



SOPHIA SCHOOL CORPORATION

# SOPHIA ANNUAL REPORT 2021

# Introduction



Tsutomu Sakuma  
Chancellor of Sophia School Corporation

It is a pleasure for Sophia School Corporation to publish the *Sophia Annual Report 2021*.

Unfortunately, we continued to be challenged with the impacts of the COVID-19 pandemic through fiscal 2021, especially faced with the need to address the new variants of the virus. I would like to express my appreciation to all of you who have been making great efforts under these circumstances.

At each of the schools run by Sophia School Corporation, many events had to be cancelled or postponed, just as they were during the previous year, and some of our educational activities were also restricted. However, based on our experience to date, we effectively harnessed the virtual environment to conduct events and classes in a hyflex or on-demand format. Some of our efforts to deal with COVID-19 include various creative measures, such as conducting workplace vaccination. Furthermore, the Yotsuya Campus led the “Sophia New Normal” initiative, which encourages a new behavior under the slogan, “Caring for Each Other,” thereby making proactive efforts to develop a safe and secure campus environment that consciously cares for others in everyday life.

One of our greatest developments in fiscal 2021 was establishing the Office of Sophia Sustainability Promotion in July. It is a cross-sectional organization of the entire Sophia School Corporation that brings students, faculty and staff together in solidarity to address themes raised in the UAPs (Universal Apostolic Preferences of the Society of Jesus) and the SDGs. The Office has welcomed students enrolled at Sophia University as “student employees” and they have been engaged in studies, communications, and drawing up new proposals for activities from a sustainability perspective. Our measures to promote sustainability cover the entire School Corporation, and thus we will extend these activities to other divisions run by Sophia School Corporation - the Junior College and Secondary School Divisions

The Sophia School of Social Welfare closed its history of 58 years after it graduated its final students in March 2022. As a specialized institution for fostering nursery teachers, social welfare officers, certified social workers, childcare workers, certified care workers, and mental health social workers, the school had been dedicated to fostering human resources with high aims through our “whole-person education” based on Christian humanism.

In July 2021, Sophia University established the Center for Liberal Education and Learning with an aim to foster the “independent learners” sought in an era with rapid social change, or in other words to build a foundation for continued learning. From fiscal 2022, we will make significant changes

to our curricula with a focus on university-wide courses. We will continue to be conscious of the mission and role we play as a Jesuit educational institution and will make every effort to offer an even better education.

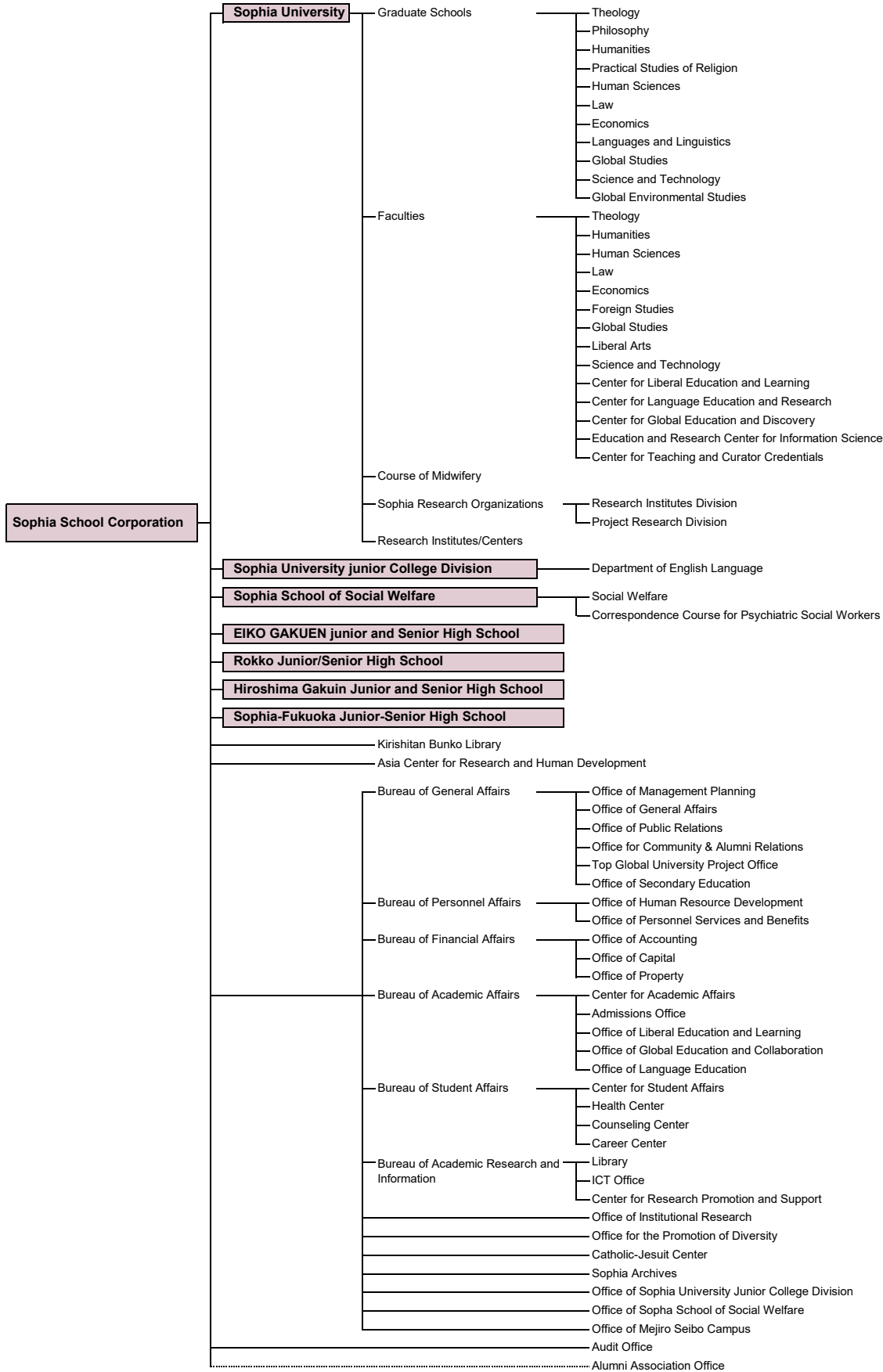
We appreciate and request the continued support of everyone concerned.

**The educational spirit shared by Sophia University's schools**  
**"Men and Women for Others, with Others"**

With this educational spirit, we are developing education, research, contributions to our society, and contributions to international society based on Christian humanism.

The name "Sophia" comes from the phrase "Sophia's Seat" in the traditional Catholic prayer "Our Lady of Good Counsel," and it means "Supreme Wisdom."

# Organigram



Main business companies operated by Sophia School Corporation

- Sophia Campus Support Co., Ltd.
- Sophia Global Education and Discovery Co., Ltd. (Based in Thailand)

# Status of Schools and Facilities

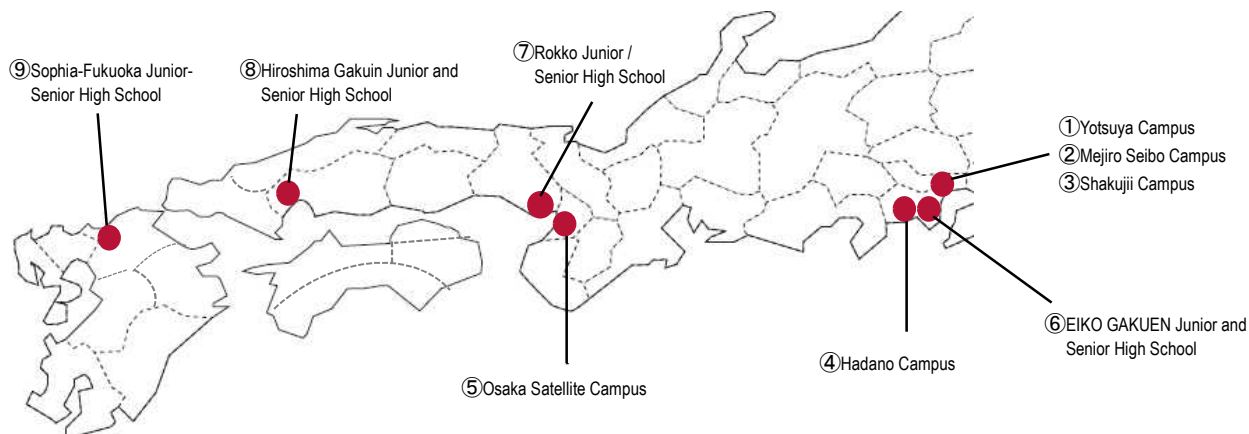
## ■ Status of Schools and Facilities

As of March 31, 2022

Schools		Campuses
Sophia University	<ul style="list-style-type: none"> <li>Faculty of Theology, Humanities, Human Sciences, Law, Economics, Foreign Studies, Global Studies, Liberal Arts, Science and Technology</li> <li>Graduate School of Philosophy, Humanities, Practical Studies of Religion, Human Sciences, Law, Economics, Languages and Linguistics, Global Studies, Science and Technology, Global Environmental Studies</li> </ul>	①Yotsuya
	<ul style="list-style-type: none"> <li>Department of Nursing, Faculty of Human Sciences</li> <li>Course of Midwifery</li> </ul>	②Mejiro Seibo
	<ul style="list-style-type: none"> <li>Graduate School of Theology</li> </ul>	③Shakujii
	(Sports grounds)	④Hadano
	(Institute of Grief Care: offers Human Resource Developing Course, etc.)	⑤Osaka
Sophia University Junior College Division	<ul style="list-style-type: none"> <li>Department of English Language</li> </ul>	④Hadano
Sophia School of Social Welfare	<ul style="list-style-type: none"> <li>Department of Social Welfare (The Course of Social Workers and Child Guidance Workers, The Course of Care Workers), Correspondence Course for Psychiatric Social Workers</li> </ul>	①Yotsuya
EIKO GAKUEN Junior and Senior High School		⑥
Rokko Junior/Senior High School		⑦
Hiroshima Gakuin Junior and Senior High School		⑧
Sophia-Fukuoka Junior-Senior High School		⑨

## ■ Location

- ①Yotsuya Campus  
7-1 Kioi-cho, Chiyoda-ku, Tokyo, 102-8554
- ②Mejiro Seibo Campus  
4-16-11 Shimo-Ochiai, Shinjuku-ku, Tokyo, 161-8550
- ③Shakujii Campus  
4-32-11 Kamishakujii, Nerima-ku, Tokyo, 177-0044
- ④Hadano Campus  
999 Sannoudai, Kamiozuki, Hadano-shi, Kanagawa, 257-0005
- ⑤Osaka Satellite Campus  
3-12-8 Toyosaki, Kita-ku, Osaka 531-0072
- ⑥EIKO GAKUEN Junior and Senior High School  
4-1-1 Tamanawa, Kamakura-shi, Kanagawa 247-0071
- ⑦Rokko Junior / Senior High School  
2-4-1 Shinohara, Obanoyama-cho, Nada-ku, Kobe-shi, Hyogo 657-0015
- ⑧Hiroshima Gakuin Junior and Senior High School  
1-630 Furueue, Nishi-ku, Hiroshima 733-0875
- ⑨Sophia-Fukuoka Junior-Senior High School  
1-10-10 Terukuni, Chuo-ku, Fukuoka 810-0032



## The current state of the “Grand Layout 2.1,” a medium- to long-term plan, and the “Fiscal 2021 Operating Plan” implementation report

The Grand Layout 2.1 (GL2.1), a medium- to long-term plan for five years starting in fiscal 2019, has entered its third year. With the goal of achieving GL2.1 and the Action Plan (AP) by Fiscal 2023, each of the special review committees audited the status of implementation of the Fiscal 2021 Operating Plan and the current state of the AP, as well as formulated the agenda and outlook for the coming fiscal year.

See the following websites for the GL2.1 text and the Fiscal 2021 Operating Plan:

【GL2.1】 [https://www.sophia-sc.jp/info/grand\\_layout/layout2\\_1.html](https://www.sophia-sc.jp/info/grand_layout/layout2_1.html) 【Operating Plan】 <https://www.sophia-sc.jp/info/gakuin.html>

GL2.1 Plan	Current state of AP in GL2.1 (Fiscal 2021)	Fiscal 2021 Operating Plan implementation report
A. Future Plans of Sophia University		
1. Academic Planning (Committee No.1 for academic plan)	In fiscal 2021, the Center for Liberal Education and Learning was established, marking a major step forward in restructuring undergraduate education. In addition, throughout the Action Plan, data analysis by the Office of Institutional Research is becoming more widespread and will be utilized to achieve future goals.	The Center for Liberal Education and Learning was established in undergraduate education, and a review of the educational system based around the Center is steadily underway. In graduate school, a new cross-disciplinary course was established to broaden students' perspectives and help them acquire a multifaceted viewpoint (offered from fiscal 2022).
2. Plans for research and academic exchange (Committee No.2 for academic plan)	Progress-level and achievement-level KPIs were rated almost the same (degree) as the previous year. Unfortunately, this result indicates that the measures taken to promote research activities to a higher level were either inadequate or did not function effectively. Since the impact of the COVID-19 epidemic is expected to decrease in the next fiscal year, we will assess the effective implementation techniques of different measures and take steps suited to the situation in order to overcome the challenges.	Continuing on from last year, certain initiatives did not achieve the desired results and consequences as a result of the COVID-19 pandemic. However, because the impact of the COVID-19 outbreak is likely to lessen in the coming fiscal year, we will try to tackle numerous concerns by successfully executing promotional efforts based on the benefits and drawbacks of both face-to-face and online planning.
3. Plans for student life support (Committee No.1 for physical plan)	In addition to creating an environment in which students can study with peace of mind by providing mental and physical health support, career support, and scholarships, we have also developed a system to encourage students to grow and take on independent challenges.	We were able to enhance student services by establishing a Wellness Center and improving career support. In addition, many activities were developed through collaboration between teaching and clerical staff with student employees of the Sustainability Promotion Division and others to create a better campus.

