of International and Development Studies, a famous educational institution located in Geneva, Switzerland, turning out many diplomats and UN agency staff. This Program allows Sophia students to study 3 years at undergraduate school, advance to the other institution to study 2 years at Master’s Program, and if grade requirements are met, may obtain a Bachelor’s Degree from Sophia and a Master’s Degree from the other institution.



The Graduate Institute of International and Development Studies in Geneva

### ○ Increasing the numbers of overseas designated high school

As we concluded partnerships with 5 new high schools overseas, the numbers of overseas designated high schools reached 26 in 12 countries with 28 students enrolled as of March 2019. The new partner institutions are located in China, East Timor, Germany and Thailand, ensuring the diversity of our incoming students.

## ■ Featured initiatives based on the characteristics of the university (type B only)

### ○ Promotion of educational collaboration with international organizations

As part of our initiative for human resource development of this Project, efforts are made to promote educational collaboration with international organizations. This year, Sophia entered into agreement for educational collaboration with African Development Bank (AfDB). We have agreed on creating a training program for undergraduate students, holding joint lectures, seminars and symposia, This is the first time that AfDB concluded an agreement with a Japanese educational institution on comprehensive educational collaboration including not only research exchange but also long-term training program for degree students.



AfDB Senior Vice-President Charles O. Boamah and President Terumichi at signing (photo by AfDB)

### ○ Hosted AJCU-AP Service Learning Program

Hosted “Service Learning Program” held at consortium (AJCU-AP) attended by Jesuit universities of South-East Asia and Oceania. A total of 28 students from 5 countries, 8 universities including Sophia students participated in the active learning program under the subject of “Post-Disaster Community Recovery in Japan”, learning about the current state of the Tohoku district communities affected by the East Japan Earthquake Disaster, what should be done for recovery through communication with the local people, and how each can contribute to society. Active discussions reflecting the students’ own standpoint of country and region helped strengthening mutual friendship and sense of solidarity of the member institutions..



AJCU-AP Service Learning Program: Field trip in Tohoku

## ■ Free description

### ○ Developing Educational Support Projects and establishing an operational company in Thailand

Further development of overseas office “ASEAN Hub Center” (Thailand) based on the initiative of this Project, and establishment of “Sophia Global Education and Discovery Co., Ltd.”(Sophia GED), a private limited company in compliance with corporate law of Thailand. The new for-profit business corporation begins its activities in 2019 for Educational Support Projects (planning/operating training programs and study tours for Japanese students in fields of ASEAN region, and support/PR activities for study abroad to Japan from the same fields. The profit will provide security for continued activities when this Project is completed, and for developing new programs to cultivate human resources with high motivation for international contributions.

## 7. FY2019 Progress

【Sophia University】

### ■ Common indicators and targets

#### Internationalization

##### ○ Introduction of Semester/Quarter System with 100-minute classes

Effective from this academic year, Sophia adopted a Semester/Quarter System to aim for a more flexible academic calendar and improve the mobility of our students, faculty and staff. Quarter-length courses will be increased, leading to development of study abroad programs facilitating a wider participation of students. The introduction of 100-minute classes makes it possible to explore new ways of conducting classes.

##### ○ Improving mobility of students

Sophia concluded exchange program agreements with 25 new institutions, increasing the number of partner institutions to 322 in 59 countries. A new record of 590 students were sent on short-term overseas program (language, training, Social Engagement) For internship programs, we have built stronger collaboration with domestic globalized companies, foreign diplomatic offices in Japan and overseas educational institutions. Our study abroad counselors talked with over 800 students, many of whom are preparing for study abroad.

##### ○ Exchange programs help encourage “internalization at Home”

Sophia Student Integration Commons(SSIC) played central role in offering opportunities for students to learn and experience different cultures that helped deepen mutual understanding. The 25 programs were offered, and attended by over 1,559 students.

The theme for this year was understanding Japanese food culture; events offered opportunities for making Miso in the only Miso warehouse in Tokyo area, making authentic soba noodles in a milling factory, attending seminar on fermented food and seminar on challenges of agriculture in Japan following harvest experience. Field trips to Hiroshima in September and Nagasaki in February were experiences to learn and think about peace, find out about history of Christianity and take a step to understand the founding spirits of Sophia

#### University reform

##### ○ International Advisory Board Meeting

In October and February, the Second International Advisory Board members held their meetings. Experts from in and outside Japan were invited and made recommendations based on active exchange of opinions. At the October meeting titled “Toward Fostering a Global Campus”, discussions were held on subjects such as measures for improving campus environment while our project promotes diversity on campus, the significance of education and inclusion must be kept in mind. Many positive proposals were made on future approaches for “Internationalization at Home” on our campus. At the February meeting, the Second International Advisory Board summarized all the meetings held up to then, showing that proposals made at the meetings in the past two years led to the realization of a new program for working adults, “Sophia Professional Studies”. This made us strongly aware of the importance of cooperation with outside organizations and with continued lifelong education.

