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EIGHTH ANNUAL PEACE GALA
OCTOBER 13, 2012
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The mission of Soka University of America is to foster a steady stream of global citizens committed to living a contributive life.
Dear Friends and Supporters,

Welcome to this issue of SUA Founders. I hope you enjoy browsing through these pages to take a closer look at Soka University of America (SUA) as I share a few highlights from our spring semester.

On May 25, 2012, we held the Commencement Ceremony for the Class of 2012 in the Soka Performing Arts Center with 104 undergraduates receiving their Bachelor of Arts degree in Liberal Arts, and 3 graduate students receiving their Master's Degree in Second and Foreign Language Education with a concentration in Teaching Japanese as a Foreign Language (TJFL). This year we were honored to welcome Professor Nur Yalman as our Commencement speaker. Professor Yalman is a renowned Social Anthropologist with a specialty in Middle Eastern Studies at Harvard University. He is currently a Senior Fellow of the Harvard Society of Fellows and a Fellow of the American Academy of Arts and Sciences. Professor Yalman shares the same dedication to humanistic principles as our university founder, Mr. Daisaku Ikeda, which led them to meet in person and discuss solutions to conflict arising from cultural differences. Their dialogue resulted in a book, A Passage to Peace: Global Solutions from East and West, which was published in 2009.

Among other activities in the spring, our annual International Festival on Saturday, May 5, 2012 was a wonderful success with the support of many of our students, staff and faculty volunteers. This year we welcomed the most participants in the festival's history with over 9,500 joining us for a wonderful day of delicious food, cultural performances and exhibitors. Thanks to your contributions to date, we have beautiful new facilities like the Soka Performing Arts Center which was a wonderful highlight for our community to enjoy as one of the performance venues for the Festival.

I am also happy to report that the name for the new academic building has been graciously approved by the family of the late honorable Nobel Peace Laureate Wangari Maathai of Kenya. This news is especially significant to SUA as Dr. Maathai and our university founder, Mr. Ikeda, met on February 18, 2005 in a meaningful exchange in Tokyo, Japan. At the same time, this building dedication in her honor truly celebrates her epic struggle for the empowerment of women and peaceful democratic change through the protection and sustainability of the environment as exemplified with the Green Belt Movement founded by Dr. Maathai. We truly felt that the naming of the building as the Wangari Maathai Hall exemplifies the ideals as expressed by SUA's humanistic principles, values and mission. With this in mind, we are reminded that this university is supported by so many sincere individuals around the world offering their support to SUA so that our students can study in these fine academic buildings. We are truly indebted to all of you, as your generous support directly helps our students be able to attend and experience all that SUA has to offer, including our Learning Clusters and United Nations Study Tours. With the Learning Clusters, a three week intensive course, our students gain the opportunity for real world, hands-on research and experiences, collaborating closely with faculty which reflects a key element of our Soka education. This year students traveled on grants supported by the Luis and Linda Nieves Family Foundation to Indonesia, Argentina, Guatemala, Turkey, South Korea, India, Cambodia, and Panama to study and understand crucial issues covering a broad range of topics from political science, sociology and environmental science. For the United Nations Study Tour, twenty of our undergraduate students took part in a week-long trip to the United Nations Headquarters in New York City. In addition to touring the Headquarters building, they attended briefings by UN staff on topics ranging from economic development to humanitarian aid. Such opportunities to travel to do research and gain firsthand experience are possible through the generous support of our benefactors.

As we celebrated a significant milestone last year with the tenth anniversary of our campus, I am further committed to offering the highest quality of academic excellence and access for all students, regardless of need, that will foster the future leaders for peace. We wish you and your families the very best and thank you very much for your support.

Sincerely,

Daniel Y. Habuki, Ph.D.
President
Commencement 2012
The eighth commencement ceremony took place on the campus of Soka University of America on Friday, May 25. Approximately 960 students, family, friends, donors, faculty and staff watched from their seats in the Soka Performing Arts Center and Black Box Theatre as three students from the SUA Graduate School and 104 from the Undergraduate Program received their diplomas.

The ceremony began with the SUA student chorus singing the National Anthem after which President Danny Habuki welcomed everyone and congratulated the graduates. Jay Heffron, Dean of Students, read a special message from the founder, Daisaku Ikeda, where he encouraged the graduates to “Blaze open glorious new pathways with dignity and honor! By studying at one of the most diverse liberal arts colleges in the United States, SUA students are the dawning light of wisdom for a better future for humanity.”

The SUA student song, On the Path of Peace, was presented by the student choir and everyone in the audience seemed to enjoy the musical interlude before Dr. Nur Yalmans, Professor of Social Anthropology and Middle Eastern Studies, emeritus, Harvard University, delivered the commencement address. Dr. Yalmans is currently a Senior Fellow of the Harvard Society of Fellows and a Fellow of the American Academy of Arts and Sciences.

The crowd cheered as Academic Degrees were conferred by Dr. Tomoko Takahashi, Provost and Vice President for Academic Affairs and Dr. Ed Feasel, Dean of Faculty, and presented to the students by President Danny Habuki.

Four graduates shared comments about their experiences at SUA and hopes for the future with their fellow classmates and the rest of the audience. The speakers were Jeffrey Welliver, Nathaniel Maynard, Agnes Conrad and Satoshi Konagai.