GL2.1 Plan	Current state of AP in GL2.1 (Fiscal 2021)	Fiscal 2021 Operating Plan implementation report
B. Future plans for Sophia University Junior College Division		
(Committee for Sophia University Junior College Division)	Continuing on from fiscal 2021, the University was unable to meet its admission capacity for fiscal 2022, which serves as a foundation for future concept study. The number of applicants to foreign languages and international studies departments, women's colleges, and junior colleges generally decreased, and fewer people applied for general admission due to their early college/university selection through school recommendations. The government's study support system also made it easier for applicants to go on to four-year universities that they have concurrently applied for. For fiscal 2022, in order to raise the degree of interest in and knowledge about Sophia University among students, we will increase the number of students who can visit the Open Campus on a scheduled basis, hold a new school information session in December, and change the name of the entrance examination to make it more comprehensible.	Classes in fiscal 2021 during the COVID-19 epidemic were conducted with infection prevention measures in a HyFlex format which includes face-to-face sessions as well as online participation. The fiscal 2022 entrance exam was largely under capacity as in the previous year, as a consequence of a complicated mix of events.
C. Future plans for Sophia Social Welfare School *Sophia School of Social Welfare has closed as of fiscal 2021.		
(Committee for Sophia School of Social Welfare)	The fiscal 2021 Operating Plan was completed as planned. Due to the consequences of COVID-19, classes were in general held online in fiscal 2021, as they had been the previous year. However, as indicated by the national examination pass rate, the School's learning support measures were able to produce certain results despite the tough situation of COVID-19. Regarding the school closure, all external procedures have been completed and the designation of the school as a training facility has been canceled. The remaining internal procedures are scheduled to be completed in the first half of fiscal 2022.	
D. Future plans for adult and continuing education		
(Committee for Continuing Education)	We built and enlarged new courses for the Professional Studies program, which was formed in fiscal 2020, based on the outcomes of a one-and-a-half-year course. Taking into account the business demands and the findings of student surveys, we designed and extended new courses, and improved unique learning opportunities for working people. As we begin our second term in 2022, Sophia School Corporation is committed to steady management and development by attracting and retaining member organizations that support the program's objectives.	

GL2.1 Plan	Current state of AP in GL2.1 (Fiscal 2021)	Fiscal 2021 Operating Plan implementation report
E. Future plans for the four schools under the Secondary Education Division		
(Committee for Secondary Education)	<p><b>Eiko Gakuen Junior and Senior High School</b></p> <p>Due to the COVID-19 pandemic, the school was closed for the whole month of September 2021, and some grades were also closed for about a week. Some activities, although not all, could be carried out as originally intended.</p>	<p>As anticipated, the COVID-19 outbreak made it challenging to implement many of the operating strategies dependent on people's interchange between educational bodies, such as reviewing an English language enrichment program in conjunction with Sophia University and working with overseas Jesuit educational institutions.</p>
	<p><b>Rokko Junior/Senior High School</b></p> <p>Due to the COVID-19 pandemic, the high school-university partnership with Sophia University and other universities is not proceeding well. It has also become a challenge to execute the initiatives in the area of foreign interaction (visit to India and training in New York). To investigate new initiatives and broaden Rokko's reach to the outside world, a favorable review is required in fiscal 2022.</p>	<p>The state of emergency and priority measures periods to stop the disease's spread have been ongoing since the start of the fiscal year, and regrettably, some of the plans could not be carried out. However, despite the various restrictions on school life, we believe that the overall results achieved were very satisfactory.</p>
	<p><b>Hiroshima Gakuin Junior and Senior High School</b></p> <p>In spite of the COVID-19 epidemic, the school is working to maintain the quality of education by taking sufficient countermeasures and utilizing ICT. We place a high value on learning, particularly in light of the COVID-19 outbreak. The school is still exploring ways to cooperate with Sophia University.</p>	<p>Despite the limits imposed by the COVID-19 pandemic, the school is putting as many student activities and events into place as it can while looking at new forms. While teachers and staff are coping with the COVID-19 epidemic, they are working together to implement a more fulfilling education.</p>
	<p><b>Sophia Fukuoka Junior-Senior High School</b></p> <p>Concerning international exchange, online interaction was studied but could not be implemented. The ICT setting was improved in the previous fiscal year, which enhanced the learning environment for both classes and home study.</p>	<p>Due to the hectic nature of the COVID-19 countermeasure operation, whereby infection is still spreading, there were a number of activities the school was unable to carry out. However, we managed to set up an ICT learning environment swiftly. The school will make additional efforts to achieve goals that could not be reached in fiscal 2021.</p>



GL2.1 Plan	Current state of AP in GL2.1 (Fiscal 2021)	Fiscal 2021 Operating Plan implementation report
F. Plans to reinforce the foundations of Sophia School Corporation		
1. Promote understanding and permeation of Jesuit and Catholic education	To promote the understanding and popularization of Jesuit and Catholic education at Sophia University, especially among faculty and staff, various face-to-face and online activities were promoted and implemented. For this Operating Plan, Sophia School Corporation will continue to seek the assistance and support of Jesuits in order to deepen and revitalize Catholic education. The Sophia Archives, now in its second year of operation, has been actively collecting and digitizing materials, planning exhibitions, and introducing an archives database while improving its organizational structure.	The fiscal 2021 Operating Plan for the Catholic Jesuit Center was generally effective. Some projects were difficult to implement due to the COVID-19 epidemic, but a partial shift to online-based procedures and engagement with Jesuits on the overall operational plan aided execution. The Sophia Archives actively promoted the collection and publication of historical materials by devising a system for regularly collecting materials from various departments on campus, introducing a digital archives database, and promoting new initiatives, such as collaboration with the curatorial program, which was not part of the original plan.
2. University-wide plans (Committee for governance)	Compared to the previous year when we were occupied battling the COVID-19 pandemic, school operations have gradually become normalized, and policies have been developed with a view toward the post-COVID-19 era. We would like to draw on our experience managing fast change as well as the information we have acquired as a result, in developing the next medium- to long-term strategy.	The results of the analysis of various surveys conducted by the Office of Institutional Research were utilized especially in academic policies, and at the same time, aggressive efforts were made to disseminate information on the outcome. We shall be acutely aware of the necessity of communication both inside and outside the School.

GL2.1 Plan	Current state of AP in GL2.1 (Fiscal 2021)	Fiscal 2021 Operating Plan implementation report
F. Plans to reinforce the foundations of Sophia School Corporation		
<p>3. Organizational and personnel plans (Committee for personnel plan)</p>	<p>With a view to the formulation of the next medium- to long-term plan, we confirmed the direction with the Academic Execution Division regarding the number of faculty and staff, how the organization should be restructured, and the reduction of personnel costs for the next 10 years. With a 20 to 30 years perspective, we will promote a review emphasizing "selection" and "concentration" of projects in cooperation with the academic departments to sustain sound management of the organization. To foster a sense of belonging among faculty and improve their performance, with an awareness of outcomes and consideration of the suggestions of the "project to promote workstyle reform," we are putting into practice particular measures for work style improvement.</p>	<p>In order to sustain the sound management of Sophia School Corporation, we confirmed the direction with the Academic Execution Division regarding the number of faculty and staff, how the organization should be restructured, and the reduction of personnel costs for the next 10 years. Concrete measures will be continuously reviewed and implemented based on a medium- to long-term forecast. The organization's management structure review task force examined the best way to reorganize the staff administrative structure and provided a detailed action plan on how to keep promoting operational efficiency. The first phase of the "project to promote staff workstyle reform" was completed at the end of fiscal 2021, and there is now a culture in place that promotes a sense of community among employees and increases productivity. The second phase of the project will begin in fiscal 2022.</p>
<p>4. Financial plans (Committee for financial plan)</p>	<p>Progress has so far been generally in line with the plan, backed by strong asset management income. However, going forward, we expect the market environment to deteriorate due to geopolitical risks and other factors, and we would like to take flexible measures to stabilize our financial base.</p>	<p>Although the impact of the COVID-19 epidemic continues, Sophia School Corporation has been able to largely fulfill its plans due to an increase in asset management income and donation income.</p>

GL2.1 Plan	Current state of AP in GL2.1 (Fiscal 2021)	Fiscal 2021 Operating Plan implementation report
F. Plans to reinforce the foundations of Sophia School Corporation		
<p>5. Plans for facilities and equipment (Committee No.2 for physical plan)</p>	<p>The exterior maintenance plan for campus globalization has been completed, leaving only a small portion of the Phase I project based on the basic plan. The Phase II plan will proceed with the basic design, and construction is scheduled to begin in the summer of 2022. The detailed survey is scheduled to be conducted in fiscal 2022. Concerning landslides at the Rokko Junior/Senior High School site, a survey of the locations designated as hazardous areas was conducted, and the extent of the area requiring detailed investigation was confirmed. In fiscal 2022, a thorough examination will be carried out.</p>	<p>The campus development plan is generally progressing on schedule, although there are some delays depending on the construction work. Of particular note during the current fiscal year was the 100% conversion of energy (electricity and gas) to renewable energy at the Yotsuya Campus.</p>
<p>6. ICT Plan (Committee No.2 for physical plan)</p>	<p>Continuing on from fiscal 2021, a significant percentage of efforts were devoted to providing an online operating environment and class assistance in response to the COVID-19 infestation. However, the Operating Plan is proceeding steadily and several projects achieved "progress-level 4." Since the information security-related initiatives have been lagging behind, we feel it is vital to focus on this area in fiscal 2022.</p>	<p>While not all of the planned special budget projects for fiscal 2021 were implemented, it was possible to focus on the ones that were crucial, so lean system development and updating were achieved. Projects that were not implemented were mainly due to operational reviews and external factors (e.g., the COVID-19 epidemic). Some of them were not required or would have caused confusion if forced to be implemented, therefore we believe that our judgment was fair.</p>

## ■ Sumio Takahashi Appointed Principal of Rokko Junior/Senior High School

With the retirement of Principal Hajime Koizumi, who served as principal of Rokko Junior/Senior High School for two terms spanning a period of six years, Sumio Takahashi, being selected and nominated by the President Nomination Committee of Rokko Junior/Senior High School, was appointed as successor and as the 10th person to become principal of the school (effective April 1, 2021), at the Sophia School Corporation Board of Trustee meeting held on May 27, 2020. After graduating from Sophia

University, Mr. Takahashi joined Rokko Junior/Senior High School in 1984 and has served as Rokko's library director (Head of the Library), general manager of the religion department, and chairman of JSEC (Jesuit Secondary Education Committee), which consists of members selected from four schools (Eiko Gakuen Junior and Senior High School, Rokko Junior/Senior High School, Hiroshima Gakuin Junior and Senior High School, and Sophia-Fukuoka Junior- Senior High School).

## ■ Commemorative Ceremony Held to Honor Pope Francis' Visit to the University

On February 24, 2022, the second Award Ceremony Commemorating the Visit of Pope Francis was held. This Awards Ceremony is one of the projects of the "Pope Francis Memorial Fund" established to perpetuate the memory of Pope Francis' visit to the University on November 26, 2019, and to support our efforts to address the various issues indicated in the Pope's message, "To those who study at Sophia University." The Award was designed to share widely within and outside the

university and to further promote educational and research initiatives, as well as the activities of students, faculty, staff, and alumni, that address issues of poverty and vulnerable groups, the



realization of a multicultural society, and the SDGs.

1st Awards (fiscal 2020)	[Individual Award]	◇Shigeo Fujimoto, Office of Property, Bureau of Financial Affairs, "Achieving a drastic reduction of CO2 emissions at Yotsuya Campus"
	[Group Award]	◇Sophia Refugee Support Group: "Conducting various activities not only to support refugees but also to help people understand refugee issues" ◇Student Organization "Meguko": Supporting education for children in Asia: "Ensuring access to education through financial support for children in Asia" ◇Sophia Olympic and Paralympic Student Project, Go Beyond: "Aiming to realize a society where everyone can shine with the Tokyo 2020 Olympic and Paralympic Games as an opportunity" ◇Kinshuku Sansankai of Sophia University: "Supporting the minds and lives of international students by placing support and exchange at the center of their activities"
2nd Awards (fiscal 2021)	[Individual Award]	◇Saori Wada, a fourth-year student in the Department of International Legal Studies, Faculty of Law, Sophia University: "Appointed as an Ambassador of Youth and United Nations Global Alliance (YUNGA) and establishing the Round Table of Global Seekers (RTGS).
	[Group Award]	◇Rokko Junior/Senior High School, Community Service Committee: "Community service activities, India fundraising, and India visit" ◇General Incorporated Association Jibungotoka Project (Representative: Kento Suzuki, graduate of Hiroshima Gakuin Junior and Senior High School): Jibungotoka Project

## ■ Introducing and Publishing the Sophia Archives Database

Sophia Archives, which was launched in April 2020, promotes the preservation, publishing, and utilization of Sophia University's historical materials. In recent years, Sophia Archives has been working on the digitization of historical materials for long-term preservation, especially documents and negatives from the early days of the University, which have been deteriorating rapidly. As part of this effort, a database system for historical materials was introduced in March 2022 and is now available to the public as the Sophia Archives Database. This database will be added to the digital archives already introduced in the library ("Scholarly Information Repository," "Rare Materials Database," and the "Laures Christian Collection Database"), and the registered contents (photos, documents, video and

audio, etc.), which is characterized by its cross-searchability among existing databases. Initially, it began by publishing photographs related to the University from 1908 to 1945 (approximately 140 items), and in fiscal 2022 it plans to gradually increase the number of materials to be published, beginning with the publication of reports from 1913 to 1926, when the University was established (approximately 600 items).



## ■ Initiatives for Responsible Investment (ESG Investment)

In order to contribute to the resolution of issues that threaten "human dignity" - poverty, environment, education, and ethics - through academic research and social contribution, Sophia University is committed to ESG investments that take into consideration environmental (E), social (S), and governance (G) issues in its asset management practices. In keeping with our founding principles, we are a member of the United Nations Global Compact and the United Nations Principles for Responsible

Investment (PRI), and promote ESG investments that aim to achieve both social and investment returns. At the same time, through asset management, we aim to contribute to the resolution of global environmental and social issues and the creation of a sustainable international society.

Below we present some of the responsible investment initiatives we have implemented in fiscal 2021.

### ① Signing the "Global Investor Statement to Governments on the Climate Crisis"

To ensure the goal of the Paris Agreement to limit the global average temperature rise to no more than 1.5-degrees Celsius, and transition plans to achieve net zero emissions before 2050, we, as an institutional investor, have signed a global statement to encourage all countries to significantly strengthen their Nationally Determined Contributions (NDCs) for 2030. The signing of the statement is part of The

Investor Agenda. Coordinated by The Investor Agenda's seven founding organizations (AIGCC, CDP, Ceres, IGCC, IIGCC, PRI, and UNEP-FI), the statement was signed by 457 institutional investors with assets totaling over US\$41 trillion, and encourages countries to take further concerted action to address the climate crisis.

## ② Investment in Gender Bonds (Social Bonds)

We have invested in the Gender Bond (Social Bond) issued by Japan International Cooperation Agency (“JICA”). The COVID-19 crisis has further undermined the human rights and equity of women and girls. This Bond was issued to strengthen efforts to address the gender challenges that have been further highlighted and raise awareness of gender inequality and empower women. The funds raised by the Bonds will be used for projects that meet international gender project classification criteria (excluding coal-fired power generation-related

projects) among the projects financed by the fund. Examples of appropriation: projects to improve access to finance for female business owners, girls' education, installation of women-only cars, security cameras, and women's toilets in urban railroad construction projects.



Photo courtesy of (photographer's name) / JICA

## ③ Participation in renewable energy fund in emerging countries (public-private impact investment)

We have invested in a public-private joint climate change action infrastructure fund for emerging countries in Asia, Africa, Central America, and Latin America. It mainly finances projects to construct and operate renewable energy power generation facilities such as solar and wind power.