Exchange of opinions followed on a wide range of topics such as industry-academia collaboration, the new English-taught degree program (SPSF), future administrative organizations, giving many positive proposals on considerations of measures to be taken. The Second International Advisory Board compiled a “Report and Proposals” which is shared among committee bodies within University including Bureau for Global Initiatives, Board of Trustees for future discussions and decision-making.

##### ○ Analysis by IR (Institutional Research), Efforts for decision-making

IR activities survey/analysis results were widely shared at regular meetings of education/learning committees and management committees, opinions were exchanged for activities leading to various education/learning policies and management policies. Some of the results were shared at Faculty Dean Meeting and IR Promotion Committee members created and delivered Department reports. The results were also discussed at Planning Committee, a sub-committee of Corporation Board of Trustees for decisions on corporate policies and planning. Student surveys are conducted since 2019 and multifaceted analysis performed on studying hours etc. Web access analysis and overseas survey data are provided for the admission and curriculum for new English-taught degree program (SPSF) to be opened in 2020.

This year data of in-house efforts for SDGs were compiled and analyzed which contributed greatly for the first entry to “The Impact Ranking”(SDGs). At the same time, introductory pages of in-house SDGs were created to foster awareness of students and faculty/staff for SDGs leading to further promotion of SDG-related efforts.



〈 Interview with study abroad counselor 〉



〈 International students with hands-on Japanese food culture 〉



〈 February Advisory Board Meeting 〉



## Education reform

【Sophia University】

### ○ Recruitment started for new English-taught degree program (SPSF: Sophia Program for Sustainable Futures)

Upon proposal of Advisory Board Member Meeting, using IR overseas survey analysis and based on our Project Plan, six Departments collaborated in developing a new English-taught degree program (SPSF: Sophia Program for Sustainable Futures). A great number have already applied.

### ○ Japanese Language education for international students

New courses of Japanese language are offered for international students. A Faculty member of our project, who is teaching Japanese language at Center for Language Education and Research offers new courses using CLIL(Content and Language Integrated Learning) titled "Introduction to Japanese Economic Studies for International Students" and "Academic Japanese". Further, she reorganized a program for full-time Undergraduate students including another new course "Introduction to Academic Japanese". In collaboration with enterprises, she also developed a program for international students to learn Japanese language required to participate in internship through the course "Business Japanese (Preparation for Internship)". "The 3rd Japanese Speech Contest for Sophia International Students" was held this year, which helped enhance learning motivation of international students.



〈 The 3 d Japanese Speech Contest 〉

### ○ Enhancement of Overseas Social Engagement Programs

Effectively using our overseas office "ASEAN Hub Center" (Thailand), now with a more well prepared system, four programs of Overseas Social Engagement Programs were offered in South-east Asia strengthening ties with Japan year by year. We also offered a course setting as stage, the international organizations of Geneva, which seems to attract a keen interest of the students. These courses diverse opportunities for the students to actually feel and experience the dynamism of globalized society. Using the network with overseas partner institutions our project helped to expand, we matched online classes with students staying overseas. This is a new challenge to search for possibilities of exchange with developing countries.

### ■ University's own indicators and targets

#### ○ Special Admission Program for Overseas Graduate School

A new agreement was concluded with Boston College (USA) for Special Admission Program; also with University of Lorraine (France), a program for doctoral students majoring in French Literature. This system known as Cotutelle allows students to study for degree supervised by the other university.

#### ○ Program of overseas on-the-job training for staff

Sophia sends one staff member as operations staff of Service Learning Program in India, a practical course of 10-day stay for students. Sophia is making efforts to create overseas training opportunities to improve abilities of staff to cope with global situations: "Erasmus + (plus)" program at University of Minho (Portugal) offers exchange training for staff; The United Board's Intensive English Language Program.



〈 Boston college 〉

### ■ Featured initiatives based on the characteristics of the university (type B only)

#### ○ Symposia, Lectures, Meet and Greet: unique experiences only Sophia can offer

Sophia held "United Nations Weeks" also twice this year, and also "Africa Weeks" introducing the multifaceted attractive Africa through business, peacebuilding, culture and food. Held many Symposia and Lectures

Sophia offers its students one and only opportunities to give them awareness needed to be a part of increasingly globalized society: in July, visit by the Superior General of the Society of Jesus, founding organization of Sophia University ; in November, visit by the Pope who has immense global influence.



〈 Lecture of the Pope 〉

### ■ Free description (any message or information on programs )

#### ○ Unique characteristics for management of overseas offices and self-operation

Sophia actively conducted PR activities targeted on students at the overseas offices, supported Sophia students sent overseas, networking with overseas alumni, supported operation of study tours with credits. In the US overseas offices, as in last year, made visits to recruit excellent students from prep-schools, leading local high schools and international schools. Agreement for overseas designated high schools were concluded with two new schools. Overseas office "ASEAN Hub Center" registered as local incorporation to use profits for activity costs. Successful results are obtained for the practical course programs in Southeast Asia, programs for working adults, senior high school students; these are basis for further development and exceeds our expectations of the Project Plan.



〈 Overseas office "ASEAN Hub Center" 〉