

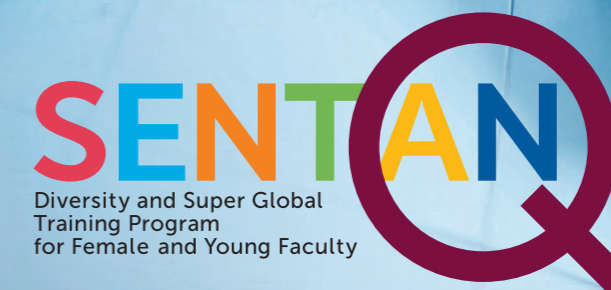


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MEXT Support Program for the Development of Human Resources in Science and Technology
Initiative for Realizing Diversity in the Research Environment

Diversity and Super Global Training Program for Female and Young Faculty

SENTAN-Q Annual Report 2020



Office for the Promotion of Gender Equality, Kyushu University

744 Motooka Nishi-ku, Fukuoka, 819-0395 JAPAN

TEL.+81-92-802-2034 / FAX.+81-92-802-2038

E-mail: office@danjyo.kyushu-u.ac.jp URL: <https://sentan-q.kyushu-u.ac.jp/en/>



Kyushu University



SENTAN-Q Website URL:
<https://sentan-q.kyushu-u.ac.jp/en/>



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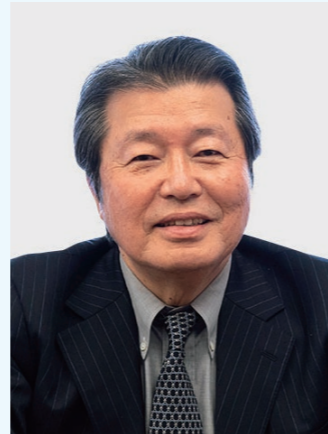
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■ SENTAN-Q Supervisor

President, Kyushu University

Tatsuro Ishibashi

Kyushu University launched “Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)”, following selection for funding under "Initiative for Realizing Diversity in the Research Environment", MEXT Support Program for the Development of Human Resources in Science and Technology in 2019.



The aim of SENTAN-Q is to provide outstanding female and young faculty with opportunities for strengthening their research and educational skills to meet the highest global standards through training courses offered by world class overseas researchers. The program also intends to accelerate the promotions of successful trainees to high-ranking and management positions and contribute to the university through building a research and educational environment that will be recognized as truly global.

SENTAN-Q is being implemented with the cooperation of the entire university, as part of administrative reforms centered around “young, female and foreign researchers” as set forth in Kyushu University’s Mid-term Objectives and Mid-term Plans and the National University Administration Reforms Facilitation Project etc. Each fiscal year, ten trainees are selected from outstanding female and young faculty through a highly transparent screening process by the selection committee whose members include experts from outside the university. Successful trainees who reach the targeted learning level will receive a certificate and tenured position or a one level promotion will be given within one year of the completion of the program.

FY 2020 marks the 2nd year of SENTAN-Q program. Despite the outbreak of COVID-19, trainees including the 2nd term trainees who have been newly selected this year are devoting themselves to the program making the active use of online conferencing tools. SENTAN-Q will run for 6 years with 6 generation of trainees. We hope to see as many outstanding female and young faculty as possible to participate in the program, acquire the research and educational skills that meet the highest global standards and contribute to Kyushu University gaining momentum as the world’s leading research university.

We highly appreciate your continued support and understanding.

■ SENTAN-Q Implementer

Executive Vice President, Secretary General, Kyushu University

Toshiya Naito



Five years has already passed since the United Nations first formulated the Sustainable Development Goals, or SDGs. In Japan, many undertakings are being advanced in various fields in a pursuit of a vibrant society supported by diverse human resources— including the expansion of women’s roles. As we at Kyushu University aspire to thrive as a global hub of education and research, it is essential to implement an infrastructure in which diverse talents play active roles. Among these strategies, the active recruitment and appointment of female researchers is especially important to vitalize research activities, driven by a variety of standpoints and ideas.

To this end, Kyushu University has been strengthening its efforts to promote gender equality, including creating international recruitment for women-only position openings (KASOKU), introduction of Dual Career Couples Policies and implementation of support programs for balancing research and child-rearing. In July 2019, Kyushu University has been selected for funding under "Initiative for Realizing Diversity in the Research Environment", MEXT Support Program for the Development of Human Resources in Science and Technology. From January 2020, we have launched “Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)” with an aim to identify and nurture outstanding female and young faculty, who will lead the academic research as the world’s top-class and competitive researchers.

Kyushu University is committed to SENTAN-Q producing world’s top-class researchers, as the program bears great significance in promoting gender equality in education and research environment, as well as for our university in gaining momentum as the world’s leading research university.

In FY 2020, SENTAN-Q welcomed the 2nd term trainees in August. While the outbreak of COVID-19 has necessitated some adjustments in the initially planned curriculum including lectures from world’s top-class researchers, we have pursued the program actively, encouraged by the thought that the “new normal” environment offers us an opportunity to put into practice digitally connected, internationally competitive education and research.

I would like to express my heartfelt appreciation to those involved in coordinating with other universities including international universities and establishing systems on campus.

■ SENTAN-Q Coordinator

Senior Vice President, Distinguished Professor, Kyushu University

Kaoru Tamada



FY 2020 has started in an unprecedented situation of teleworking and in thinking about the global COVID-19 crisis. I felt that the problems in the world have become closer more than ever despite the travel restriction barring the overseas travel. Our collaborator in UC San Diego has let us know the status of COVID-19 countermeasures as well as the situation of the Black Lives Matter (BLM) at US universities. It has linked to movies about racial issues I watched by internet and made me think about the difficulty of realizing a diversity-inclusive society.

SENTAN-Q program has been carried out in the midst of COVID-19 pandemic. After the selection of the 2nd term trainees, there are currently 20 trainees participating in SENTAN-Q. Now I have become familiar with coordinating the program using Zoom application tools. It surprises me that we could meet people around the world, even new encounters, via the web without having the flight for 12 hours.

I hope that the digital society will bring the early resolution of the three Bs’ problems, that is Bias, Barrier and Boundary.