The fund has been funded by the Japan Bank for International Cooperation (JBIC) in addition to the government-affiliated financial institutions Kreditanstalt für Wiederaufbau (KfW) and the French Development Agency (AFD) and aims to boost the development of renewable energy projects in emerging countries in anticipation of future increases in electricity demand due to population growth and economic growth in the public and private sectors. The fund also seeks to make a positive impact on the environment and society through the establishment

of a renewable energy supply chain, from power generation to power supply, and quantitatively measures the social impact created by the projects in which it invests. Specifically, the amount of carbon dioxide emission reductions based on the amount of clean energy generated is measured, and this impact is then converted into monetary values based on proprietary methods to monitor the amount of impact generated relative to the investment amount.



Photo courtesy of BlackRock

## ■ Establishment of the Office of Sophia Sustainability Promotion

In July 2021, Sophia School Corporation established the "Office of Sophia Sustainability Promotion" as a cross-sectoral organization that concerns the whole Sophia School Corporation. Until now, based on our founding philosophy and educational spirit, we have been promoting various sustainability-related initiatives to solve issues that

threaten human dignity and contribute to the realization of a society in which “no one is left behind.” However, in addition to the UN’s SDGs, which are today's global initiatives, and in the face of increasingly serious global issues, the Jesuits, the founding body of the Society, have launched the UAPs (Universal Apostolic Preferences of the Society

of Jesus), and through SOPP (Sophia Olympics & Paralympics Project\*) activities, we have established a framework that is more multifaceted and proactive than ever before, in light of the requirements for the succession of these activities.

Our main roles are to identify sustainability promotion initiatives at Sophia University and the respective schools, to fill in and promote gaps where they exist, to actively communicate the details of these initiatives, and to promote them in collaboration with various external organizations.

Moreover, in order for faculty members and students to jointly promote these initiatives, students are also involved in extensive business activities, from information gathering and dissemination to awareness-raising and system design, through the "student employee" system, in which Sophia University students are hired as temporary employees. In particular, the University has made it a priority to improve the campus environment to promote diversity, reduce environmental impact, and realize a symbiotic society to create a global campus, and various outcomes have already been attained.

For example, to address the issue of "insufficient and inconsistent signage" on campus, student staff members have taken the lead in conducting a survey, and based on the results of the survey, new campus signage and its manual are being developed in cooperation with the administrative departments in charge and companies, and the accessibility map was completed earlier than expected. In terms of awareness building, we have been providing various forms of learning opportunities, such as inviting TV personality Yoshio Kojima to participate in a workshop to come up with ideas for "Sophia's unique SDGs" during the anniversary program of the founding of the University in November 2021. The outcomes of these initiatives have been compiled in the "SDGs & Sustainability Report" and are published on the official website.

\*This is a project launched in 2016 by faculty, staff, and students to provide an opportunity to look beyond the Tokyo 2020 Olympic and Paralympic Games to achieve a borderless and symbiotic society. The project will conclude in fiscal 2021, and the results of its activities will be published in a report.

[The report] [https://sophia-sdgs.jp/wp/wp-content/uploads/2022/04/SophiaUniv\\_SDGsandSustainabilityReport](https://sophia-sdgs.jp/wp/wp-content/uploads/2022/04/SophiaUniv_SDGsandSustainabilityReport)

[English.pdf](#)



Scenes of a campus survey by students.



Strengthening communication on SDGs and sustainability (special website: <http://sophia-sdgs.jp>)

Newly completed "Accessibility Map"

"Let's learn with Yoshio Kojima!  
It's never too late to ask. Why are the SDGs so important?"

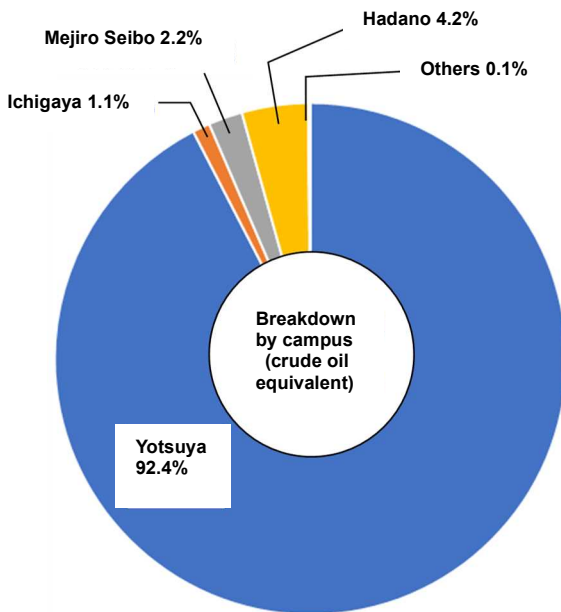


## ■ Status of Sophia School Corporation's Environmental Impact (Higher Education Division)

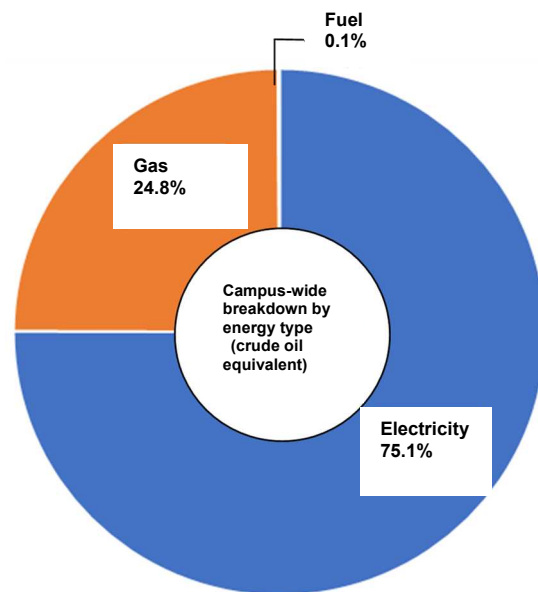
### 1. Energy Consumption and CO2 Emissions

Sophia School Corporation (Higher Education Division) has three main campuses: Yotsuya Campus, Mejiro Seibo Campus, and Hadano Campus. The Yotsuya Campus is where all Sophia University facilities and graduate students receive their education and conduct research activities. The Mejiro Seibo Campus is used by some students of the Department of Nursing of Sophia University's Faculty of Human Sciences, and the Hadano Campus is where Sophia University's Junior College is located.

Of the energy consumed by Sophia School Corporation\*<sup>1</sup>, Yotsuya Campus accounts for 92.4%. By energy type, electricity accounts for about 75% and city gas (LNG)\*<sup>2</sup> for about 25%. Fuel, such as heavy oil, is mainly used to heat the Hadano Campus, but their share is extremely small. (Figures 1 and 2)

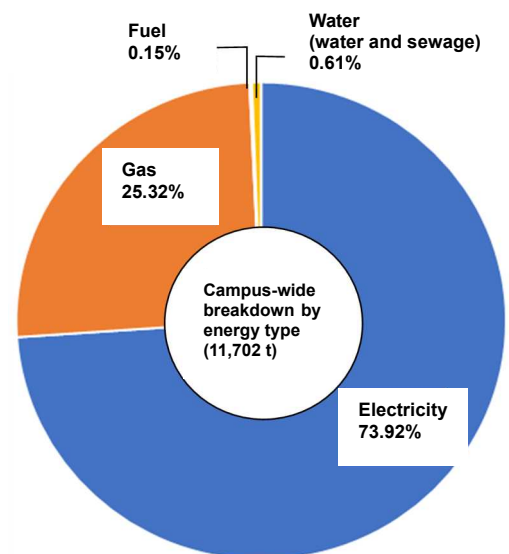


Figures 1



Figures 2

The CO2 emissions generated by Sophia School Corporation are not only from energy use but also from the use of water and sewage and the processing of waste. Since it is difficult to calculate the emissions associated with waste processing, the amount of CO2 emissions associated with energy, water, and wastewater use was estimated from the amount used in fiscal 2019. The amount of CO2 emitted by Sophia School Corporation in fiscal 2019 was 11,702 tons, with 74% of emissions associated with electricity use and 25% associated with city gas (LNG). (Figure 3)



Figures 3



From fiscal 2020 to 2021, Sophia School Corporation switched the power utilized at its main campuses to 100% renewable energy. In addition, in fiscal 2021, city gas has been replaced with carbon-free LNG at the Yotsuya and Mejiro-Seibo campuses<sup>\*3</sup>. As a result, we have been able to eliminate CO2 emissions associated with the use of electricity, with the exception of some facilities<sup>\*4</sup>, and have significantly reduced CO2 emissions linked with the use of city gas.

Sophia School Corporation has significantly reduced its CO2 emissions associated with energy use. On the other hand, energy use in fiscal 2021 was higher in December than that of December 2019, due partially to the fact that face-to-face classes have been held in principle from November onward. Although the cool summer may have had an impact, classes are practically back to normal from April 2022, and there is a risk of exceeding the electricity usage before the COVID-19 outbreak. Reducing wasteful electricity use is considered an important issue for minimizing environmental impact. In addition, due to the high unit cost of power generated from 100% renewable energy, the promotion of energy conservation is considered necessary from a cost perspective as well.

Because the total annual energy consumption of Sophia School Corporation exceeds the standard specified in the “Law Concerning the Rational Use of Energy” (Energy Conservation Act), it is a specified business operator under the Act, which means that it has a responsibility to advance energy conservation in particular. Every year, Sophia School Corporation reports to the Ministry of Economy, Trade and Industry (METI) and the Ministry of Education, Culture, Sports, Science and Technology (MEXT) on the quantity consumed and its plans for cutting back on energy consumption.

Furthermore, based on the Act on Promotion of Global Warming Countermeasures, Sophia School Corporation is obliged to report greenhouse gas emissions annually to the Ministry of the Environment and to reduce total greenhouse gas emissions based on the Metropolitan Government's Ordinance on Environment for Protection of Resident Health and Safety (Tokyo Metropolitan Nature Conservation Ordinance).

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\*1 FY2020 and FY2021 were Corona disasters, so energy use in FY 2019 was used.

\*2 liquefied natural gas

\*3 LNG is considered to produce no CO2 when used, as CO2 credits offset the greenhouse gases produced in the process from mining to combustion of natural gas.

\*4 Student dormitories, etc.

## 2. Volume of discharged waste

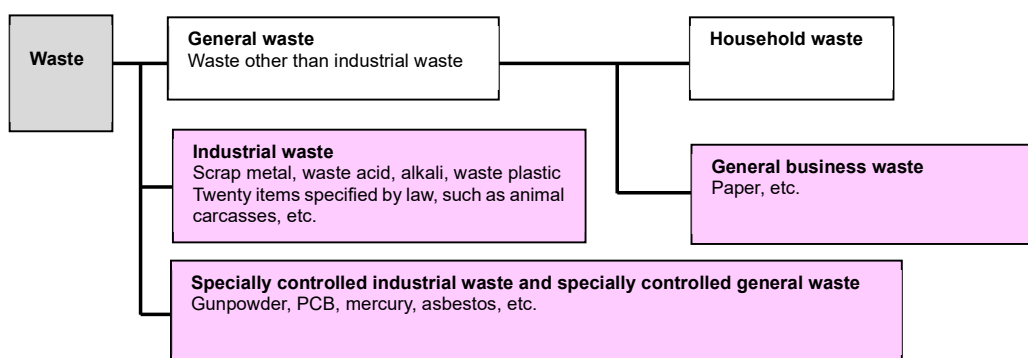
Waste processing is classified according to its properties, type, and discharging entity, and is regulated by various laws and ordinances for the prevention of environmental pollution. Waste disposal is also regulated by laws and ordinances related to the effective use of resources (Table 1, Figure 4).

All waste generated by Sophia School Corporation is classified as industrial waste, and as such, the Corporation is responsible for its collection, transportation, and disposal.

For this reason, Sophia School Corporation outsources the transportation and disposal of waste materials to a business operator licensed under the relevant laws and regulations.

Table 1

Classification	Main laws and regulations that apply
Waste in solid form	The Waste Disposal and Cleaning Act (Waste Disposal Act) Law for Promotion of Effective Utilization of Resources Individual Items Recycling Law Home Appliance Recycling Law Small Home Appliance Recycling Law, etc. Act on Special Measures concerning Promotion of Proper Treatment of PCB Wastes
Waste in liquid form (including wastewater)	Waste Disposal Act Water Pollution Control Act Sewerage Act
Waste in gaseous form	Air Pollution Control Act Law Concerning the Promotion of the Measures to Cope with Global Warming Act on Rational Use and Proper Management of Fluorocarbons
Others	Soil Contamination Countermeasures Act



\* applies to Sophia School Corporation  
Plastic waste generated by households is processed as combustible materials by some local governments.  
Plastic waste generated by Sophia School Corporation is classified as industrial waste and must be separated from combustibles.

Figures 4

The Corporation also issues waste management slips (manifests) to record and store the amount of waste types, transporters, and disposal entities, and to keep track of the flow of waste from discharge to the final disposal.

At Yotsuya, before the COVID-19 pandemic, about 600 tons of waste was generated annually, with combustibles (paper) accounting for about 50% of the total.

Figure 5 shows the trend in the amount of waste generated from fiscal years 2017 to 2020.

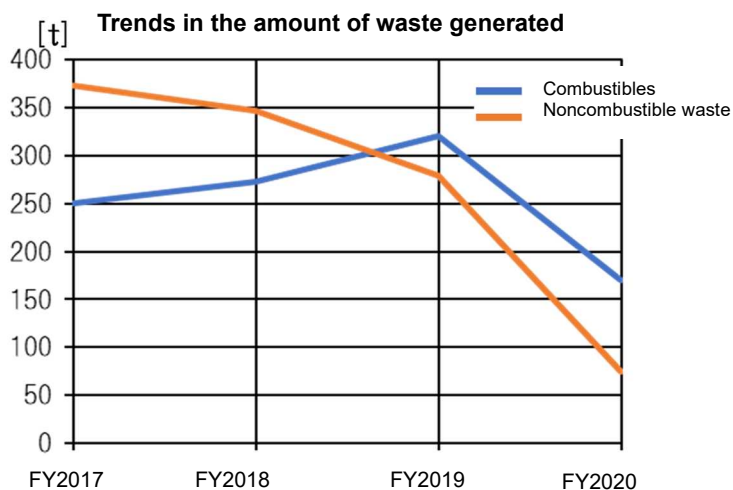
Combustible waste is increasing year by year, while non-combustible waste generation fluctuates depending on the scale of moves associated with renovation work on campus. Since in fiscal 2017 and 2018, there were relocations associated with the renovation of facilities in the Faculty of Science and Engineering, we expect this to show a decreasing trend.

In comparison with other universities (Figure 6), the amount of waste generated increases in proportion to the size of the campus, but certain universities generate less waste despite having large campuses.