President Habuki then presented graduating senior Charlie Chin from Canada the 2012 Founders Award, the highest award given to a student by SUA (see page 7). From the podium, Charlie thanked his parents, family and friends for their support during his studies.
Age 18: I was a lost youth
With no hope
No future
Age 22: an SUA graduate
A youth of Soka
My parents’ son
My teachers’ student
A youth at this crucial time
What greater life
Could I ever ask for?
You may call me self-righteous, but I believe that
Soka is the greatest university in the universe
Century after century after century – across the
history of humankind – across all eras – all places
Where would be a more amazing place to find myself?
A greater place to study? Than here? Than now?
In the 21st century.
At a time when America is building prisons faster
than it is building schools
And leaders run universities like corporations
I graduate from Soka
They ask me “what are you studying?”
“My degree is liberal arts. I am studying the
humanities.”
The inevitable response is “what kind of job can
you get with that?”
What kind of job? What kind of job?
I’m sorry but I don’t really have time for a job –
a 9 to 5
I’m a little busy these days trying to find
My calling
My mission
Find the reason I was born in this strife-ridden
world
Make something meaningful of the 80 odd years
Between the time I emerged from my mother’s
womb
And the time I will be buried in the dirt of the
mother that is Earth
I’m sorry, but I don’t have time to be a wage slave
deep in debt
I’m a little busy striving to repay my debts of gratitude
To the donors who paid for my education
To my teacher
To my mother
To my father
How much effort does it take to raise a human
being?
To give birth, give food, give clothing, give shelter,
give money, give love, give knowledge, give
experience, give education, give music, give
protection, give blood, give sweat, give tears, give,
give, give and give
Thank you
For giving me a gift unspeakable in words
Billions and billions and billions of dollars are but a
nickel or a dime in the chest of treasures I have
been given
I’m a seed thanking the water sunlight and breeze
The gardener who toiled on his or her knees
The most prestigious award SUA confers on its undergraduate students is the Founder’s Award. The recipient is announced during the commencement ceremony and is presented with a beautiful crystal piece that bears the student’s name. This is how the award came to be.

The Founder’s Award was created by the founder of the Soka Schools, Daisaku Ikeda, in 1971, the year that Soka High School graduated its first class. The original purpose of the award was to honor that student who by virtue of his or her academic accomplishments, service to the school, and personal integrity best exemplified the value of a Soka education. The tradition was later picked up by Soka University in Japan and then by Soka University of America, when the graduate program opened in Calabasas in 1994. In the beginning, when the founder himself often gave out this award personally in Japan, he would always comment: “I would like to be able to give everybody the Founder’s Award.” This statement is based on Daisaku Ikeda’s firm belief that every Soka graduate is special and destined for great things. Here at SUA when President Danny Habuki presents the Founder’s Award, he explains that it “honors that graduate whose record of academic excellence and whose integrity and service to the university exemplify the founding ideals of SUA.”
NICOLE FLEMING (’13) STUDIES AT SOKA UNIVERSITY JAPAN

Nicol Fleming is from Hawaii and studied the Japanese language for two years at SUA. When it came time to choose a location for study abroad she quickly settled on the sister school of SUA, Soka University Japan (SUJ), in Hachioji, Japan. Fleming thought that attending classes taught in Japanese would provide an opportunity to brush up on her newly acquired speaking skills while experiencing a new culture.

For Fleming, getting into the habit of listening to and speaking Japanese everyday was a challenge and, at first, very stressful. She found herself spending a great deal of time looking up the meaning of words in her translation dictionary. But as time progressed and she had to use the dictionary less and less, she felt a strong accomplishment in her improved language skills. Fleming also gained a newfound respect for her SUA classmates who accepted the challenge of studying at a university where classes were taught in a foreign language and the culture was not what they were used to.

However, one of the most rewarding experiences of all was participating in and performing with Ichariba Chode, the Okinawan Dance and Culture Club of SUJ. If learning in the classroom where everything was taught exclusively in Japanese was difficult, participating in an outside activity was even more demanding because the vocabulary she needed in this casual setting was beyond the realm of what she learned in class. With the profound philosophy of Soka Education at heart, her fellow friends of Ichariba Chode constantly reached out to her providing extra support and practice to ensure she was feeling comfortable while having a good time. Fleming and the other club members performed at two of the biggest events on the campus: SUJ’s 41st annual festival, Sodaisai, and the commemoration festival, Kinen Festival.

Ichariba Chode translates in to “once we meet, we are brothers and sisters,” a concept Fleming was familiar with on the SUA campus. Through her study abroad experience in Japan she realized that despite cultural differences and language barriers strong bonds of friendship can be made and differences can be overcome and blended to find harmony.
MAIKO MIURA (‘13) STUDIES ABROAD IN QUITO, ECUADOR

Maiko Miura’s experience during study abroad in Ecuador provided a classroom education in various academic disciplines, but the most important lesson she learned was outside of the university, the real learning experience.

Miura wanted to spend her semester abroad in a “developing” country” where she anticipated experiencing restricted access to resources as well as living in an area where money was not abundant. So, she chose to study in Quito, Ecuador. She was surprised to find two different ends of the financial spectrum: people with little money living in crowded conditions traveling in dirty buses and wealthy people shopping in big, American-style malls.

Miura found riding the crowded, dirty bus to attend the most expensive private university in Quito a daily dilemma. She began to ponder and question her position in relation to the social stratification that exists in Ecuador. The juxtaposition of living with a wealthy host family and seeing a little boy begging for money in order to eat provided a learning opportunity for Maiko. She began to have open dialogues with her wealthy host family as well as poor taxi and bus drivers. What she gained was a deeper understanding of herself in relation to some of the very different ways of life she had been exposed to.