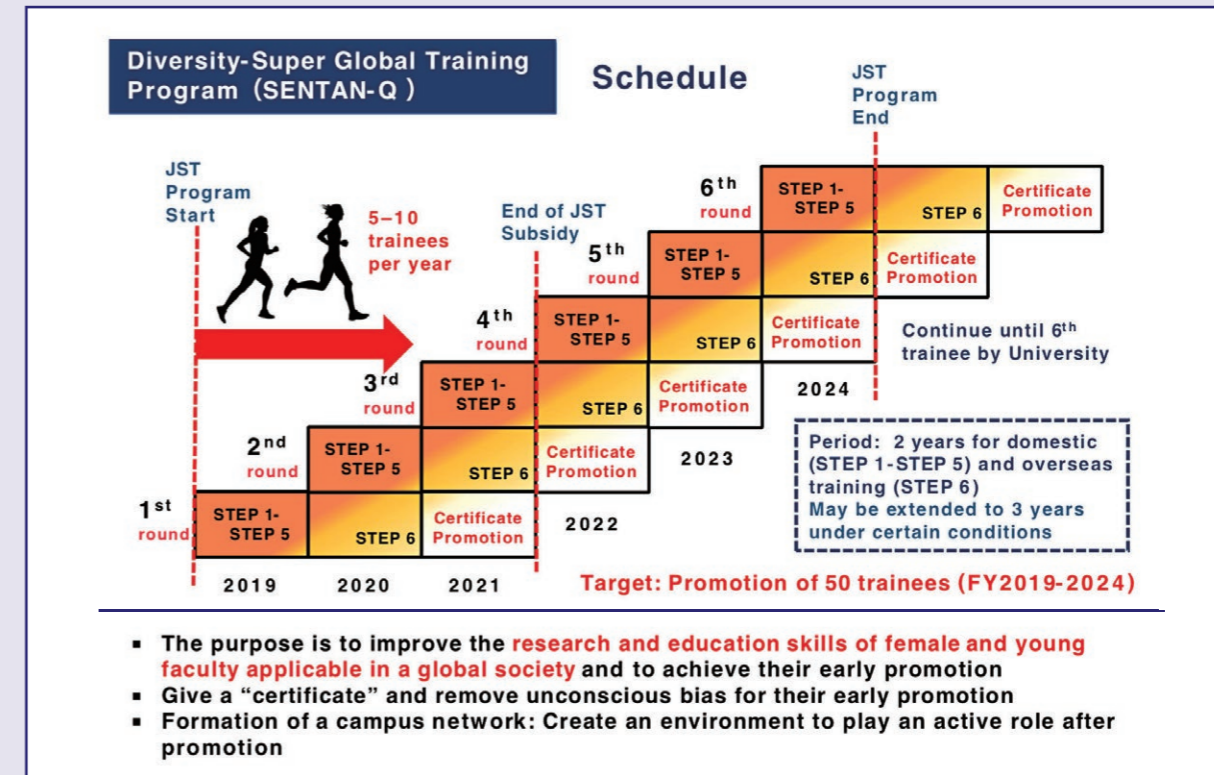
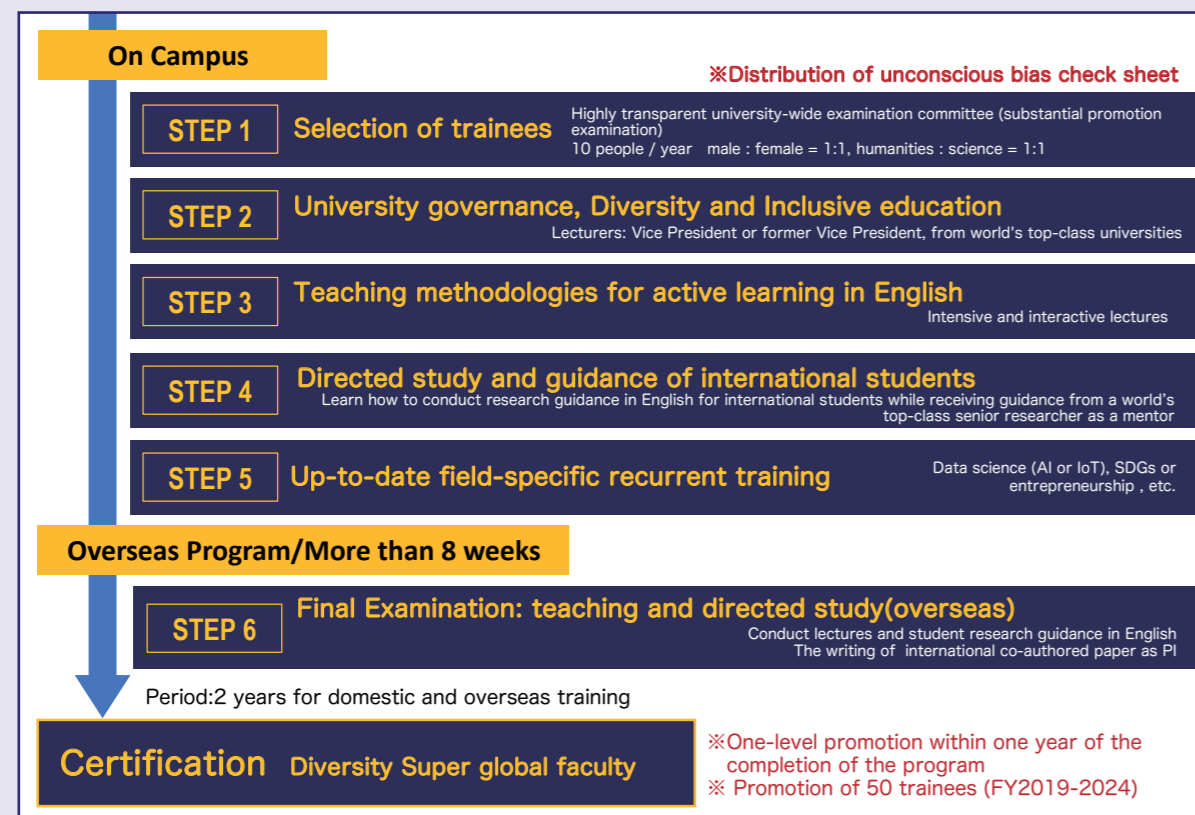
SENTAN-Q will be welcoming the 3rd term trainees next year and be more vitalized. As program coordinator, I will continue running the program with energy and enthusiasm. Your cooperation and understanding would be greatly appreciated.

Kyushu University was selected for funding under "Initiative for Realizing Diversity in the Research Environment", MEXT Support Program for the Development of Human Resources in Science and Technology in 2019. The aim of this program is to improve diversity in the research environment by providing female researchers with opportunities for conducting overseas research and encouraging their active participation in the research upon their return to Japan. It also supports the program which helps accelerate the promotions of female researchers to high-ranking and management positions.

To this end, Kyushu University has launched "Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)" in 2019. The aim of SENTAN-Q is to provide outstanding female and young faculty members with opportunities to challenge the world top-class research and education and accelerate their promotions to high-ranking and management positions at the university. Our goal is to create the research and educational environment that will be recognized as truly global and lead the world academic research.

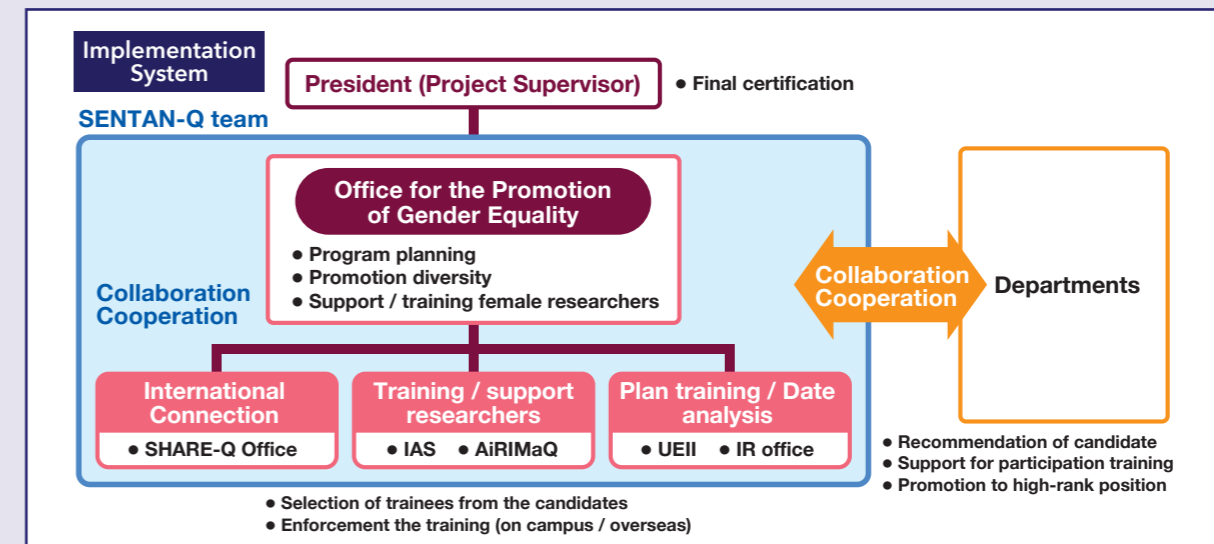
SENTAN-Q consists of STEP1 to STEP6. Trainees are selected through the highly transparent screening process from outstanding female and young faculty members, who are recommended by departments and expected to attain promotions within a few years (STEP1). After being selected by university-wide committee, trainees start their two-years-period program. They will take on campus training from STEP2 to STEP5 then proceed to the final examination as STEP6, which consists of overseas training for more than 8 weeks (please see the appendix for further details).

SENTAN-Q 6 STEPS



Trainees who reach the targeted learning level will receive certificates and tenured position or a one-level promotion will be given. The program lasts two years including the overseas training. However, we can adjust the duration to accommodate maternity, child-rearing, or nursing care needs. SENTAN-Q will aim to produce 50 trainees through 6 application rounds. Information about the program's progress as well as trainees' accomplishments are published in Polymorfia (ISSN 2424-1113), the journal of the Office for the Promotion of Gender Equality, Kyushu University. We will also work with the All Nippon Diversity Network to share our findings and insights across Japan.

SENTAN-Q is being implemented with the cooperation of entire university, as part of administrative reforms centered around "young, women and foreign researchers" as set forth in Kyushu University's Mid-term Objectives and Mid-term Plan and the National University Administration Reform Facilitation Project etc.



Due to the outbreak of COVID-19, the program has been conducted online using Zoom in response to the travel restrictions which have been in place both inside and outside Japan. The training has been successfully implemented by reviewing the contents of each STEP to adjust to the new normal that will arise in the post-COVID-19 era. For example, STEP3 lecture has been offered to introduce the online teaching methodologies for active learning.

STEP1 Selection of Trainees

The nomination process for the 2nd term trainees took place between the beginning of March and May 18 (deadline extended by 7 days). After the screening by application documents and interview, 10 trainees have been selected and the Kick-Off Meeting was held on July 30. The 2nd term trainees have started their 2 years training from August.