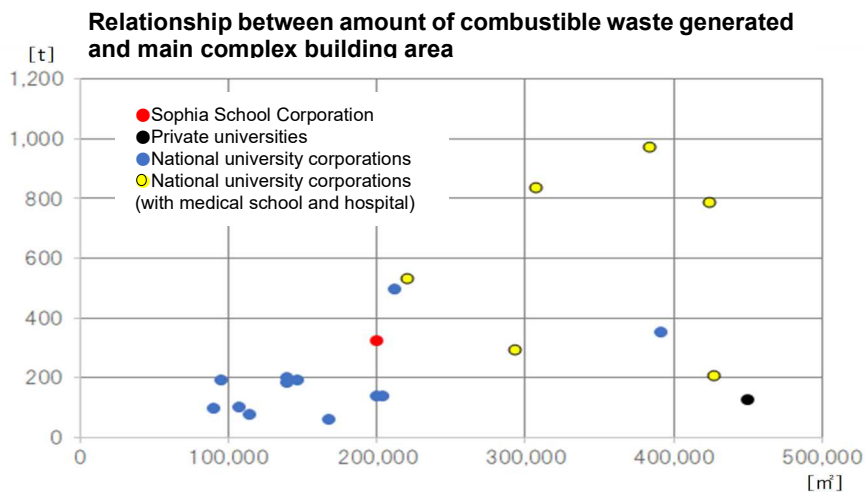
Waste is not only disposed of but also recycled. Sophia School Corporation recycles paper, plastic bottles, cans, bottles, and others, as well as home appliances, etc.

Proper waste segregation, reduction of waste generation, and promotion of recycling can reduce environmental pollution caused by waste as well as greenhouse gas emissions associated with waste disposal (incineration).

At Sophia School Corporation, we believe that the segregation of waste and a decrease in the usage of plastic and paper materials are important issues that contribute to the reduction of environmental burdens.



Figures 5



Figures 6

# Sophia University

## ■ Construction of “Sophia University Building No. 15,” a Fireproof Wooden Structure

In April 2021, Sophia School Corporation started the construction of Building No. 15. A wooden structure was adopted for several reasons; one was that the environmental impact during construction work was small, another was that CO2 emissions are reduced, and the third was that it promotes the recycling of forest resources.

In Building No. 15, there are plans to open a cafe on the first floor that is accessible to visitors from outside the university. Classrooms will be located on the second and third floors. The building is situated on the main street of Kojimachi Odori, detached from the campus. As it is easily accessible from outside the university, we are looking to utilize it as a venue for public lectures including the “Professional Studies”

course for adults.

Also, as a part of community contribution activities, there will be a disaster prevention warehouse on the first floor for the use of the neighborhood association.



## ■ “Sophia New Normal” - Campus Rules Formulated to Generate New Behavior Patterns During the Pandemic

In fiscal 2021, new campus rules called “Sophia New Normal” (SNN) have been compiled to implement face-to-face classes. These rules were devised to prevent the suspension of campus activities during the COVID-19 pandemic and also to protect the safety and security of all our members. The basic items are summarized in six articles including the correct wearing of masks, the enforcement of silent eating, and the avoidance of crowded places on campus.

At Yotsuya Campus, the SNN project team organized by faculty and staff has been at the center of a drive to put up posters at the entrance of Building No. 6 and on the main street as well as calls to comply with the rules. Also, they produced videos such as “Six Rules to Protect the Campus” and “Silent Eating & Drinking,” which were screened at student guidance sessions and posted on the university’s official YouTube channel.

In addition, a new project titled “Sophia and My New Daily Life” was launched on the university’s official Instagram channel. Students, faculty and staff, security guard, and cafeteria staff give their personal stories in interviews about how they have lived during the pandemic, and are being well received.

The project team commented, “At SNN, our motto is ‘Caring for Each Other – For Everyone and for Myself.’ Rather than merely listing the prohibitions, we want to carry out activities in the future thinking about others and enabling students to take advantage of their new campus life with a positive attitude during the epidemic.”



SNN Main Logo



Building No. 6 Entrance

## **Professor Mari Miura Receives the Chevalier de l'Ordre National du Merite from the French Government**

On June 11, 2021, Mari Miura (Department of Legal Studies of the Global Environment, Faculty of Law) was invited to the French Embassy in Tokyo and awarded the Chevalier de l'Ordre National du Merite by Philippe Seton, the Ambassador of France to Japan, for her work in disseminating the idea of "Parite" ("parity" in English) in Japan, meaning "a law to enforce an equal number of candidates for men and women in elections." L'Ordre National du Merite, or Order of National Merit is a decoration, like the Legion of Honor, that is decided by the president of France and awarded by the French government.

Professor Miura has been deeply involved in problems relating to parity and gender, and she has worked diligently to enact legislation to promote gender equality approved in the political field. As well as contributing to a great many lecture meetings and workshops for women who want to participate in politics, she established the Parity Academy in 2018.

Professor Miura, who spent her childhood in France, graduated from the Faculty of Law at Keio

University and then obtained a Ph.D. in Political Science at the University of California, Berkeley, in the United States. After working as a research fellow at the Institute of Social Science at the University of Tokyo, she began teaching at Sophia University in 2003 and she is conducting research into the impact of party-political dynamism on the formation of legal policy. Her main research areas are politics and gender, welfare state theory, and contemporary Japanese politics.



(From the left,) Professor Mari Miura and Philippe Seton, the Ambassador of France to Japan

## **Joint symposium on virtual study abroad with Kwansei Gakuin University**

On June 20, 2021, Sophia University and Kwansei Gakuin University hosted the Joint Symposium "Let's talk about online study abroad! -Dialogue with students about the possibilities of virtual international education." In 2018, Sophia University signed an academic partnership agreement with Kwansei Gakuin University, which is also guided by Christian philosophy and is conscious of internationality and neighborliness in its research and education activities. As selected institutions under the Top Global University Project, the two universities also share a significant role in guiding the globalization of institutions across Japan. Against this backdrop, we decided to jointly host this symposium.

With 380 participants, including university and high school students, as well as university faculty and staff

engaged in international education and online education, the symposium opened with welcome remarks from Professor Tetsuo Morishita (Vice President for Global Academic Affairs), followed by self-introductions and comments from four students studying at our universities with experience participating in international online programs. Then, the students joined a panel discussion moderated by Professor Makiko Deguchi (Director, Center for Global Education and Discovery), welcoming Professor Hiroshi Ota (Center for General Education, Hitotsubashi University) as commentator. To the guiding question, "What are some activities that were possible only because an international program was offered online?" students introduced their experiences, including communications with people

from South Africa and internships offered by global companies. Professor Ota wrapped up by commenting that “virtual study abroad is evidence of



the increased digitalization of international education and should be positively approached as new means of global education. Professor Kyoichi Marukusu (Vice President, Kwansai Gakuin University) concluded the symposium saying, “Virtual study abroad will surely continue to evolve uniquely, not just as an alternative for study abroad. I hope that it will become the driving force behind a shared spirit of going beyond borders and unlocking the future.

### **Sophia Archives Special Online Exhibition “100 Years of Student Dormitories”**

Since its inception, Sophia University has been oriented toward internationalization. The student dormitories have played a part in this. The original student dormitory established before the war was a place of diverse exchange accepting students from other universities and overseas as well as the children of Catholics. During the period of turmoil after the war, the student dormitory, which had experienced student activism, became an organization that respected student autonomy under the direction of a Jesuit priest, who was the dormitory superintendent. Then, when the consciousness of internationalization at the university became prevalent again in the 1970s, the student dormitory became known as a place for international exchange as well as a place for training leaders who would become active in the international community. It continues to be so today.

The Special Exhibition “100 Years of Student Dormitories,” on view from September 2021, was planned to commemorate the passing of 100 years since the building of the former residence of Tetsuma Akahoshi (an entrepreneur) and Hisanao Oshima (an army officer) was given the name St. Aloysius’ School in 1920. This building had been used as a student dormitory since the founding of the university. The history of the student dormitory is introduced based on three words: internationalization, Catholic education, and student self-governance.



<https://www.sophia.ac.jp/static/archives/dormitory/jp/>

### **Taking Part in Planning “The 30% Club Japan University Working Group”**

In June 2021, Sophia School Corporation participated in “The 30% Club Japan University Working Group.” “The 30% Club” is a global campaign established in the U.K. in 2010 to achieve continuous sustainable growth of companies by enhancing the percentage of women occupying positions in key decision-making bodies. Since 2019, the Club has been officially active in Japan. The Club aims to achieve the 30% female executives target in the TOPIX100 companies by 2030.

The University Working Group, which is subordinate to “The 30% Club Japan,” is active in encouraging the university itself to promote gender diversity in order to achieve gender equality in a wide range of fields such as university education, research, and contributions to society.

Large numbers of female graduates from Sophia University are active on the world stage and are contributing to achieving a gender-equal society. As global citizens transcending nationality and gender,

these women are putting into practice the educational spirit of this university, “Men and Women for Others, with Others.”

To date, Sophia University has established a system to promote diversity, and has actively supported a variety of minorities including persons with disabilities, LGBT orientation, and foreign nationalities, aiming to establish a campus

### **Sophia University conferred an honorary doctorate to His Excellency Kay Rala Xanana Gusmão**

On November 26, Sophia University conferred an honorary doctorate to His Excellency Kay Rala Xanana Gusmão, former President of the Democratic Republic of East Timor. H.E. Dr. Gusmão was a leader of the independence movement in East Timor, aiming for a peaceful solution, and served as the country's first president and prime minister. He is also deeply sympathetic to the educational activities of the Jesuits and has played an essential role in deepening ties between the government of East Timor and the country's St. Ignatius College (a Jesuit-run school and one of Sophia University's designated overseas schools). These achievements have been highly recognized around the world and are in line with the founding spirit of the university, hence the conferral was made.

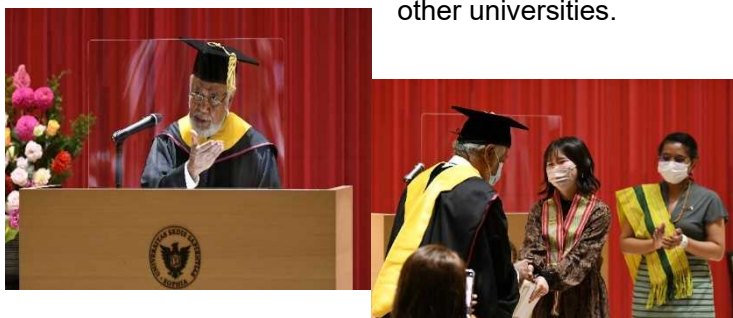
The ceremony included a commemorative lecture by H.E. Dr. Gusmão. H.E. Dr. Gusmão expressed his gratitude for receiving an honorary doctorate from Sophia University, the legacy of St. Ignatius de

environment that nurtures true global citizens who have acquired a mutual understanding of diversity.

By participating in “The 30% Club Japan University Working Group,” we are cooperating with other universities in the group to double the university’s efforts and contribute to a society that promotes diversity.

Loyola, who devoted himself to making the world a better place.

He addressed that only from the places like universities, where there are so many talented young people, changes can be brought. He encouraged students “to commit and just do it” in order to build a better future. After the lecture, representative students presented a bouquet of flowers, and H.E. Dr. Gusmão presented each of them with a piece of tais, a typical East Timorese handicraft. After the ceremony, we moved to a different venue and held a round-table discussion with international students from East Timor, Sophia students, and students from other universities.



### **Event - “Talking with a Sophian Government Official – Seniors Active in Japan and the World”**

On October 25, an event titled “Talking with a Sophian Government Official,” sponsored by the Institute of International Relations (supported by the Sophia University Alumni Association) was held online and over 70 students participated. Planned by Ichiro Fujisaki, chairman of the Nakasone Peace Research Institute, a former Eminent Professor at Sophia University, and a former Ambassador to the United States, this was the sixth occasion including

those with the former event title “Meeting Diplomats who Graduated from Sophia.” The first half began with a greeting from Masao Torii, President of the Sophia University Alumni Association. Then, in the keynote speech, former ambassador Fujisaki spoke about his experiences as a diplomat and said, “In terms of their social contributions, government officials are in keeping with the founding principles of Sophia University. I conceived this project in the hope

that many Sophia students would pursue a career-track job.” He then spoke to the participants stating, “I would like you to study in groups with friends who share your interests.” Then, there was a lively question and answer session about motivation, studying for exams, and visiting government offices, between the participants and the successful candidates for a national career-track position; Ken Baba (20, a graduate of the Department of English Literature, Faculty of Humanities) and Yuriko Yatabe (20, pre-doctoral 2, Information Science, Graduate School of Science and Technology). The second half began with a greeting from Masashi Yasuno, Professor and Director of the Institute of International Relations. Then, Jun Imanishi, Professor, former ceremonial director of the Ministry of Foreign Affairs and a professor at Tohoku University’s School of Public Policy (1993 graduate of Department of Law, Faculty of Law), Yukie Kitagawa, Economic

Partnership Division, Trade Policy Bureau, Ministry of Economy, Trade and Industry (2018 graduate, Department of International Legal Studies, Faculty of Law), and a special guest, Ibuki Onishi, Assistant Director, Personnel Division, Minister’s Secretariat, Ministry of Foreign Affairs, answered questions from students about job satisfaction, work style, and recruitment. At the end, former ambassador Fujisaki gave a summing up and the meeting was closed with closing remarks by Takaaki Ebato, Sophia University Alumni Association Standing Committee Member.



**The Center for Liberal Education and Learning selected as a grant recipient of the “21st Century Liberal Arts Education Program” by the Mitsubishi Memorial Foundation for Educational Excellence**

Sophia University’s “Center for Liberal Education and Learning” Concept – Practicing a new liberal arts education through a review of General University-wide Courses” was selected by the Mitsubishi Memorial Foundation for Educational Excellence as a FY2021 grant recipient. Our program is one of ten programs that were chosen out of the 44 applicants to the “21st Century Liberal Arts Education Program” grant that the Foundation had recruited proposals for. Ever-changing society calls for the personal strength to continue learning. With an aim to foster this strength, our concept reforms conventional General University-wide Courses into curricula comprising a horizontal axis of course groups that transcend specialized fields and a vertical axis composed of different levels ranging from overview/introductory to

exploratory/synthesis. The new curricula for students entering in AY 2022 allows students to gain an idea of what they will learn at university by having them take a preliminary online (on demand) course “Learning to learn” that aims to motivate them to learn. Then, after they are enrolled, they individually deepen their learning by organically combining General University-wide Courses, which are divided into six categories in two course groups (Core and Advanced Learning), with Departmental Courses and Language Courses. The Center for Liberal Education and Learning, established in AY2021, will lead the formulation of curricula that build “foundations” for continued learning in collaboration with faculties, departments and centers.



**“Natural Energy University League” Launched – Sophia University to Participate**

On June 7, 2021, the “Natural Energy University League” was launched and a general meeting and press conference were held. At the general meeting, Yukihiko Harashina, President of the Chiba University of Commerce was inaugurated as the representative of the League’s board of directors, and Yoshiaki Terumichi, President of Sophia University was appointed as the sponsor. The nine starting members of the League are the Chiba University of Commerce, the representative, the International Christian University, Wayo Women’s University, Sacred Heart

Women’s University, Tokyo University of Foreign Studies, Nagano Prefectural University, Hiroshima University, and Tokyo Medical and Dental University.