Miura said, “Using dialogue to investigate and understand the social stratification in Ecuador was eye opening to me. People from different backgrounds view the world very differently and it definitely influences their perspective on everyday life. I hope to be able to use my Soka education to help decrease the chasm that exists between the rich and the poor while increasing their understanding of each other.”
Michael Golden, DMA

Professor of Music Composition and Director, Creative Arts Program

I was born and raised in New York City. My parents were great lovers of music and the arts in general, and I had many opportunities growing up to be exposed to culture, in spite of our modest economic status. My college career did not begin well, as I was swept up in the political turmoil of the late 1960s, left school, and took many twists and turns looking for a direction. One highlight of that period, which had a great impact on me later, was the opportunity to study jazz piano with the great Kenny Barron at the Jazzmobile School in Harlem. A few years later, thinking I wanted to go into urban planning, I took a music class at Portland State University in Oregon in order to get my arts requirement “out of the way.” The instructor, Tomas Svoboda, was so inspiring that I switched majors, changed schools, and became a composer. I think of Mr. Svoboda often, with profound appreciation, along with all the other wonderful teachers whose words and encouragement I still hear today. I eventually completed my doctorate, and taught at Colby College and Marshall University before coming to work at SUA in 1998.

From which institutions do you hold degrees? My Bachelors and Masters of Music degrees are from the University of Oregon, and my DMA (Doctor of Musical Arts) in Composition is from the University of Washington.

What attracted you to SUA? I came to SUA inspired by the opportunity to help build a university committed to striving towards a grand vision of the purpose of education, and the opportunity to learn, challenge myself, and grow as part of it.

What distinguishes Soka students in your opinion? Soka students on the whole are the hardest-working, most dedicated, and also the most cooperative and mutually supportive students I’ve encountered anywhere.

What inspires you? I am inspired daily to remember the extraordinary generosity and vision of all those who have made SUA possible and continue to support it, and I am honored to be part of the magnificent group of colleagues – faculty, staff, and students – who make up this community.
SU A Now Implements “The Common Application”

What is it?
The Common Application (CA) is a not-for-profit organization that allows universities and institutions to use a single “common application” for students to submit their college entrance applications. Currently more than 450 universities and institutions are members of this organization, allowing students to pay a one-time flat fee to apply to the colleges of their dreams. SUA will become a member in an effort to respond to the many requests from high school students who want colleges to simplify the application process. The new application will broaden SUA’s exposure to prospective students from around the world.

What does implementing the Common Application entail?
Over the next few months the Admission and IT staff will partner together with members from the CA Implementation Team to review and test the technical steps of completing the project. Implementing the new application process will enhance, not eliminate the regular application procedure that SUA currently uses. The launch of the 2012-2013 Common Application is expected to go live August 1st.

What are the benefits?
1. As students will be able to see SUA as an option in the Common Application process; more students will have the opportunity to apply to SUA.

2. On top of broadening SUA’s exposure to the public, this new process will make the application process simple.

When will SUA implement the Common Application?
The Common Application will be available in the upcoming admission process in the Fall of 2012. Please continue to check www.soka.edu/admission for more details concerning this process. You can also go to www.commonapp.org for more details concerning the Common Application.

SU A Continues to Provide for Students
Meeting the costs of an education represents a significant investment for most families. Soka University of America has been committed to providing comprehensive merit and need-based financial aid programs that make it possible for current and admitted students who meet specific requirements and deadlines to attend. In an effort to promote greater diversity and access to higher education for both domestic and international students, SUA has modified the eligibility terms for the Soka Opportunity Scholarship (SOS).

All admitted students to the BA in Liberal Arts program whose annual earned family income is $60,000 or less, and who have neither graduated from college nor completed more than 3/4 of the required coursework towards their first undergraduate degree at the time of admission, will receive free tuition (room and board fees will still apply). Starting 2012-2013, students whose annual family income is above $60,000 will be eligible to receive a partial SOS scholarship in their financial award after federal and state funds are applied. SUA continues to remain committed to investing its resources to insure student success.
Elaine Sandoval
Undergraduate Class of 2011
Pursuing Her Dream at Oxford University

After graduating from Soka University of America, Elaine Sandoval moved to the United Kingdom to pursue a master’s degree in music/enthusiasmology at Oxford University. (Enthusiasmology is the examination of music practices and processes across cultures from anthropological and sociological perspectives.) Sandoval is particularly interested in researching multicultural music education, ensemble music-making, and El Sistéma, a music education program based in Venezuela. Beginning in August she will be participating in the Abreu Fellows Program, in which she will be trained in El Sistéma and the art of using music education for social change around the world. In addition, she has been contributing to the Musike Project of the Spanda Foundation, an NGO in The Hague working for the sustainable advancement of peace.

“I have been infinitely appreciative of my undergraduate education since arriving at Oxford. Most of my work here is completely independent, and I am genuinely appreciative of how well my SUA professors prepared me for graduate work. Because of the unique capstone project I completed during my senior year at SUA and other courses, I feel confident in my graduate work at Oxford. More than anything, I am proud that SUA always encourages students to focus on contributing to society and to seek to transform our studies into a practice of creating value. I’ve realized that not all students pursue their studies with this ideal, and I really cherish the network of like-minded friends I have from SUA.”
During the first session, she taught that no matter how tough the teaching situation was, if teachers love their students and are able to inspire them with a compassionate heart, they will learn. Her next workshop was titled “English for Peace,” in which she taught that peace begins with each individual through peaceful reactions to daily situations. The discussion was guided by quotations from Gandhi, Martin Luther King, and Daisaku Ikeda, founder of SUA. Jain asked: “Do you think there will be peace in Afghanistan?” After a long silence, an answer came from the crowd: “Yes!” Then she asked the participants to imagine what they would see, hear, and feel if there was peace in their home town. Some of the answers overwhelmed her: “I will not hear the sound of suicide bombers. I will see more schools and colleges. I will feel safe and calm.”