STEP2 University governance, diversity and inclusive education (on campus)

The 2nd trainees

Lecture 1

Date: August 3 (Mon) from 10:00 to 12:00 (JST)

Lecturer: Prof. Andrew T.S. Wee, Former Vice President of University and Global Relations of National University of Singapore (NUS)

Theme: 1. Introduction to NUS, University Governance, International Competitiveness
2. Importance of Diversity for Society and University (Research and Education)



Lecture 2

Date: September 1 (Tues) from 8:30 to 10:00 (JST)

Lecturer: Prof. Sandra A. Brown, Vice Chancellor for Research of UC San Diego

Theme: UC San Diego Overview of Research



Lecture 3

Date: January 28 (Thu), 2021 from 8:30 to 10:00 (JST)

Lecturers (In the picture, from left to right are):

Dr. Becky R. Petit, Vice Chancellor for Equity, Diversity and Inclusion of UC San Diego

Dr. Diane Forbes Berthoud, Assistant Vice Chancellor of UC San Diego

Theme: Strategic Equity, Diversity, and Inclusion Leadership at UC San Diego



STEP3 Teaching methodologies for active learning in English (on campus)

Lecturers:

Teaching + Learning Commons,
UC San Diego



Dr. Carolyn Sandoval
Associate Director



Dr. Leah Klement
Education Specialist



Mr. Paul Hadjipieris
Education Specialist

The 1st trainees

Lecture 1

Date: September 2 (Wed) from 8:30 to 10:00 (JST)

Theme: Lecturing or Learning

Lecture 2

Date: September 10 (Thu) from 8:30 to 10:00 (JST)

Theme: Using Assessments of Student Learning to Inform Your Teaching

Lecture 3

Individually guided learning

The 2nd trainees

Lecture 1

Date: November 6 (Fri) from 8:30 to 10:00 (JST)

Theme: Lecturing or Learning

Lecture 2

Date: November 13 (Fri) from 8:30 to 10:00 (JST)

Theme: Using Assessments of Student Learning to Inform Your Teaching

Lecture 3

Individually guided learning

STEP4 Directed study and guidance of international students (on campus)

Trainees select the overseas mentor for STEP4 themselves. After consulting with overseas mentor, trainees conducted research guidance to international students of Kyushu University for writing of international co-authored paper. Some trainees have already submitted international co-authored paper with international students. The 1st term trainees started STEP4 from January 2020 for one year. The 2nd term trainees started STEP4 from August 2020 for one year.

STEP5 Up-to-date field-specific recurrent training (on campus)

Trainees select two or more courses from their extra-professional fields. Some trainees have submitted reports indicating that STEP5 can help them incorporate new knowledge from different research fields to enhance their research activities. Some of them have initiated the joint collaborative research with researchers from different research fields. During the two-years program, trainees are required to take two or more courses.

In FY 2020, two trainees have been permitted the extension of training periods due to the maternity leave.

1. Kyushu University's COVID-19 Response and SENTAN-Q

The novel coronavirus (COVID-19) spread quickly through Europe, America, and other parts of the world since the first cases—initially reported as pneumonia of unknown causes—were reported in Wuhan, China, in December 2019. It has caused enormous harm and suffering around the world. The outbreak, which the World Health Organization (WHO) declared a pandemic on March 11, 2020, still shows no signs of abating today, nearly a year later. It continues to seriously affect the lives of people around the globe.

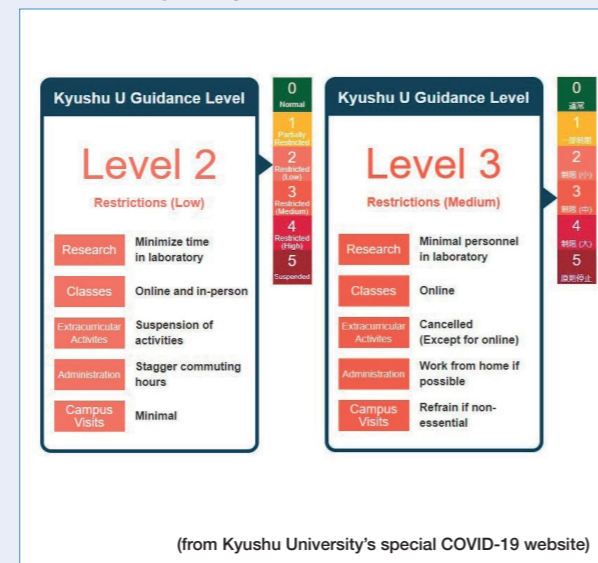
Infections have also spread in Japan, particularly in its major urban areas. The Japanese government declared a state of emergency in seven prefectures including Fukuoka on April 7, 2020 as provided for under the Special Measures Law. The state of emergency was expanded to include all areas of the country on April 16, 2020.

Kyushu University called for stricter restraints on campus life on April 13, 2020, declaring a state of Level 4 as defined in its “Guidance for Preventing the Spread of the Novel Coronavirus Disease (COVID-19)”. At Level 4, students and faculty members are basically prohibited from entering the campus. Restriction levels have fluctuated between 1.5 and 3 thereafter in line with the rise and fall of the number of newly infected persons.

COVID-19 Response in Fukuoka and at Kyushu University

March 17	Kyushu University reports first COVID-19 case
April 3	Cancellation of First Semester Matriculation Ceremony
April 7	Declaration of state of emergency in Fukuoka Prefecture
April 13	Level 4 (high)
May 6	Extension of state of emergency in Fukuoka Prefecture
May 7	Spring Quarter begins, remote lecturing commences
May 18	Guidance Level 3 (medium)
May 25	Lifting of state of emergency in Fukuoka Prefecture
June 25	Guidance Level 2 (low)
August 6	Guidance Level 3 (medium)
September 1	Guidance Level 2 (low)
September 25	First Semester Commencement Ceremony is held
October 2	Second Semester Matriculation Ceremony is held
October 4	Fall Quarter begins, in-person classes are resumed in certain courses
October 5	Guidance Level 1.5 (partially restricted)
January 13	Guidance Level 2 (low), total suspension of in-person classes
January 17	Second declaration of state of emergency in Fukuoka Prefecture

Kyushu University Guidance Level for Preventing the Spread of COVID-19



Many on-campus events were held remotely, and research and educational activities were cut back. Amidst this situation, the SENTAN-Q program was carried out according to plan. As on-campus activity was highly restricted during the nomination period for the 2nd term trainees, we were forced to extend the deadline. Interviews of candidates in Step 1 (selection of trainees) was conducted remotely using Zoom. Lectures on university governance and diversity and inclusive education (Step 2) and teaching methodologies for active learning in English (Step 3) were also given online using Zoom.

Fortunately, we were able to carry out the aforementioned program smoothly thanks to the fact that an online communication system had already been created in preparation for web-conferences with overseas mentors, which were planned for Step 4 (directed study and guidance for international students). UC San Diego, one of the Program's model schools abroad, gave us extensive support on the provision of remote lectures. Their assistance was a major factor for the success of the Program in 2020.

Program Related Activities Carried Out amidst COVID-19 (AFY2020)

2020	February	Setting up of Zoom for Step 4 (before COVID-19 outbreak)
	April	Nominations of the 2nd term trainees (deadline extended to May, a month longer than planned due to COVID-19)
	June-July	Step 1 (selection of trainees) for the 2nd term trainees: Remote interviews of candidates
	August	Kick-off meeting and Step 2 for the 2nd term trainees: Vice President of National University of Singapore Execution of agreement on remote lecturing with UC San Diego
	September	Step 2 for the 2nd term trainees: Vice President of UC San Diego Step 3 for the 1st term trainees: UC San Diego T+L Commons*
	November	Step 3 for the 2nd term trainees: UC San Diego T+L Commons* *remote lectures on teaching methodologies for active learning
	December-March	Step 5 for the 2nd term trainees: SDGs webinar series 4 - intensive and interactive lectures given with UC San Diego cooperation
2021	January	Step 2 for the 1st and 2nd term trainees: Special lectures on DI/BLM given with UC San Diego cooperation Step 4 for the 1st term trainees: Certification examination (postponed for 2 trainees on maternity leave)

Step 4 (directed study and guidance for international students) was especially affected by the pandemic. Difficulties were seen in communication with overseas mentors and international students' visits to Japan owing to restrictions on Japanese entry into various countries and restrictions on entry/re-entry to Japan including Japanese nationals. Nevertheless, with the remote research guidance of overseas mentors, we were able to complete Step 4 for international students, namely setting a research theme, carrying out research guidance in English, and writing of international co-authored paper.

It is said that the world has entered the life-style of “new normal” due to the COVID-19 pandemic. In 2020, SENTAN-Q trainees had the unexpected opportunity to learn about research and educational skills suited to this life-style. For example, latest teaching methodologies for active learning focused on ways to make online classes more exciting, which trainees studied in Step 3, were immediately applicable to their own classes in the COVID-19 era. In addition, international research projects carried out remotely under Step 4 can serve as a model for international collaboration in the future.