This newly launched “Natural Energy University League” is to promote the use of natural energy in universities and develop human resources to support this effort. Aiming to switch to 100% natural energy between 2030 and 2040, the member universities are expected to achieve the goal of producing or procuring 100% renewable electricity installations by a self-imposed date.

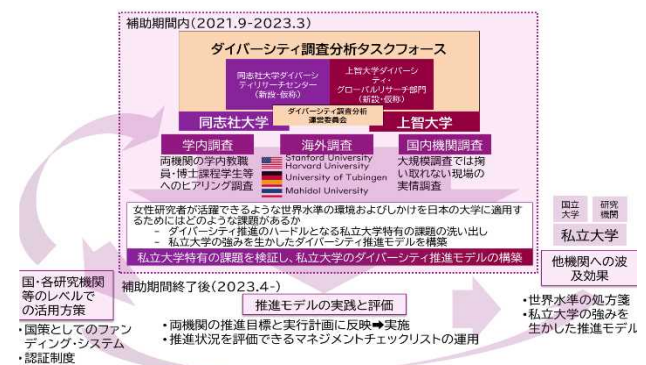
**Selected for “Program to supporting research activities of female researchers (study & analysis)” (FY2021 Development of Human Resources in Science and Technology, Ministry of Education, Culture, Sports, Science and Technology)**

Doshisha University (representative organization) and Sophia University jointly applied for the “Program to supporting research activities of female researchers (study & analysis)” (FY2021 Development of Human Resources in Science and Technology, Ministry of Education, Culture, Sports, Science and Technology) and were selected in September 2021 as grant recipients. (Professor Okada, Vice President for Academic Research is responsible for implementing this project which is valid through the end of FY2022.) The name of the project is “Study on Formulating a Diversity Promotion Model for Private University based on Leading Overseas Cases.” It aims to verify challenges in promoting diversity that are unique to Japanese private universities and to build a diversity promotion model that draws on the strength of private universities to overcome such challenges.

managerial positions.

We will survey Eberhard Karls Universität Tübingen (Germany), Stanford University (U.S.), Harvard University (U.S.), Mahidol University (Thailand), and T.I.M.E Association. The survey at Mahidol University will be led by Sophia University. The overseas studies will identify the different policies and institutions that have developed against the backdrop of national, regional and organizational culture, history, social circumstances and customs. Based on these findings, we will verify the challenges that hinder the promotion of diversity at Japanese private universities, and thus aim to build a diversity promotion model that takes into consideration the features unique to private universities and business management perspectives.

Research activities under the program include surveys and analyses of good examples of measures taken at domestic and overseas universities and research institutions to develop research environments that take into consideration the work-life balance of female researchers or to improve their research capabilities and proactively promote them to



## ■ Enhancing online learning environments

Given the early decision that courses would mainly be offered online (hyflex/on-demand) in AY2021, the ICT Office implemented the following infrastructure improvements from January through March 2021.

First, for hyflex classes, we purchased conference speakerphones (approximately 180 units) and installed them in all classrooms. We also bought conference webcams (approximately 80 units) to be lended as needed. The ICT Office collaborated with the FD Committee on holding briefings on how to use the devices. It also asked each department to offer access to classrooms that would be used in April so that connection tests could be conducted under the same conditions.

We also enhanced our wireless LAN network and increased access points in a very short period with an aim to provide stressless network access to 60% of the classroom capacity. Furthermore, we reviewed the network structure to maximize the performance of the external network (10Gbps) in preparation of the hyflex classes to start in April.

In April 2021, we established a Hyflex Support Desk to support hyflex classes. For a limited time, during the period when confusion was anticipated, we hired students so that we would have twenty staff members constantly available to solve any problems that should occur in the classrooms. However, we did not embrace any major confusion. As a result of the preparations made by the University up to March and the efforts on the part of our faculty to improve their IT skills, online classes could be delivered more smoothly than had been expected.

We have also continued to provide students the following services: a “Network Print Service” that allows students to print out documents at convenience stores free of charge and an affordable equipment rental service for students. A fewer number of students take advantage of these services compared to AY2020, but a limited number of students still do not come to campus; and therefore, a given number of users remain.

## ■ Student-Related Topics

### < “Find Sophia” Website – Hosted by Center for Student Affairs >

In September 2021, we launched “Find Sophia” in order to enhance the capacity of the Center for Student Affairs to deliver information. In a period of 6 months, 95 articles were posted and the number of students\* accessing the site exceeded 14,000.

Among the items on the website are “Discover Sophia Now (Student Activities + Student Columns),” “Sophia and Volunteers,” “Sophia Student Exchange (SSIC Activity Report),” and “Sophia Student Press Club News (Sophia Topics),” as well as “Event Information” sponsored by the university and students and “Today’s Menu” updated daily with the cooperation of the university cafeteria service

provider. Current students can access a variety of information on the website that is closely tied to university life.



\*The number of new users.  
If the same user accesses the website via a different browser, he or she will be counted multiple times.

[Find Sophia]  
<https://findsophia.jp/>

**<Arrupe International Residence Students Manufacture the Sophia Original Water Bottle>**

The Students at the Arrupe International Residence, directly managed by the university, who were working on plastic reduction as part of the education program of the dormitory, joined the “Campus Life Environment Enhancement Project” developed at the Yotsuya Campus and manufactured the Sophia Original Water Bottle.

The purpose of this project was to spread awareness about the water server installed on the

campus, and in order to make the Water Bottle appealing to the students, we designed it from their point of view. We received many orders for the bottles



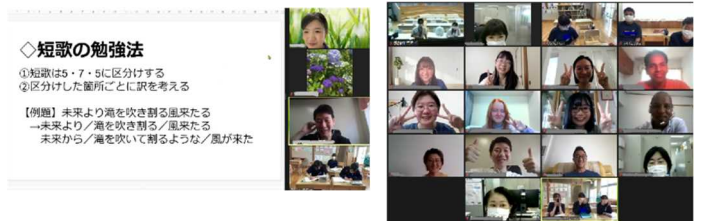
produced, and the delivery was handled by the students at the dormitory who created them.

**<litate Village Exchange Program - First Online Exchange ->**

Under an agreement closed in fiscal 2014, 3<sup>rd</sup>-year junior high school students at the litate Hope Village Academy in litate Village, Fukushima Prefecture, and 8 Sophia University students engaged in their first online exchange.

A 4-day event in August deepened the connection with junior high school students, with the program covering “SDGs Workshop,” “Advice on Dealing with Worst Subjects,” and “English Activities.” In September, there was a lecture from the litate Village Education Committee entitled “litate Village and the Academy in the 10 Years after the Great East Japan Earthquake,” and students learned about the conditions in the area after the earthquake disaster.

From September to January, an exchange session was held once a month. Both parties discussed the most recent circumstances, and the Sophia University students offered advice for the high-school entrance examination. Also, the students took it in turns to publish the “Sophia Student Newsletter” and delivered messages of support based on their experiences. It was a good opportunity for the students to reconsider their trajectories.



**<Group Blood Donation by Sports Club Students>**

On April 17 and 18, a group blood donation was carried out by students affiliated with sports clubs at the Yotsuya campus in a joint project between the Sophia University Athletic Association and the Red Cross Society of Japan. Over the 2 days, 80 students donated blood.

The Soccer Club became aware that the COVID-19 pandemic was reducing the availability of blood



given for transfusion, which led to the idea for this initiative. The Club lobbied the Athletic Association



headquarters and all the clubs cooperated by donating blood.

As well as gathering participants through social media, students in the Athletic Association supported the operation in a variety of ways such as guiding the blood donation bus, providing assistance in setting up necessary desks and chairs, and providing reception services to participants.

This group blood donation initiative attracted a great deal of attention and it was featured on TV and online news.

### <+Re: (Purari) activities and collaboration with Aozora Bank>

On July 5, +Re: (Purari), an extracurricular activity group aiming to promote “The Plastic 3Rs,” held the “Workshop to Deepen Understanding of SDGs” online. Aozora Bank Head Office volunteers served as facilitators.

Around the same time, collection boxes were placed on campus to collect empty disposable contact lens cases and used toothbrushes. Collection boxes for empty disposable contact lens cases were also placed in the Aozora Bank Head Office and +Re members are in charge of collecting them on a regular basis. Through participation in the “Eyecity eco Project” and the “Toothbrush Recycling Project,”

the collection of these plastic products will help achieve recycling into new items and assist the independence of people with disabilities and provide support for them.

Together with Aozora Bank, we were able to take the first step in contributing to Sustainable Development Goal 12; responsible consumption and production.



### ■ COVID-19 workplace vaccination

Sophia University held COVID-19 workplace (university) vaccination with an aim to protect the health and safety of students, faculty and staff, as well as to fulfill its social responsibility in controlling the spread of COVID-19. Since we needed to wait for the government to supply us with the vaccines, we had to delay the vaccination event, which was also reduced in scale, by more than one month. With the cooperation of Akebono Clinic, whose doctors makes house calls at SJ House, we held workplace vaccination to a total of 6,713 people in Conference Room 1701 in Building No. 2 at Yotsuya Campus during the periods August 23-30 (first dose) and September 20-29 (second dose). Students of Sophia University, Sophia University Junior College Division and Sophia School of Social Welfare; faculty and staff of Sophia School Corporation; employees of

subcontractors working on Yotsuya, Mejiro Seibo and Hadano Campuses; individual subcontractors; tenants on Yotsuya Campus; and local partners (neighboring universities) were eligible for workplace vaccination at Sophia University. The breakdown of people vaccinated at this event was: students of the three schools under Sophia School Corporation (80%); other universities (15%); faculty and staff of Sophia School Corporation (4%); and tenants, subcontractor employees, and individual subcontractors (1%).

The Government has decided to allow workplace vaccination hosted by companies and universities for the third dose. Sophia University plans to offer workplace vaccination from late March to mid-May, 2022.

### ■ Japan-Sweden research collaboration program: MIRAI 2.0

A number of prestigious universities launched MIRAI 2.0 for the enhancement of research networks in the future through the promotion of joint research and research exchange with a focus on joint programs to develop young researchers. Sophia

University joined MIRAI in 2017 and now participates in MIRAI 2.0 (2020-2022), with an aim to maintain and expand on the initial concept developed in 2017. (In AY2021, 8 Japanese universities and 11 Swedish universities participated.)

Since Spring 2020, COVID-19 has kept us from engaging in the physical exchange of researchers that involves travels between Japan and Sweden. However, we have been enthusiastically engaged in utilizing online tools in activities such as Research & Innovation Week (annual general event) and Thematic Expert Group (TEG) Workshops, and PhD Courses.

Sophia University is a member of the TEGs for Materials Science and Sustainability. In AY2021, Professor Hideki Kuwahara (Faculty of Science and Technology, Department of Engineering and Applied Sciences) assumed the important role of Japanese side chair of the TEG- Materials Science and successfully chaired a three-day workshop on November 29 – December 1 with an average of 50

participants each day. Furthermore, two researchers from Sophia University were selected among the 24 grant recipients of the seed funding for collaborations under MIRAI 2.0.

MIRAI2.0 will welcome its final year in AY2022. Given the impact it has had on strengthening Sophia University's presence in Japan and overseas, increasing partner institutions, and enhancing the international activities of young researchers, we hope to enhance the research collaboration between Sweden in Japan with a view to activities beyond AY2022.



## ■ Sophia School Corporation and Japan Airlines Sign a Cooperation Agreement

On January 21, 2022, Sophia School Corporation and Japan Airlines (location: Shinagawa-ku, Tokyo; President and Representative Director: Yuji Akasaka; hereinafter “JAL”) signed a cooperation agreement with the aim of training cultured human resources and creating a prosperous future society.

### 1. Objectives

Sophia University and JAL, which share the common vision of “Realization of a Sustainable Society,” are cooperating by utilizing JAL’s best practices aimed at achieving the SDGs to promote Sophia University’s sustainable education and training of human resources to lead the next generation. The partners will contribute to the construction of a prosperous future society and work on sustainable regional revitalization leveraging their mutual strengths such as Sophia University’s research findings and JAL’s regional networks.

### 2. Details of Planned Activities

- (1) The implementation of lectures by JAL employees on SDGs and other subjects.
- (2) The application of collaborative research on the subject of sustainable community revitalization through environmental preservation and the promotion of tourism.
- (3) The establishment of personnel exchange programs through the secondment of JAL employees to Sophia University.



## Sophia University Junior College Division

### ■ Accreditation Results and Measures to Assure Educational Quality During the COVID-19 Crisis

Based on the self-inspection and self-evaluation report prepared in fiscal 2020, the university was assessed for accreditation by the Japan Association for College Accreditation in fiscal 2021. The new perspectives with the four evaluation criteria include creating an internal quality assurance system to secure and enhance the standard of education and research, consistency and application of the three principles for achieving learning outcomes, and obtaining feedback from high schools throughout the self-evaluation procedure. After an online interview survey by the Association in September 2021, we were “qualified” for the institutional evaluation in March 2022.

In fiscal 2021 while the COVID-19 crisis persisted, HyFlex courses were delivered, combining face-to-face with online (remote) classes. In this format, students who wish to take classes online can use Zoom, a web conferencing system, to participate in face-to-face classes conducted by faculty members on the Hadano campus, enabling interactive communication between the faculty and students on and off campus. We made effective use of the on-campus PC and AV environment that was upgraded in fiscal 2020, and were able to maintain the quality of education under the COVID-19 pandemic. All possible measures to prevent infection were taken, including the use of three school buses to transport students to and from campus to avoid a crowded environment, and frequent disinfection of classrooms.

# Sophia School of Social Welfare

## ■ Closure of the School of Social Welfare – Continuation of Social Welfare Spirit

At the end of March 2022, Sophia School of Social Welfare, with a history of 58 years dating from its establishment in 1964, closed with all students graduating.

In 1963, the school began its history as the Department of Social Welfare Specialized Training at Sophia University when it was designated a “Social Welfare Officer Training Institution” by the Ministry of Health and Welfare at the time. Subsequently, the course was expanded and reorganized, and the focus was set to train social welfare specialists to become nursery teachers, social welfare officers, social workers, children’s social workers, care workers, and mental health workers. At the same time, it has continued to train highly motivated human resources through an all-round education based on Christian humanism with the motto “Men and Women for Others, with Others,” which is the educational spirit of Sophia School Corporation.

In 58 years, the number of its graduates exceeded 6,800 and many of them have been active as social welfare professionals in public organizations such as child consultation centers, social welfare facilities, and medical facilities. The initiatives of the graduates

have improved the college’s reputation, and despite the fact that the courses were offered at night, it has established a long history as a place where enthusiastic learners gather.