By the end of the session, participants were discussing how, as individuals, they could establish peace in their daily lives by not giving in to violence in their interactions. Equally as important, the attendees learned that they could inspire their students to be peaceful and become creators of peace by using dialogue to address differences. “SUAs educational environment made me become more human, compassionate, and strongly committed to creating peace. The session ended with teachers remarking that the workshops gave them new insight, and most of all, hope as they realized that they could play an important role in establishing peace.”

In 2000, Vandana Jain graduated from Soka University of America Graduate School with a Masters in TESOL (Teaching English Speakers Other Languages). She went on to study at The University of Cambridge and in 2008 earned the Delta status, an advanced TESOL qualification. She is currently working toward an advanced degree in ELT (English Language Teaching) Management from International House in the United Kingdom.
As of May 2012, there are 101 Soka University of America (SUA) graduate school alumni members representing 16 countries throughout the world. After graduating from SUA, many alumni members put roots down in foreign soil, away from their native countries.

There are currently 31 alumni holding teaching positions at institutions of higher education, 19 alumni teaching future SUA students at high schools all over the world, 22 alumni educating students of all ages, and 9 alumni studying in doctoral programs while 4 have already earned their Ph.D. or Ed.D. Additionally, there are 5 alumni earning additional Master’s degrees, nine of whom have already completed their additional MA.

Many alumni have entered the workforce in institutions such as the University of British Columbia (Canada), University of Central Arkansas, University of Indiana, California State University, University of Hawaii, Voronezh State University (Russia), Kansai Gaidai University (Japan) as well as SUA’s sister campuses, Soka University (Japan) and Soka Women’s College (Japan). Other alumni members are working in a variety of fields for companies such as Pearson Education and Edelman.

**1995**

**Kyoko Akitaya Hincapie (‘95)**
**Current location:** Closter, New Jersey, USA

**Accomplishments:**
- William Paterson University, Lecturer of Japanese Language and Pedagogy (currently)
- Bergen Community College, Japanese Language Instructor
- Japanese Culture Center, Bogota Colombia, Japanese Language Instructor
- Columbia University Teachers College, EdM in Counseling Psychology

**1996**

**Michael Riley (‘96)**
**Current location:** Hachioji, Tokyo

**Accomplishments:**
- Soka University in Japan Business Administration Department, Coordinator and Lecturer (currently)
- Soka University in Japan World Language Center, English Program Coordinator and Teacher
- Soka University in Japan International Language Education (ILE) Graduate Program, Instructor

**1997**

**Lin Yan (‘97)**
**Current location:** Beijing, China

**Accomplishments:**
- Auckland University, New Zealand, PhD in Applied Linguistics (currently)
- Beijing Foreign Studies University, Associate Professor

**1998**

**Chieko Sato (‘98)**
**Current location:** Iwate, Japan

**Accomplishments:**
- Interac Co., Ltd., Language Instructor (currently)
- Ichinohe Town Board of Education, School Counselor
- Japan Exchange and Teaching Programme, Assistant Language Teacher

**1999**

**Pamela Yamamoto Ireland (‘99)**
**Current Location:** Los Angeles, CA

**Accomplishments:**
- University of Southern California, Assistant Director of USC Language Academy (currently)
- Soka University in Japan, Instructor of English language

**2000**

**Maya Krishnan (‘00)**
**Current location:** Mumbai, India

**Accomplishments:**
- Government of India Ministry of Human Resource Development Project Coordinator (currently)
- Tata Institute of Social Sciences, Mumbai, M.Ed.
- Soka University in Japan, Instructor of English language

**2001**

**Andrea Yan (‘01)**
**Current location:** Vancouver, Canada

**Accomplishments:**
- University of British Columbia Linguistics Department, First Nations Languages Program, Program Assistant (currently)
- HSBC Group Learning Solutions, Global Design Project Manager/Instructional Design Lead
- Simon Fraser University, English Language and Culture Program, Instructor
- Soka Women’s College Business Department, Lecturer
2002

**Woon Hwa “Aura” Lee ('02)**
Current location: Seoul, Korea
Accomplishments:
- Real English Owner and Director (currently)

2003

**Masakazu Mishima ('03)**
Current location: West Lafayette, Indiana
Accomplishments:
- Purdue University Oral English Proficiency Program Course Instructor (currently)
- Purdue University Ph.D candidate in Second Language Studies (currently)
- Challenging the Native Speakerism: Teaching English as a Global Language in Japan Author

2004

**Yumiko Boecher ('04)**
Current location: Burbank, CA
Accomplishments:
- California State University, Northridge ESL Teacher

2005

**Chingting “Charlie” Chen ('05)**
Current Location: Hualien, Taiwan
Achievements:
- National Dong Hwa University Instructor at Language Center (currently)
- Taiwan Soka Association, International Affairs Division Staff

2006

**Ana Calha ('05)**
Current Location: Lisbon, Portugal
Achievements:
- Portuguese High Commission for Immigration and Intercultural Dialogue Trainer in Intercultural Dialogue and Inter-religious Dialogue (currently)
- International House English teacher
- National Congress for the Portuguese Association of English Teachers Presenter
- Council for Scientific and Pedagogical Training of the Ministry of Education in Portugal Accredited Trainer

2009

**Masami Kotajima ('09)**
Current location: Osaka, Japan
Accomplishments:
- Kansai Soka High School Instructor
- Queen’s University Belfast, Northern Ireland MA in Translation

**Jeff Welliver ('09)**
Current location: Los Angeles, CA
Accomplishments:
- UC Irvine, Extension ESL Instructor (currently)
- Soka University of America MA in Second and Foreign Language, second concentration in TJFL: Teaching Japanese as a Foreign Language
Matching Gifts

Matching gifts are a great way for you to increase your donation to SUA. If you work for a company that has a matching gift program, your donation may be eligible to be matched by your employer.