The COVID-19 situation remains unpredictable. However, as the Japanese proverb “*kannan nanji wo tama ni su* (adversity makes us wiser)” says, the current environment offers trainees a unique opportunity for growth. We hope they will develop greatly as educators and researchers by overcoming the adversity they face today.

A Trainee's Perspective

Nawo Eguchi, the 1st term trainee

(Assistant Professor, Research Institute for Applied Mechanics)

It goes without saying that the devastating pandemic has affected the work and study of all of us trainees. In my case, I had already created an environment for working remotely even before the pandemic, so I was able to transition fairly smoothly into teleworking mode. Our day care closed in April, requiring my husband and I to take turns looking after the children with the help of a babysitter. This naturally required some creative thinking to pursue our professional activities. I tried to reduce the stress of not being able to spend enough time on work by prioritizing my tasks and telling myself that now is the time to be with my family more. I also tried to keep in touch with my students and research partners as much as possible. Because of this, I now feel as if the world were a much smaller place (as long as I don't think about time differences).

In Step 4, I held web-conferences regularly with my overseas mentor and international students and conducted research so as to address issues in a timely manner. Classes for Step 3 (Teaching methodologies for active learning), which were held online in September, helped me greatly when I myself gave remote lectures in the second semester. The two courses in Step 5 (Up-to-date field-specific recurrent training) were carried out almost entirely online. At first, I was prepared to commute to the Ito Campus regularly, but it turned out that I could attend lectures at home. I regret to say that Overseas training in Step 6 now looks unlikely. I hope to go one day for a long-term stay, and meanwhile I will pursue my studies online. I will continue to engage actively in the Program with the intention of producing solid results whatever the situation.

2. My Involvement with Kyushu University SENTAN-Q Program in 2020

Miwako Waga, Director of International Outreach, UC San Diego



Will you summarize the year 2020 from the perspective of collaboration with Kyushu University?

Dr. Tamada and I started exchanging ideas about international training sessions to advance gender equity in the second half of 2019, and she visited the UC San Diego campus in November 2019. I was invited to attend the Kick-Off Meeting in Kyushu in January 2020. There, I conveyed Vice Chancellor Sandra Brown's video message and met with Kyushu University leadership as well as the SENTAN-Q program trainees and coordinators. In retrospect, my visit to Kyushu was instrumental in promoting the collaborative relationship later in the year.

In the US, the tension regarding the COVID-19 contagion suddenly rose to a new height in March. The California governor issued the shelter-in-place order ahead of other states, and as a result, most of the faculty and staff at UC San Diego had to shift to working from home right away in a great confusion. As the director of international outreach, I had to analyze the global situation and think hard how I should do my job under the restricted travel circumstances. I concluded that it was time for me to think outside the box and make even more creative or unconventional proposals to my overseas partners.

Kyushu University coordinators originally planned to invite speakers from abroad to give in-person lectures to the SENTAN-Q trainees. It was this change in thinking that allowed me to propose novel online programming which would replace in-person lectures. One may now regard the transition to online as a logical and inevitable option, but at that time the future was so uncertain that we had to figure out many things little by little to move forward.

An unexpected outcome from our interactions for the SENTAN-Q training was the development of a series of joint webinars, where speakers from both institutions would be invited to present their research on topics related to the Sustainable Development Goals (SDGs). We co-hosted four such joint webinars between December 2020 and March 2021. We hope the joint webinars will encourage more interactions, either face-to-face or virtual, between researchers in Kyushu and San Diego in the future.

UC San Diego provided STEP3 (Active Learning) training sessions to the first and second cohorts of trainees in 2020. What was the background that made it possible?

As I mentioned before, we experienced a sudden, forced shift to work-from-home and online lecturing in mid-March at UC San Diego. The Teaching + Learning Commons (Commons), which had assisted faculty and students in active learning and digital learning for some time, found themselves barraged by requests to help shift to effective remote lecturing. Around this time, I read reports in Japanese media that higher education was disrupted and college students were having a tough time attending virtual classes in Japan. It occurred to me that it might help our partners in Japan if we could share the Commons' experiences in the use of digital technology and remote teaching and learning. This is how I started reaching out to the parties concerned.

It was fortunate that Dr. Carolyn Sandoval, associate director of the Commons, immediately understood the challenges facing university professors in Japan and introduced two education specialists (Dr. Leah Klement and Paul Hadjipieris) in the Engaged Teaching Hub at the Commons to take on the project. However, since they were also buried in assisting faculty at UC San Diego, we needed to make plans carefully and schedule the sessions prudently to make sure that the sessions would be effective to trainees without adding too much burden on Leah and Paul's work schedules. It was highly beneficial that they customized the sessions to tailor to the need of trainees.

UC San Diego also provided STEP2 (University Governance and Diversity) training sessions to the second cohort of trainees. What was the background that made it possible?

For the University Governance part, I invited VC Brown to give an online lecture to the trainees in September 2020. Since I work in the Office of Research Affairs led by VC Brown, and Dr. Tamada met her in November 2019, it was not difficult to reach out to her and ask for a lecture, but scheduling the session required a careful coordination because she was dealing with the daunting task of continuing research on campus.

As Vice Chancellor for Research, Dr. Brown's priority is to maintain the productivity of researchers while also ensuring that the research programs and everyone who works in them remain safe and safety in accordance with the State and County COVID-19 response guidelines. UC San Diego is a major research enterprise with annual research funding exceeding \$1.4 billion. Research continuity is a matter of highest priority. Despite this heavy responsibility, Dr. Brown thought of the SENTAN-Q program so highly that she readily accepted the invitation to give the virtual lecture to the trainees. We were very grateful.

For the Diversity part, I reached out to Vice Chancellor Becky Pettit and Assistant Vice Chancellor Diane Forbes Berthoud of the Office for Equity, Diversity, and Inclusion. AVC Forbes Berthoud knew about the program since she met with Dr. Tamada in November 2019, but again we needed to spend time to schedule the session.

In 2020, America was experiencing an extremely tense social situation caused, to begin with, by the unprecedented global health crisis, and then by strong protest to anti-Blackness, followed by a state of turmoil accelerated by the sharp political division during presidential campaigns toward the November election. Racism-triggered social instability would impact not only student but also faculty and staff's well-being. VC Pettit and her colleagues implemented in August the Chancellor's 21-Day Anti-Racism Challenge program to "assist everyone in furthering their awareness, compassion, understanding, and engagement towards anti-racism, with a focus on anti-Blackness and the experience of Black people in America" using an abundance of materials including readings, videos, and podcasts. Against this background, Dr. Tamada and I had to think hard to decide on the content and timing of the training session on diversity and inclusion that we wanted them to deliver to the trainees in Japan. The program coordinators and myself were delighted when they were finally able to give the diversity session in January 2021.

What impressed you the most during the past year in your involvement with the SENTAN-Q program?

Although considered a temporary measure during the pandemic, the online format has turned out to be effective in promoting international collaborations. International collaboration typically assumes that participants from both institutions can visit each other from time to time, but international travel requires time and physical commitment. In contrast, I have found that even busy investigators are more likely to accept invitations to speak at virtual events. I want to continue to use the online format in international collaboration building even after the COVID-19 pandemic is over.

Also, I was very grateful to the senior administrators and esteemed colleagues at UC San Diego who cooperated with me to assist the SENTAN-Q program despite they had been under enormous pressure for so many months. They appreciated the goals of the SENTAN-Q program, and the global scale of this health crisis served as a stark reminder that now more than ever international collaborations were of paramount importance. My experience in the past year has also constantly reminded me of the phrase: "A friend in need is a friend indeed." I will keep friendship in mind as the foundation of long-lasting academic partnership as I continue my job as the international outreach director.

3. UC San Diego's Initiatives to Encourage Women's Active Participation and Promote Gender Equity in Research



Attendees of the university's inaugural Triton Women Who Lead Forum gathered together earlier this year to discuss leadership pathways and strategies. Photos by Erik Jepsen/University Communications

[UC San Diego HP URL] <https://ucsdnews.ucsd.edu/feature/uc-san-diego-ranks-second-in-forbes-americas-best-employers-for-women>

UC San Diego ranks 2nd in Forbes' 'America's Best Employers for Women'

Women currently occupy 63% of all senior leadership roles at UC San Diego. In 2012, there were only three women on the chancellor's cabinet and today there are 10, comprising more than half of the cabinet. In the same time frame, the number of women in management roles increased from 424 to 822, nearly doubling the number of women in management and senior professional positions.

Furthermore, half of all deans and four out of seven college provosts at UC San Diego are women. Since 2014, the number of women ladder ranked faculty and teaching professors at UC San Diego have increased by 37%.

