

Top Global University Project (Type B) Soka University

1. Outline

【 Name of project 】

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

【 Future vision of the university planned in TGU project 】

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

【 Summary of Project 】

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

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

(Outline Figure etc.)

Global Initiative for Humanistic Education

Fostering Global Citizens for Building Peace and Sustainable Prosperity



【Summary of the 10-year plan】

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

○ Fiscal 2014

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

○ Fiscal 2015

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

○ Fiscal 2016

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

○ Fiscal 2017

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

○ Fiscal 2018

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

○ Fiscal 2019

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

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

○ Internationalization

- Increase the number of International Students

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

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

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

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

○ University Reform

-Promote non-Japanese national in the Exterior Assessment Committee

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

○ Educational Reform

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

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

-Placement of Specialized faculty and staff in the IR center

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

2. FY2014 Progress

■ Common indicators and targets

Internationalization

○ Expansion of Overseas Partner Universities

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

○ Japanese Students Studying Abroad

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



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



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

○ Enrichment of Japanese Language Courses

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

University reform

○ Recruitment of International Faculty and Staff

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

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

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



〈 Short-term FD program on campus 〉

○ Initiative in sophisticating the administrative staff

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

Education reform

○ Specialized Program offered in English

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

○ Applying External Examination for Undergraduate Admission

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

■ University's own indicators and targets

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

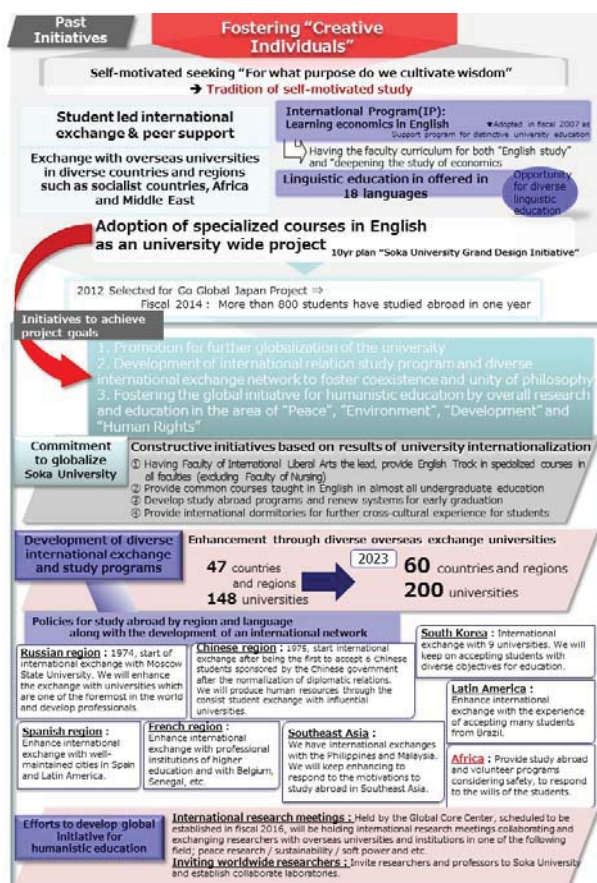
While we keep putting efforts in achieving the goals set under GGJ, we have set a theme, "Global Initiative for Humanistic Education," as an ideal vision for an educational/research institution. The goals to measure the promotion of internationalization that secures diversity and quality assurance in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

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

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

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

■ Featured initiatives based on the characteristics of the university



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

○ Promotion for further globalization of the university

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

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

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

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

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

○ Initiative to Achieve Global Initiative for Humanistic Education

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

■ Selected for MEXT AP Project in Fiscal 2014

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



< Project adventure study session of Active Learning >

3. Progress of Efforts for FY2015

■ Common performance indicators and achievement targets

1. Efforts toward internationalization

○ Encouragement of Japanese students to study abroad

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



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

○ Expansion of foreign student intake

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



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

○ Expansion of Japanese language education for foreign students

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

○ Expansion of international exchange partners

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

2. Governance Reforms

○ Aggressive recruitment of international faculty members and staff

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

○ Efforts for development of administrative staff

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

3. Educational Reforms

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

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

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

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

○ Promotion of syllabus in English

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

■ University-specific performance indicators and achievement targets

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

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

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

[Examples of Soka University’s unique targets]

▶ Increase of countries and regions for exchanges

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

▶ Increase of students receiving job offers from global enterprises

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

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

[Distinctive efforts based on the university’s characteristics]

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

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

4. FY 2016 Progress

【Soka University】

■ 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's 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.



〈Opening of Soka University Thailand Office〉

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 is now possible to hold faculty meetings in English.



〈English Track to be extended to 11 courses〉

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 tests 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

【Soka University】

○ 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.



〈Study abroad programs to Africa〉

■ 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.



■ 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.



〈With Nobel laureate Mr. Kailash Satyarthi〉

○ 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.

■ 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 (RAs)” 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 Buddhism (IRIAB) with universities in China).



Private University Research Branding Project Symposium

○ 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.



English discussion at an extra-curricular program

■ 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

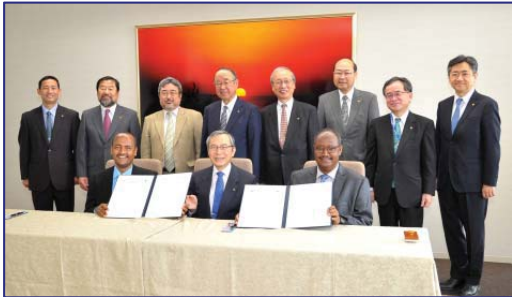
• The number of Soka University students who received job offers from or got employed by global companies listed in the US economic magazine "Fortune Global 500" increased 1.56 times, from 103 students in FY2013 to 161 students in FY2017.

○ 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.



Conclusion of exchange agreements with Injibara University and Bahir Dar University

■ 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 to consider peace and human rights (open to the public)



Hosting of an exhibition commemorating the 130th anniversary of Japan-Thailand Diplomatic Relations (open to the public)

○ 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 Bhumibol Adulyadej" 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 "G(irls)20 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

■ Common Indicators and Targets

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 90 students participating in FY2018.
- In addition to the VALUE Rubrics utilized to measure the effects of short-term overseas study, a Japanese version (BEVI-j) 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.



Opening of Soka Univ. Philippines Office

➤ 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.



A scene from G20 Research Conference

➤ 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 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 ASAIHL

- 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 ASAIHL 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 Indonesia as the first Japanese team. 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.



Placed 2nd at World Robot Summit 2018



Soka University student took part in the G(irls)20 Global Summit 2018 for the 4th year running

■ 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 (ASPUivNet) 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.