Most large corporations encourage charitable giving and are willing to match, dollar for dollar, the amount of money donated to charities by their employees. Some employers will even give more than double the donation. Your employer may have stipulations such as the minimum and maximum donation to be matched per employee each year or other limits. The employer can match dollar per dollar or any amount they specify. They may also specify what kind of nonprofit organization is eligible for matching gifts.

The Human Resources department of your company will know if there is a matching program for charitable contributions and will be able to explain what you must do in order for the company to send Soka University a matching donation. Usually the Human Resources department will give you a form to submit to SUA when you make a monetary donation or they might direct you to a website that allows you to submit a form to us online. We will then verify to your employer that we are a nonprofit organization along with the amount of your donation and your employer will send the matching gift directly to us.

The amount of the matching gift made by your employer will be credited toward your cumulative giving total.

If you have questions about matching programs provided by employers please contact Linda Kennedy, Director of Philanthropy, at 949-480-4072 or lkennedy@soka.edu.

Alumni Scholarship Fund

Determined to leave a lasting legacy, Soka University of America’s first undergraduate class established the Class of 2005 Scholarship Fund. Their goal was to collectively donate $20,000 or more before they graduated and to ensure their class would forever hold a place of honor on the Gold Benefactor Wall in Founders Hall. On May 22, 2005, just before commencement, the goal was achieved. Later that evening the class decided that as alumni they would in the next 10 years challenge themselves and future alumni to donate $100,000 to collectively become Founders Circle Donors.

The Sohokai Young Founders Alumni Association recently found inspiration in lyrics from the song composed by SUA’s founder, Daisaku Ikeda, titled “The Light of Hope.” The lyrics say, “On every path, in every stone/Resides the founding spirit.” With this song in their heart, they set another lofty goal: the Engrave Our Appreciation in Travertine campaign. The alumni association established a mission to encourage fellow classmates to bring their cumulative giving to $100,000 and allow their name to forever hold a place in travertine on the original Founders Circle wall behind Peace Fountain. Continuing with the tradition set by the class of 2005, members from the classes of 2006, 2007, 2008, 2009, 2010, 2011, and 2012 have all contributed to the Alumni Scholarship Fund which is now in excess of $100,000.

Despite many post-graduation struggles and challenges, in just 7 short years, alumni from the first seven classes have realized the dream envisioned by the first class on their graduation day. This spring Sohokai Young Founders Alumni was proudly added to the Founders Circle Donor wall.

Currently, alumni around the world are living out their post-graduation lives with the values and mission of SUA: to foster global citizens committed to living a contributive life.” Entrusting and believing in SUA students, countless donors have demonstrated their support through donations that have made their educational experience possible. As Junko Sato (’05) said, “Soka is a crystallization of the generosity of donors all around the world. Without their support, I could not have studied at Soka, and now it’s my turn to show my appreciation by doing the same. It is my honor and pleasure to contribute to SUA.” Sharing a similar sentiment, many alumni have contributed to the effort inspired by the donors who have enabled SUA students to receive a priceless educational experience.
The 11th annual International Festival was held on the SUA campus on Saturday, May 5. This special day is not only a birthday celebration for the campus, which opened on May 3, 2001, it is also a chance to bring the community together in a peaceful environment where they can experience many cultures through food, entertainment, dance and attractions.

“We had 9,500 people attend Soka University’s 11th Annual International Festival this year—3,300 more than last year,” according to Wendy Harder, SUA Director of Community Relations. Guests had the opportunity to see more than 900 musicians and dancers perform on three different stages, including for the first time the new Soka Performing Art Center. People attending enjoyed watching everything from Taiko drumming and Greek dancing to symphony and jazz concerts.

Hungry visitors could choose from many different cuisines to satisfy their food cravings. There was food from Afghanistan, India, Japan, Denmark, China, Greece, Korea, Spain, Mexico and Hawaii to name just a few. And there were many vegetarian and vegan options too. No one went home hungry.

In addition to the food vendors, there were booths full of beautiful things to buy. Among them were homemade crafts, jewelry, clothing, home décor, ceramics, art work and candles. Local businesses providing a variety of services were also represented. And non-profit organizations close to the campus were able to inform the guests of the services they provide. Children visiting Adventure Land made crafts, played games, listened to story tellers and jumped in the bounce houses. They were also given an opportunity to climb on a fire truck and look inside a police car.

Eager students were available to share their Soka educational experience with the guests. First time visitors to the campus had the opportunity to learn about our unique educational experience when they watched Soka students present various projects they had worked on during the school year.
Growing Up Tough in Sumatra with Professor Shane Barter

What was the topic/question being investigated? Our Learning Cluster, Growing Up Tough in Sumatra, was initiated by Soka students interested in child rights and primary education. Having studied these themes in other parts of the world, they were curious how they play out in Southeast Asia.

What did students learn? By visiting schools and local NGOs, students were able to think about the following questions: What are the challenges faced by children in Sumatra? How do at-risk children navigate local threats? What is / can be done to improve the situation and what can foreigners do to help? When we visited schools, students were all fun and smiles with local children. When the class visited non-governmental organizations, questions were reflected based off of the class readings.

What were you able to accomplish? Because we were only there for ten days – not nearly enough time to really unravel the complex issues faced by local children – it was a surprise how sincerely and emotionally the class was able develop friendships with local kids. In just ten short days, students were able to develop deep connections, making it hard to part at the end of the trip.