However, education trends in the field of social welfare have undergone significant changes in recent years. A variety of training colleges have emerged, and distance learning has been enhanced making it possible to obtain a qualification in a short time. The Japanese labor market has had an influence on many welfare-related educational institutions. Sophia School Corporation has pursued a unique form of education focusing on liberal arts sought after by professionals as well as subjects necessary to gain a qualification. However, since around 2010, the number of applicants has been sluggish, and recently, we have been promoting a variety of innovations. For example, the Course of Care Workers was reorganized by changing the 3-year evening course to a 2-year day course, and opportunities to acquire qualifications increased through collaboration with other universities in the Course of Nursery Teachers. Also, as a measure to enhance the capacity sufficiency rate, we made various recruitment efforts



by accepting overseas students, implementing regional entrance examinations, and accepting trainees for “Re-employment training for those who have left their jobs,” which is a contract from the Tokyo Metropolitan Government. However, despite these efforts, the status of the application did not change.

On March 22, 2022, when countermeasures were being taken against COVID-19 infection, a school closing ceremony along with a graduation ceremony for the last 31 students was held in the Building No. 10 auditorium. Sophia School Corporation board members, successive presidents, faculty and staff, and from outside the university the President of the Japan Province of the Catholic Jesuits, the Sophia School of Social Welfare Sophia-kai (Alumni Association) board members, and many other people with connections to the school were in attendance.

After the ceremonial address by Chancellor Sakuma, messages were received from Shizuko Harumi, Professor Emeritus (Department of Social Welfare) of Sophia University representing guests of honor, and Sadami Takayama, the 10th principal. During the course of the event, a memoir of the fourth principal, Javier Garralda, and photos of student events which were shown online at this year's School of Social Welfare Festival (school festival) were

screened. Despite the sadness of the closing of the school, a friendly and warm atmosphere was created. Then, there was a closing ceremony for the transfer of the school registers, 6,824 graduates' records, and the declaration of closure by Fumikazu Horigome, Assistant Principal (a faculty member of the Course of Care Workers). He concluded his declaration by expressing gratitude to the successive presidents, faculty members, the alumni association, and others involved, and his hope that graduates will continue to discuss their social welfare practice and memories of the School of Social Welfare at alumni meetings and other occasions after the school closes. The closing ceremony came to an end with the school song sung by the Sophia University Glee Club and the Social Welfare College choir.

In the front lines of nursing, patient care, social welfare, and mental health and welfare fields, the “Social Welfare College Spirit (the spirit of leadership in service)” possessed by the active graduates who practice the Sophia educational spirit, “Men and Women for Others, with Others,” will continue at Sophia long after the closure of the college.

We would like to thank all the people who devoted themselves to the development of the Sophia School of Social Welfare.





## ■ History

- 1963 The Department of Social Welfare Specialized Training, Sophia University, was designated a “Social Welfare Officer Training Institution” by the Ministry of Health, Labor and Welfare.
- 1964 The Department of Social Welfare Specialized Training launched.
- 1966 Sophia Specialized Training School for Social Welfare was established. It was approved as a “miscellaneous” school. In addition to the designation as a Social Welfare Officer Training Institution, it was also designated as a childcare training institution. The two majors were: Social Welfare Officer Training and Childcare Training.
- 1967 The Social Welfare Officer Training was retitled the Social Welfare Officer Course and Childcare Training was retitled the Childcare Course.
- 1968 The Sophia School of Social Welfare Alumni Association (now the Social Welfare Sophia-kai) was established. The Sophia School of Social Welfare Student Association was launched.
- 1976 In line with an amendment of the School Education Act, Sophia School of Social Welfare was approved. The Social Welfare Officer Course was retitled the Specialized Course for Social Workers and the Childcare Course was retitled the Specialized Course for Childcare Workers.
- 1982 The Social Welfare Officer Course was retitled the Social Welfare Specialized Course and these courses include a Department of Social Welfare Officer and a Department of Child Guidance Workers. In line with the establishment of the Department of Child Guidance Workers, it was designated as a “Child Welfare Officer, Child Welfare Facility Staff, and Social Welfare Officer Training Institution.”
- 1985 A “Steering Committee” was inaugurated as an advisory body to succeed the previous conference body.
- 1993 “Course of Care Workers” was established in the Social Welfare Specialized Course.
- 1997 The Department of Child Guidance Workers, Social Welfare Specialized Course was reorganized. In line with the establishment of the “Course of Social Workers and Child Guidance Workers,” it was designated a “General Training Facility for Social Workers.”
- 1999 In line with the amendment to the Child Welfare Law, the “Child Care Course in Specialized Course for Childcare Workers” was retitled the “Course of Nursery School Teachers in Childcare Specialist Course.”
- 2001 Recruitment of students for the “Social Welfare Officer Course” was suspended.
- 2005 “Comprehensive, Specialized, and Ongoing Training Courses for Mid-Career Caregivers” was established.
- 2006 “Correspondence Course for Psychiatric Social Workers (Short-term)” was established.
- 2011 The “Course for Care Workers” became a two-year daytime course.
- 2013 50th anniversary commemorative event was held.
- 2017 Recruitment of students for the “Course of Nursery School Teachers” was suspended.
- 2020 Recruitment of students for the “Course of Care Workers,” “Course for Social Workers and Child Guidance Workers,” and the “Correspondence Course for Psychiatric Social Workers” was suspended.
- 2022 The Sophia School of Social Welfare was closed.

# EIKO Gakuen Junior and Senior High School

## ■ AY2021 Annual Report (Summary)

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With the spread of COVID-19 in fiscal 2021 continuing from the previous year, great changes in educational activities were unavoidable. The year began in April as usual, but with the implementation of staggered schooling in line with the announcement of priority measures to prevent the spread of the virus, extracurricular activities were restricted including a general ban on external activities. Moreover, with the announcement of a state of emergency during the summer vacation, students were not allowed to attend school for the first three weeks of the second semester and all classes were held online apart from a certain number of school days.

In the third semester, due to an upsurge in infection cases, online classes were introduced from January 25 to enable smooth implementation of the junior high school entrance examination on February 2.

Annual school events also had to be revisited. The majority of the previous year's activities were

canceled, but in 2021 we investigated ways to execute these events as much as possible. We managed to hold the Eiko Festival, a cultural school event that was abandoned last year, but we extended the preparation period by one month to June, and attendance was limited to student families. The sports festival held every year in September was postponed to November and attendance was again limited to student families. However, everyone enjoyed a fulfilling day and it was a valuable experience for those who helped with the planning and preparation.

In terms of public relations, we made sure that we could have as many people visit the school and provide them with an opportunity to see Eiko Gakuen firsthand by implementing a series of small-scale school tours instead of a school orientation meeting in a large auditorium.

## ■ Topics

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### ① Exchange with Overseas Jesuit Schools

Due to the global pandemic, traveling and face-to-face exchange as in the past have not been possible, but online communication could still take place.

Although we could not carry out short-term exchange trips with the Sacred Heart School - Ateneo de Cebu in Cebu City, Philippines, students from both schools gave presentations online and had the opportunity to hold a discussion at the end of March.

"Ever to Excel," a Jesuit education and training program organized by Boston College in the U.S., was again canceled this year, but a two-day training

program was implemented in the same way as last year. This event featured a discussion with high school students from the U.S., and the training was highly fruitful.

In addition, one of our English teachers received an invitation from the Jesuit St. Joseph Preparatory School in the U.S., that stated, "We would want the children of both schools to become pen pals." Ten of our second-year high school students applied and are now corresponding by e-mail.

## ②Start of a New Donation System

When a new school building was constructed in 2017 as a 70<sup>th</sup> anniversary project, special donations were solicited, and contributions were received from a large number of people including alumni. We did not have a permanent donation system after that, but in April 2021, we launched “Future EIKO Fundraising.” This is a new donation system for a small school with limited students like ours to continue offering students an environment outfitted with state-of-the-art educational equipment to enrich education content and maintain our vast campus.

As with the 70<sup>th</sup> Anniversary fundraising, we



received assistance from many people, especially from our alumni. We were deeply impressed by their love of our school and all faculty and staff realized once again how much support we are receiving from those who have connections with Eiko Gakuen.

We immediately put these funds to use last year in the large-scale refurbishment of the baseball ground, the purchase of iPads for all junior high school students, and scholarship enhancement for families that face unexpected financial issues in enrolling their children in our school.

## ③Awards for Student Activities

The English Club student team participated in the HPDU Competition (Japan High School Parliamentary Debate National Tournament) in March 2022. This is the most prominent English debate event hosted in Japan, and qualifying for the tournament is regarded to be challenging. This year, the tournament was held online because of the epidemic and the Eiko team was successful in taking the title. A commercial TV station came to cover the occasion, and the victorious moment was featured in a program.

In February 2022, the national competition of FLL (First Lego League), an international robot-making competition in Japan organized by the NPO Youth Science and Technology Promotion Association was held, and a team of students from the Physics Research Club (team name: "Now, Kamakura.") won the national championship. Usually, teams who win in Japan compete at the FLL global event in the U.S. in April. However, given the high number of COVID-19 infections, it was decided that the team would not travel to the U.S.

# Rokko Junior/Senior High School

## ■ AY2021 Annual Report (Summary)

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Continuing from last year, COVID-19 measures had to be enforced. Apart from the period between October and December in the second semester, there was either a virtual state of emergency or priority measures in place to prevent the spread of the virus. In view of the infection prevention and control policies frequently issued by the local government as well as the school's infectious conditions, we had no choice but to implement measures and policies regarding daily school life, extracurricular activities, and school events, by considering, adjusting, and making changes each time. Restrictions were enforced, but unlike the previous year, classes in the first and second semesters were held almost the same as usual. In the third semester, an entire grade and the school were closed for about a week in February, but we were able to get through it by incorporating online classes. Following the ICT education training during the summer vacation, the use of iPads in school increased, and both students and teachers were able to manage the situation without any major disturbance.

We had to postpone many school events, but by devising a program to prevent infection, shortening the time, and by implementing distributed school attendance and online delivery for parents and families, we were able to avoid canceling most of

them. However, part of the third-year junior high school students' ascent of Mt. Tateyama and the study tour for first-year high school students were postponed until the following year, and the Walking Race (Marathon event) was changed to a track meet for each student year.

In addition to employing information and communication technology (ICT) in the classroom, as a new initiative, some grades tried proficiency-based tuition in English and math for a few hours during the semester to increase academic performance. Based on a student survey, we are planning to implement this approach more creatively in the following year. In terms of international exchange and community service, we achieved online student exchanges in Asia (Hong Kong, Macao, Singapore, Indonesia, etc.), Africa (Ghana), and Latin America (Chile and Guatemala) in addition to Indian facilities to which donations are made. Apart from Indonesia and Ghana, the exchanges were with students at Jesuit schools. There are challenges concerning the difficulty of time differences and communication environments, but it appears that, even online, students were able to appreciate and find value in learning about other nations' everyday lives, cultures, and challenges. We hope to continue promoting international relations focusing on Jesuit sister schools in the future.

## ■ Topics

### ① The Community Service Activities Committee received the 2021 (2nd) Commemorative Award for the Visit of Pope Francis to the University

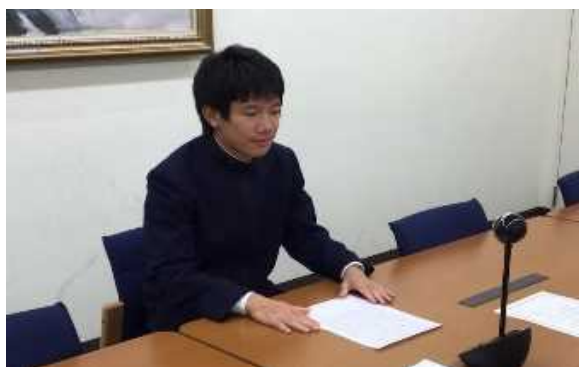
Volunteer activities focusing on India fundraising and visits to India by the Community Service Activities Committee were selected for the Commemorative Award for the Visit of Pope Francis. On February 24, 2022, an online award ceremony was held. Sota Inoue, a sophomore in high school and the committee's chair, delivered the following address on behalf of the committee. "India fundraising has continued at this school since 1977. All the students donate 200 yen each month from their own money and the aims are to understand problems related to poverty and discrimination, discover purpose in fundraising, and acquire the spirit of 'Men and Women for Others, with Others.'

Funds were sent to the Damien Social Welfare Center in Dhanbad, India, and used to treat leprosy

patients and provide educational activities for their children.

Also, visits are made every two years to the Damien Social Welfare Center to interact with the children. Many people in the rural areas of India live in poverty and discrimination against leprosy still exists. We believe that India fundraising will allow us to collaborate to try to tackle these concerns.

In addition, we are carrying out a variety of community service activities such as night patrols for street dwellers in the Kamagasaki area of Osaka and fundraising in East Timor. Through these activities, we hope that all the students can deepen their understanding of and become familiar with the socially vulnerable."



## ②The 14th Rokko Hakuyukai OB Lecture

On June 25, 2021, from the 6<sup>th</sup> to 7<sup>th</sup> period, Tsuyoshi Sekimoto, a 52<sup>nd</sup> graduate who is active as a palliative care physician, gave a lecture to third-year junior high school students in the auditorium.

His lecture began with an account with photographs of the abolition of the shaved-head system for first-year junior high school students and his life at Rokko when he graduated in the year of the Great Hanshin Earthquake. Then, he went on to give specific examples of his experiences in his current job in palliative care with photographs of his patients. Next, he described how he had lived since receiving the diagnosis of cancer with only two years left to live. At the time of the diagnosis, he and his wife had cried but then he discovered that many people including his family and friends were concerned about him. He decided to do his best to survive although he had no idea when death would come. Then, he told the

students that he made a bucket list (a list of things to do before you die) and was trying to accomplish each one of them. He also spoke about his book, “A Palliative Care Physician with Cancer Speaks About Ways of Living and Thinking with Only 2 Years to Live,” which he had written as a testament to his life.

Finally, he said, “Going to a prestigious university is a worthwhile thing to do but it is part of a process, not the goal. Think about a goal after university. You may not have one yet but I would like you to make the effort to find one. If you continue to advance with passion towards your goal, you will meet good friends and mentors and those encounters will change your destiny.”

An NHK camera crew covering Mr. Sekimoto was present and his speech was broadcast that evening on the NHK Kobe program, “Live Love Hyogo.



※ \*Mr. Sekimoto passed away on April 19, 2022, and a farewell service was held on April 23 at the Catholic Rokko Church where he was a member. May he rest in peace.

# Hiroshima Gakuin Junior and Senior High School

## ■ AY2021 Annual Report (Summary)

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As in the previous year, events and activities have been affected by the COVID-19 epidemic.

Classes were held with infection prevention measures in place but club activities and events had to be conducted under severe restrictions.

In particular, the situation was difficult concerning events in the period of priority measures to prevent the spread of the disease. The sports day was only held for half a day and each grade was restricted to participating in just one event with no spectators.

Only parents and primary school students who applied were allowed to attend the cultural festival, and at each time of the day, there were restrictions on the number of participants. Similar to the previous year, the international exchange program did not permit inviting students from outside or sending students abroad; instead, exchanges took place online. Summer camp, volunteer activities, and the marathon were canceled.

