

## 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 〉

##### ○ 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.



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

#### 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

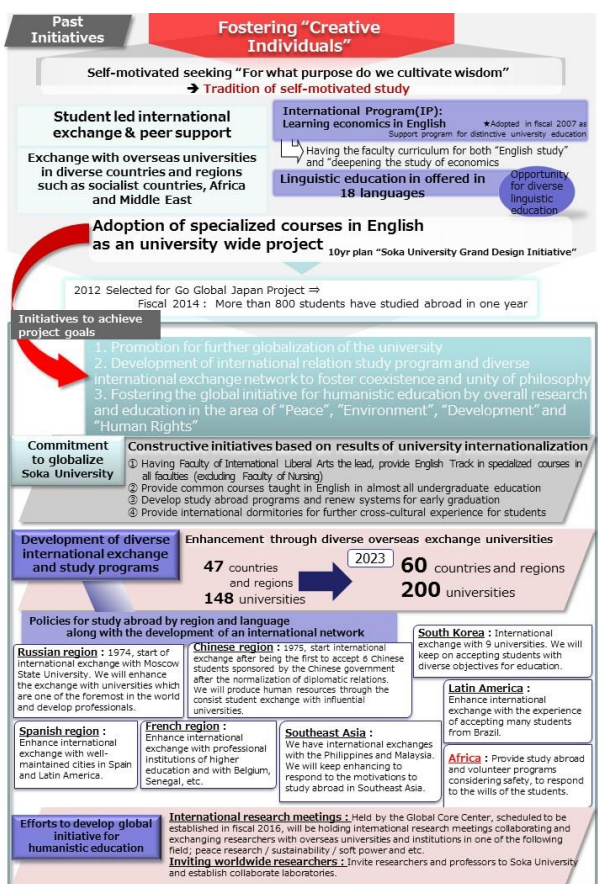
While we keep putting efforts in achieving the goals set under GGJ, we have set a theme, "Global Initiative for Humanistic Education," as an ideal vision for an educational/research institution. The goals to measure the promotion of internationalization that secures diversity and quality assurance in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

## Free description

### ○ 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