Children’s Rights in Argentina with Professor Tomas Crowder-Taraborrelli

What was the topic/question being investigated? The academic goals for our Learning Cluster to Argentina were to review the controversies around children’s rights in Argentina since the end of the last Dictatorship and the economic crisis of 2001.

What did students learn? One of the most meaningful moments of our trip to Argentina was our visit to Parque de la Memoria (The Park of Memory). We first started off at ESMA, the detention and extermination center in Buenos Aires, and then we walked to River Plate Stadium where Argentina played, and won, the World Cup in 1978. The thing that shocked all of the students was the proximity between the two locations; they were only a short walk apart. Our guide at ESMA explained that torture victims could hear the shouts of the crowd as Argentina won the World Cup. Only a short distance farther along is where Parque de la Memoria is located. The magnitude of the brutality of the State repression became tangible as the students stared at a wall inscribed with the names of disappeared people. One of the most impactful experiences for students was the staggering number of young people who were disappeared and whose names appeared on that wall.

Politics of History and Memory in East Asia with Professor Dongyoun Hwang

What was the topic/question being investigated? Our Learning Cluster gave students the opportunity to explore and question how and why the same past is remembered (or forgotten) and represented differently in East Asian countries. Students considered the meanings of “history” and how memories can both generate conflict and serve as a guide for a peaceful future.

What did students learn? To investigate the meanings the LC, students went to South Korea for a field trip, where they visited many NGOs and research institutes, and met with many scholars. In particular, they participated in a forum organized by the Asian Cultural Studies Research Institute at Gachon University to engage with Korean students in a discussion of how to understand the current conflicts over the past among East Asian countries. The students also participated in an international conference organized by the same institute. They met also with four former Korean “comfort women” and many Korean hibakusha (surviving victims of Hiroshima and Nagasaki Atomic Bombing).

What were you able to accomplish? Through the visits and meetings, students came to a conclusion that it is important to include in the construction of history those suppressed, marginalized, silenced, and erased memories in order to make a ground for reconciliation among East Asian countries. They have also agreed that, if the memories of the past are being constructed today to serve various purposes, they can also construct it in such a way to fulfill one of the SUA’s missions: peace.
Learning Clusters

Gardening, Agriculture, and Soils with Professor Robert Hamersley

What was the topic/question being investigated? We compared industrial and sustainable food production through both academic inquiry and hand-on work building a garden.

What did students learn? We learned that sustainable agriculture is a feasible way to feed the planet both in the short and long term. We also learned that most of the work in starting a garden lies in preparing the soil and building fences to keep out animals.

What were you able to accomplish? We took the unfertile clay soil of SUA and turned it into fertile gardening soil by mixing in compost and organic fertilizers using a lot of muscle power. We designed the garden and planted 5 herbs for eventual culinary use by the Soka Bistro.

Cosmopolitan Istanbul: Inter-Ethnicity with Professor Jay Heffron

What was the topic/question being investigated? Our topic was “Cosmopolitan Istanbul,” an investigation of the sources of religious and ethnic pluralism for which Istanbul, as a bridge between East and West, is rightly famous.

What did students learn? We learned that while tensions remain regarding Istanbul’s predominantly Muslim identity, on the one hand, and its commitment to social and political secularism, on the other hand, nowhere else in the Islamic world is there as much relative cultural and political freedom of expression as there is in Istanbul.

What were you able to accomplish? Students met with Islamic as well as non-Islamic humanitarian agencies, various (government-approved) Non-Governmental Organizations, and university faculty throughout the city to gain a deeper understanding and appreciation of both the opportunities and challenges facing modern Turkey, as a bridge not simply between East and West but as a central influence within an emerging Afro-Eurasian regional complex. We were also able to tour many of the major historical sites of the city, some of them dating back to late antiquity, and gain a visceral understanding of the vast scope and range of the Ottoman Empire.

Music and Community Service through Performance with Professor Erica Turrell

What was the topic/question being investigated? In this Learning Cluster, we experienced community service through music by performing and leading sing-a-longs at various senior facilities and schools in Orange County.

What did students learn? This experience gave the students an opportunity to learn about the intrinsic value of music and the benefits of music with seniors that are suffering from dementia and Alzheimers. When you give up your time and talents to others through song, it brings the value of music to a whole new level.

What were you able to accomplish? We touched the lives of dozens of seniors and children that saw our performance. One of the seniors said it was the best music experience she had in the five years since she had been living at her senior home. The seniors said the music reminded them of happy times in their youth.
Alternative Spring Break in Harlem

Typical college students spend Spring Break on a beach with lots of friends partying the days and nights away in celebration of college classes not taking place that week. Not so at SUA. Fifteen Soka students dedicated their spring break to living in the historic YMCA in Harlem, using that facility as both a base of operation and a location for engagement activities. Accompanied by Michelle Hobby-Mears, Director of Student Activities and Residential Life; Julian Velarde, Assistant Director of Student Programs; and Ruby Nagashima, Residence Hall Coordinator, the activities for the week focused on involving students in the daily lives of those living in urban poverty. The objective of the trip was to provide students with an experience that contextualizes the reality of poverty in urban America by involving them intimately in the daily lives of real people living in poverty.

Soka students worked closely with children at the Kips Bay Boys and Girls Club in the Bronx, helped students at the Renaissance Charter School in Queens (a school founded by the father of former Soka student), improved an historic Bronx neighborhood park, Brook Park, by performing landscape duties, raised scholarship funds for the local YMCA, and conducted street-level business outreach for the host YMCA. The group also held a dialogue with New York University students concerning the topics of power, influence, and service. A tour of Harlem and a visit to Ground Zero provided contextual bookends to the week of service.