The ILP (Ignatian Leadership Program), which plays a crucial role in advancing Jesuit education at the school, was unable to provide students with enough opportunities for hands-on learning in its

classrooms, as it had been the year before. However, with the aim of learning more deeply “Be Men for Others, with Others,” the goal of Jesuit schools, lessons devised by class teachers were conducted based on the theme of each grade.

Open school and school information sessions were held by limiting the number of students and by introducing a system to register in advance. It was not possible to carry out sufficient public relations activities, but despite a decrease in the sixth-year primary school children in the region, a certain number of candidates were obtained. On the day of the entrance examination, we received assistance from the parents, and measures continued to be adopted to prevent the spread of COVID-19, such as securing a large venue for the event.

The examination time was reset to the same as the previous year, and there were no major issues.

COVID-19 continues to have a serious impact and it is often confusing. However, students and faculty are endeavoring to enjoy full school life and everyone is trying to learn new things by sharing their ideas.

## Topics

### ① Establishment of an Evening Study Room

An evening study room, which was launched in September 2020 for third-year high school students, became open to second-year high school students from fiscal 2021, allowing them to study from 18:00 to 20:00 on weekdays. Two faculty members are in charge of supervising 20 to 30 students concentrating on their studies in silence.

At Hiroshima Gakuin, we have always stressed the importance of home study, but for a number of reasons, studying at home has become difficult. In addition to students who stay behind at school to study, the number of students who use alternative

facilities to study has increased, and we concluded that securing time and a suitable setting for learning at school is essential. We made it feasible for students to study until 20:00 considering the transportation availability and others.

Students who come to the evening study room after 18:00 concentrate on studying in silence. This has affected students who come to the room before 18:00, and now they quietly focus on their work as well. It appears that students are influencing one another.

### ② The Mountaineering Club Participates in the National Competition

At “The 65<sup>th</sup> National High School Mountaineering Competition - the 2021 National High School Comprehensive Athletic Competition Mountaineering Competition” held in Katsuyama City, Fukui Prefecture, from August 19 to 23, 2021, four members of the Hiroshima Gakuin High School Mountaineering Club represented Hiroshima Prefecture. The participants found it challenging and unsettling to deal with how the outbreak had changed the competition from the norm, but the four students pooled their wisdom, cooperated with each other, and made careful preparations. This competition tested the relationships between the four, their mountaineering skills, and more than anything, the determination they had acquired in club activities until then. On the last day of the competition, at the summit of the mountain they climbed, the athletes were all smiles despite their

fatigue and you could feel from them the freshness of having performed to the best of their abilities to the end. They came sixth achieving a notable result. Through this competition, they met students from other prefectures with higher mountaineering skills and experienced the great pleasure of competing shoulder to shoulder with them.





# Sophia Fukuoka Junior-Senior High School

## ■ AY2021 Annual Report (Summary)

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Fiscal 2021 was another year of struggling to cope with the COVID-19 epidemic. It was possible to hold some annual events but others had to be canceled. The entrance ceremony still took place, but only the new student and his two parents could attend. This changed from the customary arrangement of having existing students supervise the event. The orientation camp after the entrance was canceled.

When priority measures to prevent the spread of the virus were issued, restrictions were applied to the content and activities and changes had to be made depending on the subject. Extracurricular activities were greatly restricted and a despondent mood of “Not again” prevailed. Even though everyone got used to wearing masks and disinfecting their hands, it was a very stressful year.

The sports day was subject to a number of limitations, so we had to decide carefully whether to hold it or call it off. This was unsettling. We ultimately decided to alter the format and leave the spectators out for the sake of the students and in memory of the graduates who were unable to participate in a sports day the previous year. We had planned to have online live streaming but it was canceled as a result of repeated schedule changes. The teachers took

pictures of the students' activities because we wanted to present them to the parents. We learned that many parents had enjoyed viewing them when they were posted online.

The cultural festival was originally scheduled to be held in October but it was actually held in March. The staggering increase in the Omicron variant resulted in a significant reduction in the preparation time, and the schedule for the day was reduced by half compared to previous years.

The third-year junior high school overseas language study trip was canceled. Alternatively, a skiing trip was planned to take place in February, but like the cultural festival, this event also had to be canceled because of the spread of the Omicron variant.

The graduation ceremony was held in the same way as the entrance ceremony. For the graduating students, two out of six years of school life were spoiled by COVID-19. With the cancellation of numerous events, we have no idea what pleasant memories they would take away from Sophia Fukuoka, but for the grade staff it was a memorable year. The students flew the nest on March 1.

## Topics

### ① Online Classes

In February, Fukuoka had a significant rise in the number of COVID-19 infection cases and the same applied to students. Every time a new student tested positive, the relevant grade was closed for five days. During closures, assignments were delivered via Google Classroom, and efforts were made to maintain and improve academic performance. When one grade was subjected to closure, another grade would follow suit and be closed. There was never a time when all the students came together between the second part of January 2022 and the end of February. As grade closures were repeated two or

three times, some parents opposed to the decision to close grades. However, online classes were launched sequentially at each grade level and we were able to obtain their understanding.

With the start of online classes, a great many ideas emerged especially from among the young teachers, including those in charge of ICT, and we felt that the whole school could overcome the challenge. We made an attempt to fix the numerous concerns after learning that the internet environment was unstable, there was a paucity of equipment, and Google account constraints existed.

### ② Implementation of the Second-Year Junior High School Summer Camp

Almost 200 students are enrolled in our 77<sup>th</sup> second-year junior high school. This grade entered the school when all the schools in the country were closed due to COVID-19 infections and they are the only ones who could not take part in the April entrance ceremony. The camp that is traditionally planned for the summer was finally held after the pandemic continued for a year and events could be

organized. Although the location and the schedule had to be altered, we did not want to call off the event because it was so significant for the students. We continued with a plan and preparations designed to make the students happy they had come to Sophia Fukuoka. In the end, it was a brief two-day overnight trip, but we believe the students had a fantastic time and will remember it fondly.

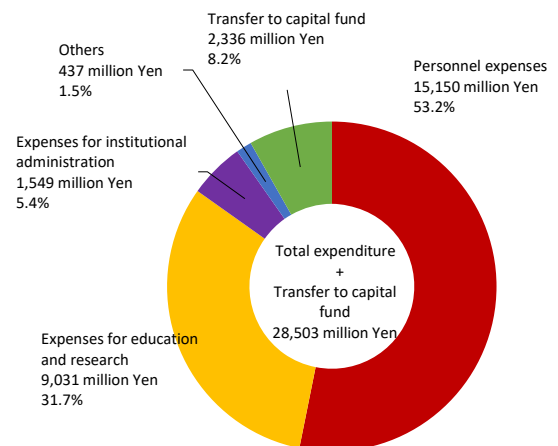
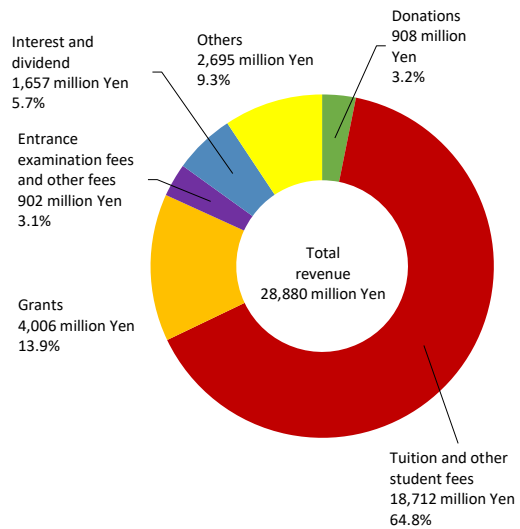


# Summary of 2021 financial results

## (1) Statement of Revenue and Expenditure

		Item	FY2021 Yen	FY2021 US\$
			(million Yen)	(thousand dollars)
Educational activities	Revenue	Tuition and other student fees	18,712	152,863
		Entrance examination fees and other fees	902	7,369
		Donations	908	7,418
		Grants	4,006	32,726
		Income from business activities	640	5,228
		Miscellaneous	1,172	9,574
		Total	26,340	215,178
	Expenditure	Personnel expenses	15,150	123,764
		Expenses for education and research	9,031	73,777
		Expenses for institutional administration	1,549	12,654
Total		25,730	210,195	
Balance of educational activities			610	4,983
Non-educational activities	Revenue	Interest and dividend	1,657	13,536
		Others	485	3,962
		Total	2,142	17,499
	Expenditure	Interest on loans	115	939
		Others	0	0
Balance of non-educational activities			2,027	16,559
Ordinary balance			2,637	21,542
Extraordinary revenue and expenditure	Revenue	Gain on sales of assets	97	792
		Others	301	2,459
		Total	398	3,251
	Expenditure	Loss on disposal of assets	320	2,614
		Others	2	16
Extraordinary balance			76	621
Reserve fund				
Balance of current year before transfer to capital fund			2,713	22,163
Transfer to capital fund			△ 2,336	△ 19,083
Balance of current year			377	3,080
Balance carried over from previous year			△ 8,571	△ 70,019
Reversal of capital fund			71	580
Balance carried forward to next year			△ 8,123	△ 66,359
(Reference)				
Total revenue			28,880	235,928
Total expenditure			26,167	213,765

Conversion rate : USD 1 = JPY 122.41 (TTM rate on March 31, 2022)



### Summary

In fiscal 2021, the balance of current year after transfer to Capital fund was 377 million yen, 2,182 million yen more than the budgeted amount. In addition, due to the reversal of Capital fund of 71 million yen, including the disposed equipment, fixtures, and books following the closure of Sophia School of Social Welfare, the balance of carried forward to next year was -8,123 million yen, 2,253 million yen less than the budget.

This fiscal year's settlement was unique in that overall expenses and expenditures were about 10% lower than budgeted due to fewer domestic and international business trips, etc., as a result of the COVID-19 pandemic. On the revenue side, there were generous donations and investment income that was on par with the previous fiscal year.

Looking at the major items, revenue from educational activities decreased by 231 million yen compared to the budget amount, as all expenses excluding donations and miscellaneous were below the planned budget. Expenditure from educational activities increased by 16 million yen in personnel expenses, but compared to the original budget, the final figure was down 1,496 million yen. Revenue from non-educational activities increased by 1,101 million yen compared to the planned budget, mainly due to an increase in interest and dividend. Extraordinary expenditures were only 38 million yen higher than budgeted, while extraordinary revenue such as facility and equipment subsidies increased by 228 million yen, resulting in an extraordinary balance of 190 million yen over the planned budget. As a result, the balance of current year before transfer to Capital fund increased by 2,556 million yen compared to the planned budget, and furthermore, the total amount of transfer to Capital fund increased by 374 million yen compared to the planned budget, turning the balance of current year into a positive figure.

As for individual items, the decrease in tuition and other student fees was 260 million yen less than the budget, and ordinary expenditures were 1,512 million yen less than the budget for the total of expenses for education and research and expenses for institutional administration, of which travel and transportation expenses decreased by 333 million yen and outsourcing expenses decreased by 255 million yen.

## (2) Cash Flow Statement

### Income

Item	FY2021 Yen (million Yen)	FY2021 US\$ (thousand dollars)
Tuition and other student fees	18,712	152,863
Entrance examination fees and other fees	902	7,369
Donations	989	8,079
Grants	4,139	33,813
Interest and dividend	1,657	13,536
Income from the sales of assets	3,300	26,959
Income from business activities	1,090	8,905
Miscellaneous	1,206	9,852
Loans	0	0
Prepaid tuition and other deferred credits	4,139	33,813
Other	9,282	75,827
Income-flow adjustment	△ 4,741	△ 38,730
Cash and cash equivalents carried over from previous year	9,468	77,347
Total	50,143	409,632

### Expenses

Item	FY2021 Yen (million Yen)	FY2021 US\$ (thousand dollars)
Personnel expenses	15,230	124,418
Expenses for education and research	6,391	52,210
Expenses for institutional administration	1,289	10,530
Interest on loans	115	939
Repayment of loans	1,315	10,743
Payment for land, buildings, and other construction in progress	599	4,893
Payment for equipment, libraries, and other	865	7,066
Payment for asset management	13,925	113,757
Other expenses	2,361	19,288
Reserve fund		
Expenses-flow adjustment	△ 487	△ 3,978
Cash and cash equivalents carried over to next year	8,540	69,766
Total	50,143	409,632

### Summary

The size of the cash flow for fiscal 2021 was 50,143 million yen, an increase of 1,222 million yen from the planned budget. The main factors for the decline in cash flow were an increase in interest and dividend, an increase in donations, a decrease in tuition and other student fees, and a decrease in income from business activities.

On the other hand, expenses flow decreased by 1,197 million yen compared to the planned budget in expenses for education and research and expenses for institutional administration, with -673 million yen due to a decrease in travel and transportation expenses, outsourcing expenses, and meeting expenses amid the continuing COVID-19 disaster, and -376 million yen in other expenses for education and research for repairs, rent, auxiliary expenses, and remuneration fees. Other than expense-related items, payment for asset management increased by 1,157 million yen compared to the planned budget, and other expenditures increased by 1,525 million yen, mainly for deposits received. As a result, cash and cash equivalents carried over to next year decreased by 928 million yen compared to the previous fiscal year, and increased by 133 million yen compared to the planned budget amount.

### (3) Balance Sheet

#### Assets

Item	FY2021 Yen	Changes Yen	FY2021 US\$	Changes US\$
	million Yen		thousand dollars	
Fixed assets	156,619	2,162	1,279,462	17,662
(Tangible fixed assets)	92,067	△ 1,548	752,120	△ 12,646
(Other assets)	64,552	3,710	527,343	30,308
Current assets	9,628	△ 708	78,654	△ 5,784
Total	166,247	1,454	1,358,116	11,878

#### Liabilities, Capital Fund, Balance of Income and Expenditures

Item	FY2021 Yen	Changes Yen	FY2021 US\$	Changes US\$
	million Yen		thousand dollars	
Long-term Liabilities	17,046	△ 1,437	139,253	△ 11,739
Current liabilities	6,866	178	56,090	1,454
(Total liabilities)	23,912	△ 1,259	195,344	△ 10,285
Capital fund	150,458	2,265	1,229,132	18,503
Balance carried forward to next year	△ 8,123	448	△ 66,359	3,660
Total	166,247	1,454	1,358,116	11,878

#### ■ Summary

The major change in tangible fixed assets in fiscal 2021 were construction in progress expenditures of 282 million yen for the new construction of Building No. 15 at Yotsuya Campus and 91 million yen for exterior improvements, including a passageway from the Main Gate to the East Gate. As for fixed installations, there was an expenditure of 49 million yen for the redevelopment of the parking lot at the South Gate.

Under specific assets, the reserves for specific assets increased by 301 million yen by the increase of the Capital No. 3, and reserves for depreciation and amortization of specific assets increased by 2,723 million yen. The total accumulated depreciation was 51,103 million yen, amounting to reserves of 64.4%.