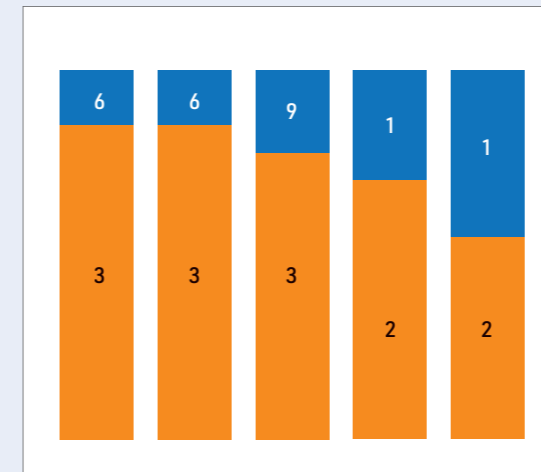
These remarkable achievements have put UC San Diego ahead of other universities in the US. In 2020, UC San Diego ranks 2nd among higher education institutions in Forbes' third annual ranking of 'America's Best Employers for Women'.

The reversal of gender gaps in the number and amount of large research grants

UC San Diego has increased its presence in research funding as the highest research university. The amount of research grants awarded to UC San Diego exceed \$1.3 billion in FY 2019.

An analysis has shown the remarkable increase in the number and amount of large research grants headed by women principal investigators. In FY 2013, women were the principal investigators of six research grants totaling \$24 million among the top 40 research grants. In FY 2017, after the steady increase, the number of research grants headed by women principal investigators has risen to 18 with \$89 million, compared to those of male principal investigators (22 with \$72 million). This has shown the reversal of gender gaps in the number and amount of large research grants.

Top Awarded Amount (Count of Awards) by PI Gender



Top Awarded Amount (Obligated Amount) by PI Gender



[UC San Diego HP URL] <https://ucsdnews.ucsd.edu/feature/a-steady-increase-in-women-leading-the-biggest-research-grants>

Prof. Christina Chambers, who heads four of top 10 research grants in Health Sciences said: "It's not so much a single investigator doing incremental science in the lab. It's people working in a consortium with multiple sites who need to work together in a collaborative way. I have lots of male colleagues who work really well in groups, but this is a natural strength that women possess that I think lends itself well to this funding environment."

While research project becomes larger in consideration to social implementation, it can be concluded that the situation is being increased in which women researchers can demonstrate their ability.

4. Kyushu University-UC San Diego Joint Webinar Series: SDGs THINK & ACT Together

Kyushu University and UC San Diego co-organized the series of Joint Webinar “SDGs THINK & ACT Together” supported by SHARE-Q as supplementary project for FY 2020.

The first webinar was held on December 10, 2020 under the topic of “Vision & Clean Energy”. At the beginning, President Ishibashi of Kyushu University made the opening remarks to express his gratitude for the presence of attendees. Then presentations were delivered by Dean Albert P. Pisano, Jacobs School of Engineering, UC San Diego, Prof. Shirley Meng, Director of Institute for Materials Discovery and Design (IMDD), UC San Diego, Prof. Akari Hayashi, Platform of Inter- / Transdisciplinary Energy Research (Q-PIT), Kyushu University and Assoc. Prof. Shigenori Fujikawa, International Institute for Carbon-Neutral Energy Research (I²CNER), Kyushu University. After the presentations, participants had active discussion toward the international industry-academia collaboration.

The second webinar was held on January 26, 2021 under the topic of “Innovation & Entrepreneurism”. Opening remarks were made by Kazunari Sasaki, Senior Vice-President of Kyushu University. After the opening remarks, presentations were delivered by Prof. Megumi Takata, Director General of Robert T. Huang Entrepreneurship Center (Q-REC) of Kyushu University and Prof. Dennis Abremski, Executive Director of Institute for the Global Entrepreneur, UC San Diego to give the overview of both Q-REC and IGE. Then startup pitches were made by students from both Kyushu University and UC San Diego.

The third webinar was held on February 17, 2021 under the topic of “Resources”. Opening remarks were made by Miroslav Krstic, Senior Associate Vice Chancellor of Research, UC San Diego. During the program, discussions were made among Prof. Keiko Sasaki, Department of Earth Resource Engineering, Kyushu University, Assist. Prof. Zheng Chen, Department of Nano Engineering, UC San Diego and other young researchers about solar light driven chemical conversion and mineral and materials recycling.

The last webinar was held on March 9, 2021 under the topic of “Climate Change”. Participants exchanged their views on the latest research achievements after the introduction of Research Institute for Applied Mechanics (RIAM) of Kyushu University and Scripps Institution of Oceanography of UC San Diego. Also Assist. Prof. Kaori Sato (RIAM), who currently participates in SENTAN-Q as the 2nd term trainee made the presentation during the program.

All webinars were concluded with great success attended by many faculty members who are interested in international joint collaboration and students who wish to study abroad, including people outside the university. Through the social networking achieved by SENTAN-Q program, international joint research and industry-academia collaboration related to SDGs are expected to start between both two institutions.

The Joint Webinar Series were added to STEP5 to substitute the overseas training of SENTAN-Q, which had been suspended or postponed due the global pandemic of COVID-19.

International Collaboration in the Era of COVID-19
 KYUSHU UNIVERSITY UC San Diego
 Joint Webinar Series

SDGs THINK & ACT Together

Supported by SENTAN-Q/SHARE-Q

Webinar 1 Vision & Clean Energy
 Date: Dec 10, 2020, 9:30-11:00AM (in Japan)
 Dec 9, 2020, 4:30-6:00PM (in California)

Agenda

- 9:30-9:35 Opening Remarks: Tatsu Ishibashi, President, Kyushu University
- 9:35-10:00 Albert P. Pisano, Dean, Jacobs School of Engineering, UC San Diego
– Jacobs School Vision and SDGs-Related Research –
- 10:00-10:15 Shirley Meng, Professor in NanoEngineering and Director,
Institute for Materials Discovery and Design (IMDD), UC San Diego
- 10:15-10:30 Akari Hayashi, Professor, Platform of Inter- / Transdisciplinary Energy
Research (Q-PIT), Kyushu University
- 10:30-10:40 MinCheol Kim, Postdoctoral Fellow, Jacobs School of Engineering, UC San Diego
- 10:40-10:50 Shigenori Fujikawa, Associate Professor, International Institute for
Carbon-Neutral Energy Research (I²CNER), Kyushu University
- 10:50-11:00 Q&A and Discussion

https://danijo.kyushu-u.ac.jp/form_en/

International Collaboration in the Era of COVID-19
 KYUSHU UNIVERSITY UC San Diego
 Joint Webinar Series

SDGs THINK & ACT Together

Supported by SENTAN-Q/SHARE-Q

Webinar 2 Innovation & Entrepreneurism
 Date: Jan 26, 2021 (Tues) 9:30-11:00AM (in Japan)
 Jan 25, 2021 (Mon) 4:30-6:00PM (in California)

Agenda

- 9:30 – Opening Remarks: Kazunari Sasaki, SVP, Kyushu University
- 9:35 – Megumi Takata, VP and Director General,
Robert T. Huang Entrepreneurship Center of Kyushu University
– QREC Overview
- 9:55 – Dennis Abremski, Executive Director,
Institute for the Global Entrepreneur, UC San Diego
– IGE Overview
- 10:20 – 2-3 Kyushu University startup pitches
- 10:35 – 2-3 UC San Diego startup pitches
- 10:50 – Discussion toward collaborations

https://danijo.kyushu-u.ac.jp/form_en/

International Collaboration in the Era of COVID-19
 KYUSHU UNIVERSITY UC San Diego
 Joint Webinar Series

SDGs THINK & ACT Together

Supported by SENTAN-Q/SHARE-Q

Webinar 3 Resources
 Date: Feb 17, 2021 (Wed) 9:30-11:00AM (in Japan)
 Feb 16, 2021 (Tues) 4:30-6:00PM (in California)

Agenda

- 9:30-9:40 Opening Remarks, Miroslav Krstic, Senior Associate Vice
Chancellor of Research, UC San Diego
- 9:40-10:00 Keiko Sasaki, Professor, Department of Earth Resources
Engineering, Kyushu University
- 10:00-10:20 Zheng Chen, Assistant Professor, Department of Nano Engineering,
UC San Diego
- 10:20-10:30 Q&A and Discussion
- 10:30-10:40 Chitiphon Chuaicham, Project Assistant Professor,
Department of Earth Resources Engineering, Kyushu University
- 10:40-10:50 Hongpeng Gao, PhD student, Department of Nano Engineering,
UC San Diego
- 10:50-11:00 Discussion toward collaborations

https://danijo.kyushu-u.ac.jp/form_en/

International Collaboration in the Era of COVID-19
 KYUSHU UNIVERSITY UC San Diego
 Joint Webinar Series

SDGs THINK & ACT Together

Supported by SENTAN-Q/SHARE-Q

Webinar 4 Climate Change
 Date: March 9, 2021 (Tues) 9:30-11:00AM (in Japan)
 March 8, 2021 (Mon) 4:30-6:00PM (in California)