The ongoing success of Soka’s Alternative Spring Break is directly related to the heart for service that SUA students bring to these activities. Before they leave for each year’s destination, they spend hours raising funds to pay for the trip, in many instances contributing their own money. They then travel many miles to live and work in the most modest circumstances in order to gain an experience that contains equal parts of joy, sadness, frustration, and just plain hard work.

These are the SUA students who participated in Alternative Spring Break in Harlem: Mariko Ide, Sophia Kawada, Crystal Le, Pearl Mar, Wing Ng, Hiroaki Murakami, Yasuyuki Niimi, Miho Saito, Rhythm Sethi, William Spivey, Brandin Stelzer, Lawrence Tsao, Franzel Velasquez, and Joyce Wrice.

Soka University recently launched Changemakers @ Soka, a pilot program that connects passionate students to purposeful work by giving them direct, meaningful contact with social entrepreneurs and other business, community, and academic leaders who are changing the world in a positive way.
With our educational mission to “foster a steady stream of global citizens committed to living a contributive life,” Changemakers @ Soka builds a bridge between the students’ education and future careers by offering one-on-one coaching, experiential field trips, high-level networking, and skills workshops that sharpen academic and marketable skills, such as strategic social networking, public speaking, and secrets to successful networking.

In its initial launch, Changemakers selected sixteen students to participate in a variety of interactive educational events designed to increase their chances to land meaningful internships and jobs. Students were given front row seats to experience glimpses of their desired careers, which included field trips to teach at-risk students in an inner city high school, meetings with executives at the Taco Bell Foundation to learn how a global fast food franchise incorporates social responsibility, and practical career advice from young professionals at Edelman, the largest global public relations firm in the country.

Direct contact with vibrant, passionate professionals is having an inspirational impact on the students. “It was truly an amazing experience and I learned so much,” said graduating senior Michelle Behar, after her visit to Edelman. “The Changemaker program is really changing my life,” said Ayan Qu, Soka’s first exchange student from Mainland China.

Working in collaboration with Career Services, every Changemaker has enjoyed informational interviews with leaders in their chosen fields, and eleven participants have secured jobs or internships, six of which were directly through connections made in this new program. Anyone interested in offering SUA students access to onsite visits or informational interviews with business professionals who are having a positive impact locally or globally, please contact changemakers@soka.edu.

United Nations Study Tour

Twenty SUA students, Lisa MacLeod, Professor of International Studies, and Jennifer Cunningham, Manager of Career Services, spent a week in March visiting the United Nations in New York City. This very unusual opportunity is presented to SUA students every other year as an alternative to spring break. Because the UN visit is sought by many students, they must apply and be accepted in order to attend.

During their stay in NYC, Soka students receive special credentials that allow them to visit with numerous dignitaries from the UN who are not accessible to the general public. Because many SUA students desire to have diplomatic careers in working for peace, this special access provides them with a unique opportunity to develop personal networks with individuals who could be very beneficial to them as they build their careers. **This year, the students were able to meet with the following dignitaries:**

| Francese Clare | Political Affairs Officer | Department of Public Information Peace and Security Section |
| Pierre Kohler | Development Policy and Analysis Division | Economic Affairs Officer |
| Emanuela Ranieri | Affairs Officer | Deputy Director |
| Paulette Bethel | Security Council Affairs Division | Office of Communications |
| | Department of Political Affairs | |

Valerie Maini-Variet, Director General to the UN, and Stepanie Bunker, Spokesperson and Public Information Officer. 

“**The Changemaker program is really changing my life.**”

Ayan Qu
### 2012 Men’s Soccer Schedule

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>OPPONENT</th>
<th>LOCATION</th>
<th>TIME</th>
<th>DIVISION</th>
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<tr>
<td>THUR</td>
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<td>Bethesda University</td>
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<td>NAIA</td>
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<tr>
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<td>Caltech University</td>
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<tr>
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<td>FRI</td>
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<tr>
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<td>Marymount College</td>
<td>Away</td>
<td>7:00 PM</td>
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<tr>
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<tr>
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<td>CSU San Marcos</td>
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<td>NAIA D2</td>
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<tr>
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<td>Arizona Christian University</td>
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</tr>
<tr>
<td>THUR</td>
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### 2012 Women’s Soccer Schedule

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<th>DATE</th>
<th>OPPONENT</th>
<th>LOCATION</th>
<th>TIME</th>
<th>DIV.</th>
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<td>AUG. 31</td>
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<tr>
<td>SUN</td>
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<td>Great Falls</td>
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<td>NAIA</td>
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<td>San Marcos, CA</td>
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<td>Marymount</td>
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<td>SUN</td>
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<td>Arizona Christian</td>
<td>SUA Lion’s Den</td>
<td>3:00 PM</td>
<td>NAIA</td>
</tr>
</tbody>
</table>

Senior Game

NAIA Tournament TBA

* Denotes Cal Pac Conference Game
### CALENDAR OF EVENTS

**2012 - 2013**

#### JULY 2012

**Ron Chilcote, The Laguna Wilderness: Images and Impressions**  
**Date:** 01.19.2012 - 08.24.2012  
**Time:** 9:00 am - 5:00 pm  
**Location:** Founders Hall Art Gallery

**Class Works 2012**  
**Date:** 05.24.2012 - 08.24.2012  
**Time:** 9:00 am - 5:00 pm  
**Location:** Founders Hall Art Gallery 1st Floor