Also included in other fixed assets are 4,345 million yen of capital contribution in ancillary operation and 58 million yen in security deposits for Sophia-Arrupe International Residence in Shinanomachi. In addition, 442 million yen in receivables on current account related to subsidies from The Retirement Allowance Foundation for Private Universities and Colleges of Japan for faculty members' mandatory retirement are counted.

As a result, total assets increased by 1,454 million yen from the end of the previous fiscal year to 166,247 million yen.

Meanwhile, in the liabilities section, since there is no new borrowing for facilities and equipment, long-term debt decreased by 1,235 million yen due to a decline of 1,205 million yen in transfer to short-term debt to be repaid in fiscal 2022 and other factors. In net assets, the Capital fund increased by 2,265 million yen to 150,458 million yen, and balance carried forward to next year improved by 448 million yen and amounted to -8,123 million yen.

# Other

## Debt Schedule (from April 1, 2021 to March 31, 2022)

Borrower		Year-end balance	Interest rate	Due date	Remarks	
Long-term liabilities	Public financial institutions	Promotion and Mutual Aid Corporation for Private Schools of Japan	%	date (YY/MM/DD)	Purpose of use	
		15 General facilities	0	2.00	2023.3.15	Construction of Sophia University Building No. 2
		16 General facilities	200,000,000	2.00	2024.3.15	Construction of Sophia University Building No. 2
		22 General facilities	346,640,000	1.60	2030.9.15	Sophia University Mejiro Seibo Campus New construction of Building No. 1, succession from Seibo Gakuen
		23 Extraordinary facilities	1,694,430,000	1.70	2031.9.15	Acquisition of Sophia Soshigaya International House
		26 General facilities	1,599,960,000	0.90	2034.9.15	Construction of the new building (Building No. 6) of Sophia University
		27 General facilities	1,877,720,000	0.80	2035.9.15	Construction of the new building (Building No. 6) of Sophia University
		30 Extraordinary facilities	1,333,280,000	0.80	2038.9.15	Construction of Shinanomachi International Student Dormitory
		23 General facilities	64,980,000	1.60	2031.9.15	Refurbishment and new building construction at Sophia Fukuoka Junior and Senior High School buildings
		23 General facilities	101,430,000	0.50	2031.9.15	Refurbishment and new building construction at Sophia Fukuoka Junior and Senior High School buildings
		24 General facilities	33,480,000	1.50	2032.3.15	Refurbishment and new building construction at Sophia Fukuoka Junior and Senior High School buildings
		27 General facilities	715,000,000	0.5 from March 31, 2019	2035.9.15	Construction of new buildings for Eiko Gakuen Junior and Senior High School
		subtotal	7,966,920,000			
	Commercial financial institutions	Mizuho Bank, Ltd.	375,000,000	0.407	2030.7.10	Student Emergency Support Fund
		The Hiroshima Bank Ltd.	75,000,000	0.31	2026.3.2	Hiroshima Gakuin falling rocks and other hazardous area construction costs
Sumitomo Mitsui Banking Corporation		31,694,000	0.73	2024.10.31	Facility restoration and capital investment of Rokko Junior/Senior High School	
subtotal		481,694,000				
Other	Franciscan Missionaries of Mary, a religious corporation	0	0.00	2022.4.30	Sophia University Mejiro Seibo Campus buildings new renovation funds, succession from Seibo Gakuen	
	Catholic Jesuit Center, a religious corporation	1,500,000,000	0.015	2039.3.31	Purchase of land and building for Sophia University's Building No. 14 (Maryknoll)	
	Catholic Jesuit Center, a religious corporation	150,000,000	0.00	2032.3.25	Renovation of Rokko Junior/Senior High School buildings	
	subtotal	1,650,000,000				
Total		10,098,614,000				
Short-term liabilities	Public financial institutions	0				
	subtotal	0				
	Commercial financial institutions	0				
	subtotal	0				
	Other	0				
	subtotal	0				
Long-term debt due within one year		※ 1,204,902,000				
Total		1,204,902,000				
Sum Total		11,303,516,000				

※ is the amount of increase or decrease due to transfer within one year of repayment deadline

## Matters relating to the company funded by Sophia School Corporation

The status of companies in which the share of investment of Sophia School Corporation is one-half or more of the total amount of investment is as follows:

Name	Sophia Campus Support Co., Ltd.				
Business Description	<ul style="list-style-type: none"> <li>• Cleaning, security, maintenance, and management of buildings and ancillary facilities</li> <li>• Sales and sales management of foods, soft drinks and alcoholic beverages</li> <li>• Non-life insurance agency and life insurance sales</li> <li>• Sales, brokerage and mediation of education and office equipment, measuring instruments, stationery, etc.</li> </ul>				
Amount of stated capital	20,000,000 yen (400 shares)				
The amount of Sophia School Corporation's capital, the share of the company's shares, and the date of acquisition of such shares.	20,000,000 yen (400 shares), 100%, February 2, 2015				
The amount of dividends and donations received by Sophia School Corporation during the fiscal year, as well as the status of funds and transactions with the Sophia School Corporation.	(Unit: Yen)				
	Amount received from the company	Dividends	0	Extraordinary charitable contributions	55,000,000
		Charitable contributions in kind	0	Rental income	0
		Interest earned	0	Miscellaneous	35,102,292
	Amount payable to the company	Cost of consumables	28,814,888	Cost of repairs	40,430,841
		Consignment costs	636,359,034	Meeting costs	557,080
	(Unit: Yen)				
		Balance at beginning of year	Capital expenditures, etc.	Income from funds, etc.	Year-end balance
	Capital investment in the company	20,000,000	0	0	20,000,000
	Loans to the company	0	0	0	0
Accounts payable to the company	0	0	0	0	
Loans from the company	0	0	0	0	
Accounts receivable from the company	0	0	0	0	
Guarantee liabilities	None				
Name	SMI Corp.				
Business Description	<ul style="list-style-type: none"> <li>• Development of multi-language medical information applications for medical institutions and dissemination to medical institutions</li> <li>• Promoting the dissemination of multilingual medical information application to foreign visitors through travel agencies and travel insurance providers</li> <li>• Education and consulting related to the multilingual information systems</li> <li>• Planning, development and sales of multilingual information applications, etc.</li> </ul>				
Amount of stated capital	38,000,000 yen (760 shares)				
The amount of Sophia School Corporation's capital, the share of the company's shares, and the date of acquisition of such shares.	26,000,000 yen (520 shares), 68%, October 1, 2018				
The amount of dividends and donations received by Sophia School Corporation during the fiscal year, as well as the status of funds and transactions with the Sophia School Corporation.	(Unit: Yen)				
	Amount received from the company	Dividends	0	Extraordinary charitable contributions	0
		Charitable contributions in kind	0	Rental income	0
		Interest earned	0		
	Amount payable to the company			Consumables expense	0
	(Unit: Yen)				
		Balance at beginning of year	Capital expenditures, etc.	Income from funds, etc.	Year-end balance
	Capital investment in the company	26,000,000	0	0	26,000,000
	Loans to the company	0	0	0	0
	Accounts payable to the company	0	0	0	0
Loans from the company	0	0	0	0	
Accounts receivable from the company	0	0	0	0	
Guarantee liabilities	None				

## Analysis of Business Conditions

### ■ Business conditions (Financial ratios are five-year averages for fiscal 2017-2021)

The ratio of tuition and other student fees to ordinary revenue was 66.0%, which is more than 10 percentage points lower than the 76.9% average for other corporations (\*). This value should be lower from the perspective of revenue diversification. Other revenue factors include the ratio of donations to ordinary revenue of 2.8% (average of other corporations: 1.8%) and the ratio of subsidies to ordinary revenue of 13.1% (average of other corporations: 11.4%), both of which are high values.

On the expenditure side, the ratio of expenses for education and research was 32.6%, which is lower than the average of other corporations (36.5%). This is due to the fact that the denominator of this ratio, ordinary revenue, includes revenue from asset management.

The ratio of classification of assets to total assets, which indicates the ratio of own capital to total assets, is 83.3%, indicating that the management foundation is stable, but on the other hand, the ratio of ordinary balance to ordinary revenue remains at 8.8%.

\*Average of other corporations: Compiled by The Japan Association of Private Universities and Colleges.

Average figures for FY2020, for 16 corporations including Sophia School Corporation, with a student capacity of 10,000-19,999.

### ■ Business accomplishments and issues

In fiscal 2021, based on the investment policy of risk diversification in asset management, we were able to secure realized gains that exceeded those of the previous year, displaying a financial outcome with an overall excess of revenue.

As a result, we were able to add 2.7 billion yen to reserves for depreciation and amortization of specific assets to maintain and expand the education and research environment.

Going forward, we believe it is necessary to further increase the ratio of expenses for education and research while controlling expenses for institutional administration. In addition, since it is generally considered desirable for the ratio of ordinary balance to ordinary revenue to be set at around 10% to ensure the stability of the management base in the future, we will aim to increase revenues and control expenditures based on this target.

### ■ Future policies and measures

While the outlook for the global economy remains uncertain due to the COVID-19 pandemic and heightened geopolitical risks, we are determined to conduct sound asset management that diversifies risks and secures stable realized profits.

Also, in order to constantly achieve the target ratio of ordinary balance to ordinary revenue, we will promote various financial measures, such as reviewing our existing budget, and based on the Grand Layout, we will endeavor to increase the amount of the Capital No. 3 and reserves for depreciation and amortization of specific assets in order to enhance educational and research activities, strengthen the foundation of student support, and improve aging facilities.



## Main Business Companies Operated by Sophia School Corporation

### ■ Sophia Campus Support

<https://sophia-cs.co.jp/>



Sophia Campus Support was established on February 2, 2015, as an operating company wholly owned by Sophia School Corporation. The business was founded with the intention of enhancing services for students, pupils, faculty, and staff, and offers more than 30 different services.

The Operations Department has been providing services to assist student life such as non-life insurance, the university store, beverage vending machines, student dormitories and apartments, and costumes for graduation ceremonies.

The Business Promotion Department offers project management services for equipment maintenance, repairs, cleaning, and others. Profits are donated to Sophia School Corporation and utilized for student and pupil grants.

### ■ Sophia Global Education and Discovery Co., Ltd.

<https://jp.sophia-ged.com/>



Sophia GED (Sophia School Corporation investment stake 49%: the largest investor) was established on May 1, 2019, in the Thailand capital of Bangkok. In line with the educational spirit of Sophia University, distinctive and unique educational and training programs are being offered, and high-quality, practical study tours are available through its networks across South-East Asia. The educational programs are designed for a diverse group of people from both Japan and South-East Asia, and online initiatives are actively being developed during the COVID-19 epidemic.

# The History of Sophia

1549	St. Francis Xavier, S.J. comes to Japan.
1906	The Pope Pius X asks the Society of Jesus to establish a higher educational institution in Japan.
1908	Three Jesuit priests arrive in Japan to prepare for the establishment of a university.
1911	Sophia School Corporation (Zaidan Hojin Jochi Gakuin) is formed.
1912	Sophia School Corporation purchases land in Kioi-cho in central Tokyo.
1913	Ministry of Education approves establishment of Sophia University (three departments: Philosophy, German Literature, Commerce) under Special School Law
1928	Sophia is reorganized as a full-fledged university under University Law, with two faculties: Humanities and Commerce.
1932	Night-school program established in Economics, Commerce, Law, and Journalism. / Building No.1 is completed. / Taisei Junior High School is founded.
1937	Sophia University Alumni Association is established. / Rokko Gakuin School Corporation is founded.
1938	Rokko Junior High School is founded.
1946	Public lecture series are launched.
1947	Rokko Junior/Senior High School is founded under new school system. / Eiko Gakuen Junior High School is founded.
1948	Sophia University begins operations under new school system, with two faculties: Humanities and Economics. / Taisei Senior High School is founded.
1949	International Division, predecessor of the present Faculty of Liberal Arts, is founded.
1950	Sanada Moat Athletic Ground is opened. / Eiko Gakuen Senior High School is founded.
1951	Sophia School Corporation changes status of academic legal entity (Gakko hojin) according to provisions of Private School Law. / Graduate Programs are started in Theology, Philosophy, Humanities, and Economics. / Taisei Gakuen School Corporation is founded.
1956	Hiroshima Gakuin School Corporation is founded. / Hiroshima Gakuin Junior High School is founded.
1957	Faculty of Law is established. / First female students are admitted. / Eiko Gakuen School Corporation is founded.
1958	Faculty of Theology and Faculty of Foreign Studies are established.
1959	Hiroshima Gakuin Senior High School is founded.
1962	Faculty of Science and Technology is established.
1964	Sophia School of Social Welfare is founded.
1966	Graduate Programs in Law, and Science and Technology are established. / Graduate School of Western Culture is reorganized as Graduate School of Humanities. / The social welfare courses are reorganized into a separate Specialized Training College named Sophia School of Social Welfare. / Sophia Junior College Alumni Association is established.
1970	Graduate Program in Foreign Studies is established.
1973	Sophia Junior College is founded.
1975	Department of Japanese Language and culture, reorganized as Department of Comparative Culture in 1977, is added to Faculty of Foreign Studies.
1976	Sophia School of Social Welfare is reorganized into a Professional Training College. / Sophia Community College is launched.
1980	Construction of Hoffmann Hall is completed. / International Division is closed.
1984	Central Library is opened.
1987	Faculty of Comparative Culture is established.
2004	Juris Doctor Program (Law School) is established.
2005	Faculty of Human Sciences is established. / Graduate Programs in Human Sciences and Global Environmental Studies are established. / Building No.2 is completed.
2006	Faculty of Comparative Culture is reorganized as Faculty of Liberal Arts. / Graduate Program in Global Studies is established.
2007	Graduate Program in Economics is reorganized.
2008	Faculty of and Graduate Program in Science and Technology are reorganized.
2011	Academic legal entity Seibo Gakuen is merged with Sophia School Corporation. / Department of Nursing is added to Faculty of Human Sciences. / Taisei Junior/Senior High School is renamed as Sophia-Fukuoka Junior-Senior High School.
2012	Sophia Junior College is renamed as Sophia University Junior College Division. / Sophia Soshigaya International House is opened.
2013	Celebration of centennial anniversary of founding of Sophia University, 40th anniversary of Sophia University Junior College Division, 50th Anniversary of Sophia School of Social Welfare.
2014	Faculty of Global Studies is established. / Seibo College of Nursing is closed.
2015	Course of Midwifery is established
2016	Renewal of Sophia School Corporation with merging of five school corporations (Sophia, Eiko Gakuen, Rokko Gakuin, Hiroshima Gakuin, and Taisei Gakuen). / Graduate School of Applied Religious Studies is established. / Graduate School of Foreign Studies is renamed as Graduate School of Languages and Linguistics. / Seibo Nursing School is closed.
2017	Building No.6 (Sophia Tower) is completed.
2019	Sophia-Arrupe International Residence is opened.
2020	Sophia Community College is closed.
2022	The Sophia School of Social Welfare was closed.



Sophia — Bringing the World Together

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