Agenda

- 9:30-9:40 Opening Remarks, Margaret Leinen, Vice Chancellor for Marine Sciences &
Director of Scripps Institution of Oceanography, UC San Diego
- 9:40-10:00 Toshihiko Takemura, Distinguished Professor, Research Institute for
Applied Mechanics (RIAM), Kyushu University
- 10:00-10:20 Katharine Ricke, Assistant Professor, Scripps Institution of Oceanography,
UC San Diego
- 10:20-10:30 Q&A and Discussion
- 10:30-10:40 Kaori Sato, Assistant Professor, RIAM, Kyushu University
- 10:40-10:50 Pascal Polonik, Doctoral Student, Scripps Institution of Oceanography,
UC San Diego
- 10:50-11:00 Discussion toward collaborations

https://danijo.kyushu-u.ac.jp/form_en/

Second term Trainees

No.1

ALBRECHT Ken *Associate Professor*

Affiliation

**Division of Integrated Materials,
Institute for Materials Chemistry and Engineering**

Research Field

Organic Electronics, Polymer Chemistry,
Materials Chemistry, Supramolecular Chemistry



So far, I have learned about university governance or other measures that we do not have so many opportunities to learn at Japanese universities. This will definitely help my future career as a researcher. In addition, it will be a good opportunity for me to build an international network and work together towards collaborations through the SENTAN-Q program. I think the SENTAN-Q is well designed and useful to improve my educational skills. So that is why I have applied for this program.

Since I have my roots in Europe, I would like to be a bridge between Japan or other Asian countries and Europe in the future. Also, I would like to become a world top-class scientist and perform more international collaborations.

No.2

FURUTA Michiko *Lecturer*

Affiliation

**Division of Oral Health, Growth and Development,
Faculty of Dental Science**

Research Field

Dental Public Health



My research focuses on exploring the population-based approach for preventing oral disease in the promotion of oral health. I should proceed my research from the international perspective to find a new approach for preventing oral disease. By the SENTAN-Q program, it is possible to incorporate new knowledge from many different fields. Also, I want to improve my research and educational skills by the SENTAN-Q program.

Now I feel that diversity and inclusion are important for the development of university and society. By collaborating with people with diverse backgrounds, we can create new ideas and uniquely solve the problems which we are currently facing. Through the SENTAN-Q program, I would like to create the diverse and inclusive environment.

No.3

FUYUNO Miharu *Assistant Professor*

Affiliation

**Department of Content and Creative Design,
Faculty of Design**

Research Field

Applied Linguistics

I have been lecturing and supervising students including international students for years. This experience made me realize the importance of understanding for diversity. I thought SENTAN-Q program was a great chance to deepen my understanding. I am now taking the program as a trainee. The contents have many hands-on activities and they are also quite enjoyable. I am already feeling that they are useful to improve my supervision and teaching.

The SENTAN-Q lectures has opened-up my eyes and I believe that its outcome will be my asset. Now I would like to be a mentor for young female students and faculty in the future.

No.4

MAEKAWA Hiromi *Lecturer*

Affiliation

**Center for Promotion of International Education and
Research, Faculty of Agriculture**

Research Field

Molecular Cell Biology, Yeast Genetics



The reason for participating in SENTAN-Q program is its unique contents. Through the program, we can learn about the various aspects of a university such as its governance, diversity of the research environment and effective teaching methodologies in English. Unfortunately, I have not met other trainees in person due to the outbreak of COVID-19, but I think interacting with other researchers from different research backgrounds are really great opportunity for all of us. So, I would like to maintain the connection with other trainees and overseas mentors.

By taking the lectures of SENTAN-Q program, I can extend my research subject and bring it up to the new stage. I would like to make the most of this program and adopt what I have learned into the education in classroom to guide younger students in the laboratory.

Second term Trainees

No.5

MARUYAMA-NAKASHITA Akiko
Associate Professor


Affiliation

**Department of Bioscience and Biotechnology,
Faculty of Agriculture**

Research Field

Plant Science, Plant Nutrition

Since I have had no experience of conducting research at overseas university, I thought the SENTAN-Q program will provide me with practical opportunities to improve my international research and educational skills under the mentoring of the world top-class mentors. Also, we can further increase our knowledge about the university governance, diversity, and inclusion which are quite important for the development of our university.

Through the SENTAN-Q program, I would like to become more active in my research field and motivate younger generations to lead the world top-class research.

No.6

OHTA Shinri *Lecturer*


Affiliation

**Department of Language and Literature,
Faculty of Humanities**

Research Field

Linguistics, Cognitive Neuroscience

I applied to the SENTAN-Q program because I would like to develop my ability to teach students with diverse academic, cultural, and socioeconomic backgrounds, as well as to offer better educational opportunities for my students. As a principal investigator at Kyushu University, I have been supervising undergraduate and graduate students, who have diverse backgrounds, and trying my best to develop their research skills. Understanding the educational needs of each student has been one of my challenges in my teaching. Through this program, I would like to learn more about effective and practical teaching methodologies.

As a teacher, I want to produce the next generation of researchers in our field. To achieve this goal, I actively seek opportunities to expand my knowledge on diversity. I strongly believe diversity, equity, and inclusion in the laboratory are the most important things to advance interdisciplinary research, including the neuroscience of language. Expanding my knowledge on diversity and enhancing the quality of teaching is the key to better research and education.

No.7

SATO Kaori *Assistant Professor*


Affiliation

**Division of Earth Environment Dynamics,
Research Institute for Applied Mechanics (RIAM)**

Research Field

Atmospheric Physics, Spaceborne Active Remote Sensing, Optics

The SENTAN-Q program is a well-designed unique program. Interaction with professionals and pioneers in different fields facilitates our thinking to build our own strategy to deal with grand challenges.

Climate research is complicatedly related to issues in other fields and needs to be viewed within a broader context. The SENTAN-Q program will play an ideal role in this endeavor, creating diverse and effective international partnerships that we also lead to a better design for future space missions.

No.8

TANAKA Manabu *Assistant Professor*


Affiliation

**Department of Chemical Engineering,
Faculty of Engineering**

Research Field

Chemical Engineering, Plasma Chemistry, Plasma Physics, Nanomaterial Science

The main purpose of my research is to understand fundamental phenomena in high-temperature plasmas, namely thermal plasmas. Second purpose is to utilize thermal plasmas in various kinds of industrial application fields.

Through the SENTAN-Q program, I would like to improve my international research and educational skills as well as gaining the better understanding of university governance and management. As regards of my research fields, I think that thermal plasma can effectively solve many international issues such as environment problems, so I would like to collaborate with overseas researchers and work together to establish the international plasma laboratory in the future.

Second term Trainees

No.9

THOMAS Diego *Assistant Professor*

Affiliation

Department of Advanced Information Technology,
Faculty of Information Science and Electrical Engineering

Research Field

Computer Vision



I think SENTAN-Q is a wonderful opportunity to connect with other faculties in the different research fields and to open my mind. I think that we can get new innovative ideas by thinking about our research from another viewpoint. Also, we can apply teaching methodologies of active learning into our own lectures to increase the interest of younger students.

My future goal is to become a worldwide leader in the 3D vision community. In particular, I want to bring new innovative ideas that will bridge cutting edge technology in computer vision and computer graphics. As a French researcher living in Japan, I am also eager to create new connections with researchers all around the world, especially with researchers in France.

No.10

TODO Taiki *Assistant Professor*

Affiliation

Department of Informatics, Faculty of Information
Science and Electrical Engineering

Research Field

Computer Science and Economics



It is important for university researchers to have a global perspective. I believe that the SENTAN-Q program will enhance my international research and educational skills by taking the lectures offered by world top-class researchers including the Vice President or Chancellors.

As regards my future goal, I would like to become an independent and world top-class researcher in my research field. Through the SENTAN-Q program, I think I can further deepen my knowledge and learn about the effective way of nurturing younger generations. This will be the basis of my future activities in the international community.

First term Trainees

No.1

BANDO Mai *Associate Professor*

Affiliation

Department of Aeronautics and Astronautics,
Faculty of Engineering

Research Field

Orbital Mechanics and Control of Spacecraft



My research field is the trajectory design of spacecraft to find the optimal trajectories of spacecraft, taking into account gravity from celestial bodies and various physical and engineering constraints.

Recently, I have opportunities to teach in English. However, the educational process tends to be one-way communication, which makes it difficult to improve my educational skills. Through the SENTAN-Q program, I would like to learn effective teaching methods in English and improve my educational skills.