#### AUGUST 2012

**Jazz Monsters Concert Under the Stars presents Initial Conditions - Gunnar Biggs, David Borgo and Duncan Moore**  
**Date:** 08.24.2012  
**Time:** 7:00 pm - 8:30 pm  
**Location:** Outdoor Campus Green Stage

#### SEPTEMBER 2012

**Jazz Monster Concert Nestor Torres**  
**Date:** 09.21.2012  
**Time:** 7:30 pm  
**Location:** Soka Performing Arts Center

**Nestor Torres - The Cuban Spirit**  
**Date:** 09.22.12  
**Time:** 8:00 pm  
**Location:** Soka Performing Arts Center

**Nestor Torres w/ANHS Orchestra**  
**Date:** 09.29.12  
**Time:** 8:00 pm  
**Location:** Soka Performing Arts Center

#### OCTOBER 2012

**A Far Cry Chamber Ensemble**  
**Date:** 10.5.2012  
**Time:** 8:00 pm  
**Location:** Soka Performing Arts Center

**Huayacaltia**  
**Date:** 10.06.12  
**Time:** 8:00 pm  
**Location:** Soka Performing Arts Center

**Celebrating a Vision of Peace: 8th Annual Peace Gala**  
**Date:** 10.13.2012  
**Time:** 5:30 pm - 11:30 pm  
**Location:** Founders Hall Art Gallery and Recreation Center

**Jazz Monster Concert Dale Fielder Quintet: The Music of Pepper Adams**  
**Date:** 10.19.2012  
**Time:** 7:30 pm  
**Location:** Soka Performing Arts Center

**Jazz Festival**  
**Date:** 10.27.12 - 10.29.12  
**Time:** 7:30 pm, 3:00 pm  
**Location:** Soka Performing Arts Center

#### NOVEMBER 2012

**Bhattacharya/Peterson**  
**Date:** 11.03.12  
**Time:** 8:00 pm  
**Location:** Soka Performing Arts Center

**Gary Stroutsos-Native American Flute**  
**Date:** 11.04.12  
**Time:** 3:00 pm  
**Location:** Soka Performing Arts Center

**Warsaw Philharmonic w/Yulianna Avdeeva**  
**Date:** 11.7.2012  
**Time:** 8:00 pm  
**Location:** Soka Performing Arts Center

**Jazz Monster Concert Chucho Valdes**  
**Date:** 11.9.2012  
**Time:** 7:30 pm  
**Location:** Soka Performing Arts Center

**“Sundays at Soka” Pacific Symphony w/Armstrong-violin**  
**Date:** 11.18.2012  
**Time:** 3:00 pm  
**Location:** Soka Performing Arts Center

#### DECEMBER 2012

**Romeros/Concerto Malaga**  
**Date:** 12.01.12  
**Time:** 8:00 pm  
**Location:** Soka Performing Arts Center

**Holiday Show (SUA & City of Aliso Viejo)**  
**Date:** 12.08.12  
**Time:** 7:00 pm  
**Location:** Soka Performing Arts Center

**Cantus “All is Calm”**  
**Date:** 12.09.12  
**Time:** 7:00 pm  
**Location:** Soka Performing Arts Center

#### JANUARY 2013

**Takacs Quartet w/Yang**  
**Date:** 01.16.13  
**Time:** 8:00 pm  
**Location:** Soka Performing Arts Center

**Phil Norman Tentet**  
**Date:** 01.18.13  
**Time:** 7:30 pm  
**Location:** Soka Performing Arts Center

**Vancouver Symphony**  
**Date:** 01.28.13  
**Time:** 8:00 pm  
**Location:** Soka Performing Arts Center

#### MAY 2013

**Class of 2013 Commencement Ceremony**  
**Date:** 5.24.13  
**Time:** 2:00 pm  
**Location:** Soka Performing Arts Center

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*Purchase your tickets at: [https://performingarts.soka.edu](https://performingarts.soka.edu)*

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*Use your smartphone to scan QR code*
Going Green at Soka

Solar Panels on the Soka Performing Arts Center save more than $20,000 in electricity costs

One of the principles of SUA, “To foster leaders for the creative coexistence of nature and humanity,” was forefront in the minds of the creative team behind the new Soka Performing Arts Center. The architects were instructed to create buildings as environmentally sensitive as possible as a demonstration of our commitment to sustainability.

Winning the Leadership in Energy and Environmental Design (LEED) Gold Certification provided the stamp of approval that we were seeking.

We are pleased to report that our commitment to sustainability is paying us back in the form of kilowatt hours. From February of 2011, through January of 2012, the solar panels attached to the Soka Performing Arts Center produced 165,507 kilowatt hours (kW h) of power, providing a significant reduction in the amount of electricity the university had to purchase. The university realized a savings of $20,192 in power consumption during the first year the solar panels have been in use.

The production record of electricity is accessible by anyone via the following web link: http://live.deckmonitoring.com/?id=soka_university.

What are 500 goats doing at SUA?

Every year in the spring it is necessary to remove the brush along the perimeter of the campus in order to help reduce the risk of fire in the canyon surrounding SUA. This year as part of our annual clearing of brush from the campus perimeter, the university, through ValleyCrest Landscape Companies, our landscaping company, decided to go the ecological/sustainable route for brush clearing...500 goats. With a full-time goat herder, the hungry visitors helped reduce fire risk to the campus by eating the brush along our campus perimeter for approximately six weeks. The goats were kept on site and moved via temporary fencing. Utilizing this best practice for sustainability, we eliminated the need to use chemicals, power tools and hazardous manual work along the canyon sides. It also helps us adhere to one of the university principles: Foster leaders for the creative coexistence of nature and humanity.

SUA was honored by OC Metro magazine as one of the Top 25 Green Companies in Orange County for 2012.