No.2

EGUCHI Nawo *Assistant Professor*

Affiliation

Center for Oceanic and Atmospheric Research,
Research Institute for Applied Mechanics (RIAM)

Research Field

Atmospheric Sciences: Satellite Remote Sensing,
Climate Change



I really enjoy the SENTAN-Q program. Taking the lectures by world top-class lecturers, I have had much new knowledge and thoughts of the views from a different side. For example, I learned that the work of the organization and consideration that supports the individual from Step 2. I also learned the environmental policy and satellite engineering from Step 5. I think both topics are useful for the development of my research.

Through the SENTAN-Q program, I would like to contribute to society by developing my research and this experience would promote me the higher rank to serve as a role model of the younger female researchers.

First term Trainees

No.3

MASUO Chisako T. *Associate Professor*

Affiliation

Department of Social Studies, Faculty of Social and Cultural Studies

Research Field

Chinese Studies (Foreign Policy and Politics),
International Relations in East Asia



In the SENTAN-Q program, we are requested to go abroad and conduct research under the mentor of international researchers. I believe it would be a wonderful chance for me to internationalize my research activities and educational capability to conduct lectures in English.

As regards to my research, I've been studying Chinese foreign policy especially on China's relationship with its neighbor countries. I had been particularly interested in the maritime disputes between China and other maritime neighbors. So far, my research activities have paid more attention to Asian international relations. By taking this wonderful chance given by SENTAN-Q, I will also expand my research scope to Europe, New Zealand, Australia or other countries.

No.4

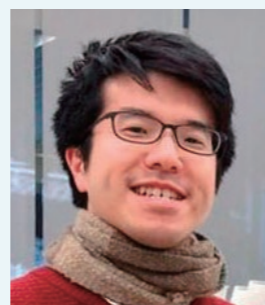
NAGATSU Yuichiro *Assistant Professor*

Affiliation

Department of Communication Design Science,
Faculty of Design

Research Field

Arts Management, Arts and Social Inclusion



My research topic is cultural policy and art management, especially in the performing arts such as music, theater plays and dance. So far, I have specialized my research on artistic activities that lead to social inclusion with a focus on arts activities of people with disabilities.

Since I usually work on a different campus which is apart from the university main campus, there are a few opportunities to meet professors from different departments. By participating in the SENTAN-Q program, I can interact with other trainees from different research fields which is very attractive for me. I hope this connection will lead to the joint research collaboration in the future. Also, I think this program will improve my international research and educational skills by taking the overseas training.

No.5

NAKAMURA Mako *Associate Professor*

Affiliation

Center for Promotion of International Education and Research, Faculty of Agriculture

Research Field

Muscle Biology, Developmental Biology, Cell Biology



I applied for the SENTAN-Q program because I was quite interested in the contents. It has been a year since I joined, and I have really enjoying taking the seminars and worked with the student and my mentor. In addition, the program gave me the opportunity to meet the other trainees from different departments who really motivated and inspired me. Also, this SENTAN-Q program was mainly managed by the female professors and they always support and encourage me. I would like to keep the network with international mentors and other trainees.

As regards my future goals, I would like to encourage young female students to become PhD holders and be attractive in world top-class research. I really like the job as a faculty member at university and give the highest priority to educating the next generation of students.

No.6

NOMURA Hisako *Lecturer*

Affiliation

Center for Promotion of International Education and Research, Faculty of Agriculture

Research Field

Agricultural Economics, Agricultural Resource Economics,
Environmental Economics



I have conducted my research using randomized field experiments in the areas of agriculture, environment and energy in Japan, as well as other countries in Southeast Asia.

In the School of Agriculture, the undergraduate student gender ratio is about 50/50; however, by the time they have reached the PhD level, the proportion of female students has dropped markedly. I hope to encourage young female researchers and send the message that they can have a lifelong career as a professional researcher and academic.

First term Trainees

No.7

SASSA Fumihiro *Assistant Professor*

Affiliation	Department of Electronics, Faculty of Information Science and Electrical Engineering
Research Field	MEMS, Microfluidic Device, Sensor Robot, Bio sensor, Chemical sensor



The reason for participating in SENTAN-Q is that this training program is designed for promoting PI, which is very attractive to me. Since the training course includes teaching at an overseas university, I think it could also help me build a new research network.

My future goal is to make a creature like an electronical device machine. This device can repair itself if it is broken. My ultimate goal is to develop a machine which can repair, grow and produce itself like the creature.

No.8

OISHI-TOMIYASU Ryoko

Associate Professor

Affiliation	Division for Intelligent Societal Implementation of Mathematical Computation, Institute of Mathematics for Industry (IMI)
Research Field	Applied Algebra, Number Theory, Mathematical crystallography



The SENTAN-Q program started in 2019. As one of the first trainees, there are lot of things which I have to decide myself and search for ways. I think this is a good experience for all of us.

During the two years of the program, I would like to improve my presentation skills so that even non-mathematicians can think that the application of mathematics is interesting, useful and attractive research topic. Another goal is to improve my educational skills. Also, I would like to establish a new frontier of applied algebra and number theory. And the target of the application is of course crystallography, which has been the source of my creativity in mathematics, and optimization, which has been always the link between mathematics and the real world.

No.9

WAKABAYASHI Rie *Assistant Professor*

Affiliation	Department of Applied Chemistry, Faculty of Engineering
Research Field	Supramolecular Chemistry



I applied for this SENTAN-Q program because I wanted to improve my educational skills. This program offers a great opportunity for us to learn advanced education from top-level instructors. I'm really enjoying all the lectures that I have taken. I am very impressed that the instructors of overseas top-level institutions are all openminded and great educators. Also, I feel that the contents of the SENTAN-Q program are well-organized by the coordinators of Kyushu University.

Through the SENTAN-Q program, I would like to widen my professional research areas to become a global researcher and become a role model of young female students and researchers. Also, I'd like to become an educator with an open mind, who can provide good environments for students from different backgrounds and cultures so they can encourage each other.

No.10

YAMAUCHI Yukiko *Associate Professor*

Affiliation	Department of Informatics, Faculty of Information Science and Electrical Engineering
Research Field	Distributed Algorithm, Mathematical Informatics



My research topic is distributed computing theory, which is a theory for computation by integrating small local computations. My goal is to establish a new research field for future information systems collectively formed by IoT, sensor networks, drones, future mobility, and so on.

The reason for participating in SENTAN-Q program is to improve my research and educational skills as well as obtaining international skills for scientific communication. The program is well organized by setting clear-defined goals and objectives. It will enhance my research activity in the international academic field and my education activity with future generation.

Plan for the FY 2021 term (April 1, 2021 to March 31, 2021)

In FY 2021, the 1st term trainees will have completed STEP5 and STEP6 except those who have been permitted the extension of training periods due to the maternity leave. STEP6 can be replaced with online lecture and research guidance using Zoom in case of travel restriction barring overseas travel from Japan.

The 2nd term trainees will continue STEP4 and STEP5 in FY 2021. They will proceed to STEP6 in August after being certified that they have successfully completed STEP4.

The nomination process for the 3rd term trainees will begin from March 2021. After the selection, the 3rd term trainees will start their program from August.

1 st Trainees	2 nd Trainees	3 rd Trainees
<p>STEP5</p> <p>Up-to-date field-specific recurrent training</p> <p>STEP6</p> <p>Final examination Overseas training more than 8 weeks *The 1st term trainees will start STEP6 from January 2021. **It can be conducted online in case of travel restriction being in place due to COVID-19.</p>	<p>STEP4</p> <p>Directed study and guidance of international students</p> <p>STEP5</p> <p>Up-to-date field-specific recurrent training</p> <p>STEP6</p> <p>Final examination Overseas training more than 8 weeks *The 2nd term trainees will start STEP6 from August 2021.</p>	<p><i>March to May:</i> Application for the nomination of candidates <i>June:</i> Screening process by application documents <i>July:</i> Interview <i>Early July:</i> Final selection of the 3rd term trainees</p> <p>Start the program of SENTAN-Q</p> <p><i>August to March:</i> STEP2 <i>September to March:</i> STEP3 <i>August:</i> STEP4 and STEP5</p>

SENTAN-Q expected effects

The full six-year term of SENTAN-Q should yield the following outcomes:

- *The hiring-training-deployment-promotion cycle will raise both the quality and quantity of female faculty and young faculty.*
- *It will make the university a more diverse and inclusive organization, reducing unconscious/hidden biases that could hold back women and juniors recruited to senior positions.*
- *Advanced research, for example digital integration (AI, IoT) will open up new potential for academic-industry partnerships and startups (raising the investment value of academic research).*
- *The project will serve as a best practice model (follow-ups on trainees' accomplishments will be conducted among the former trainees and the quantitative outcomes published).*
- *The university will attract more international students and non-Japanese faculty, boosting its international reputation.*
- *Female students will be inspired by the prominent, visible roles played by the former trainees.*



KYUSHU UNIVERSITY

MEXT Support Program for the Development of Human Resources
in Science and Technology
“Initiative for Realizing Diversity in the Research Environment”

Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)

Guideline for 3rd Term Trainees
(Mar. 15, 2021)



1

Objective of this program

- This program is made for outstanding female and young faculty members in Kyushu University to be a world's top-class, competitive researchers through the cutting edge diversity and global educations.
- Trainees in this program are selected through highly transparent screening process from candidates recommended by each departments. In principle, the trainees will take a 2 year diversity & global training course. When the trainees reach the targeted learning level, certificates will be given and one-level promotions will be granted within 1 year.
- Through the course study, the trainees can acquire research and educational skills that meet the highest global standards, and a wide knowledge required for a senior or management researchers. Furthermore, formation of on-campus network that goes beyond the boundaries of male and female crossing different research fields are expected (the elimination of unconscious bias)



2

Contents of this program

- This program consists of STEP1 to STEP6
 - STEP1 Selection of trainees
 - STEP2 University governance, diversity and inclusive education (on campus)
 - STEP3 Teaching methodology for active learning in English (on campus)
 - STEP4 Directed study and guidance of international students (on campus)
 - STEP5 Up-to-date field-specific recurrent training(on campus)
 - STEP6 Final Examination: Teaching and directed study (overseas)
- Period : 2 years for each trainee
but can be extended depending on the life event
- The trainees who complete the course receive a “certification” from the president and are granted a tenured position or a one-level promotion.
- Program continues from 2019 to 2024 (1st to 6th trainees), but the continuation after 2024 is still open. The program is expected to promote about 50 trainees.



3

Details of this program(1/6)

STEP1 Selection of trainees (on campus)

Trainees in this program are selected through highly transparent screening process from candidates recommended by each departments.

- Qualified applicants: Female faculty, or male faculty of 37 years old or younger at the end of FY (associate professor, lecturer and assistant professor)
 - (1) Tenured faculty (2) Untenured faculty but scheduled for a tenure review
- Application period: March 1 to May 10
- Interview Date: Early July, Location: Kyushu Univ. Ito Campus
- Selection criteria
 - (1) Sufficient research achievements (2) Have a positive attitude to learning about new issues surrounding universities and society (3) Be motivated to improve global research and educational skills including overseas training
- Judging Committee: President and board members of Kyushu University, professors emeritus in Institute for Advanced Study and external experts (total ~10 members)
- Language: English and Japanese
 - An unconscious bias check sheet should be provided to the judges before review
- Number of applicants (planned): 5-10 people / year
 - male : female = 1:1, humanities : science = 1:1 in principle
- Result announcement : Early July in 2021
- Training course start : August 1 in 2021



4

Details of this program(2/6)

STEP2 University governance, diversity and inclusive education (on campus)

Objective Learn about the importance of university governance, diversity and inclusion. Lecturers are invited from the world's top-class universities (mandatory course)

Diversity and inclusive

- Period: 1-2days intensive lectures in the first year
- Place: ITO campus in Kyushu University (In some cases, it can be conducted online)
- Learn about the importance of diversity and inclusion in university and society, and learn about various innovation cases born from these concepts.
- Lecturers are an expert invited from overseas

University governance

- Period: 1-2days intensive lectures in the first year
- Place: ITO campus in Kyushu University (In some cases, it can be conducted online)
- Learn about a vision of what a university should be from a long-term perspective, also university management.
- University vice president (provost) or former vice president (provost) class of lecturers invited from the world's top-class universities (overseas).



5

Details of this program(3/6)

STEP3 Teaching methodology for active learning in English (on campus)

Objective Learn about the latest teaching methodologies for active learning from lecturers invited from the world's top-class universities (mandatory course)

- Period: 2-3 days of intensive lectures in the first year
- Place: ITO campus in Kyushu University (In some cases, it can be conducted online)
- Classes are conducted in English. Participatory, interactive lessons
- Lecturers are an expert invited from the world's top-class universities (overseas).



6

Details of this program(4/6)

STEP4 Directed study and guidance of international students (on campus)

Objective Learn how to conduct research guidance in English for international students while receiving guidance from a world's top-class senior researcher as an overseas mentor

- Period: 1 year starting from August, 2021
- Place: Trainees' laboratory
- Setting research theme, Conducting research guidance in English and writing international co-authored paper etc. against international students (maximum 2) with an overseas mentor
- An overseas mentor should be a university researcher who meets the requirements of the world's top-class level university (Progress 100).
- Selection of international students and mentor should be done by a trainee in principle.
- Web conferencing system is available for overseas communications



7

Details of this program(6/6)

STEP6 Final Examination: Teaching and directed study (overseas)

Objective Overseas training as the final examination of SENTAN-Q. It determines whether the trainees have acquired research and educational skills that meet the highest global standards.

- Period: 1 year starting from August, 2022
- Place : Overseas partner university (or another world's top-class universities)
- Only trainees who have completed the STEP1 to STEP4 programs can participate in STEP6
- Conduct lectures at overseas university in English. If it is difficult to conduct regular classes, it can be replaced with tutorial lectures at multiple universities.
- Student research guidance in English at overseas with an overseas mentor. In principle, as in STEP4, writing of one international co-authored papers is required.
- Visiting universities and an overseas mentor should be selected by a trainee in principle.



9

Details of this program(5/6)

STEP5 Up-to-date field-specific recurrent training (on campus)

Objective Select your extraprofessional field from the top priority issue at Kyushu University, such as the latest data science (AI or IoT), SDGs, etc. and receive recurrent training to broaden the scientific view. It will be helpful to remain highly active after promotion through the establishment of interdisciplinary field, research centers, and budget request.

- Period: Take two or more courses from the lists between August 2021 to July 2022.
- Place: Various campuses in Kyushu University
- Faculty from humanities should take science related classes, and vice versa
- Classes are conducted in English. Participatory, interactive lessons
- Select your extraprofessional field. Classes for industry-academia collaboration and entrepreneurship are also available.
- Step5 can be completed after STEP6 oversea training.
- Lectures are conducted in English or Japanese using the active learning method



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Evaluation of trainees achievement

STEP2, STEP3 , STEP5

- Quantitatively evaluation of trainees achievement based on rubric tables should be conducted by lecturers.
- A self-evaluation by the trainees will also be conducted at the same time, to feedback on the efficiency of the program for the next year

STEP4, STEP6

- The world's top-class professor as a mentor determines whether the trainee has acquired internationally valid research and educational skills, in consideration of the achievement of internationally co-authored papers

Final certification of the training (after the completion of two-years program) is decided by the President after deliberation by the committee



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Appendix

- This program is designed to empower women and young faculty members by the direct guidance of world's top-class overseas researchers. The goal is not simply to increase the number of women and young faculty, rather to make them to be a competitive and attractive in global research market.
- The ultimate goal is to produce diverse and outstanding female and young researchers in Kyushu University, who can lead the world's academic research.
- The trainees should understand the purpose of this program and make the best use of this training opportunity for their own learning and achievements.



Diversity and Super Global Training Program for Female and Young Faculty Unconscious Bias checklist

Everyone has unconscious, or hidden, biases, which are picked up inadvertently from the environment and become etched into your thinking, influencing your decisions in various situation. Due to their subtle nature, unconscious biases are hard to completely eradicate. Biases may cause you to treat someone in a certain way because of their gender, ethnicity, or age. In organizations, unconscious biases can make individuals from marginalized groups more likely to be disadvantaged for personnel evaluation such as during recruitment or promotion.

To minimize the effects of unconscious bias, institutions increasingly require examiners to undergo unconscious bias training before they judge candidates' performances. SENTAN-Q is no exception. Thus, SENTAN-Q distributes this unconscious bias checklist to each member of the selection committee so that they may become aware of their unconscious biases before a screening.

Please read the following instructions before starting the checklist.

- 1. Unconscious bias is a phenomenon related to neurology, not personality. You can only avoid being affected by unconscious biases if you are aware that everyone is affected by them, including yourself.*
- 2. Unconscious biases stem from preconceptions and similar attributes. You may be more vulnerable to the effects of bias when you feel rushed for time, tired, or stressed.*
- 3. Before the start of the screening process, take time to clarify the selection criteria and check that each member understands them. A greater awareness of the criteria will help ensure a fair, unbiased process.*
- 4. Conditions of departments and universities may change with the times. When deciding whether a candidate is right for the organization in question, consider how they may contribute to the organization's future, not just its present.*
- 5. Be aware that past academic evaluations may have been affected by bias.*

SENTAN-Q secures the diversity of the selection committee in order to assess diverse candidates. Please be prepared to listen to and respect the ideas and opinions of members of the committee from different backgrounds and be equally mindful of unconscious biases.

By signing below, I acknowledge that I have read and understood and agree to the above policy and instructions.

Name (please print)

Date

Signature or seal

Please ensure that each member of the selection committee signs the checklist.