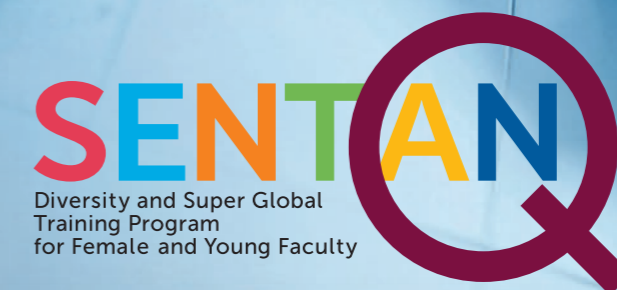


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MEXT Support Program for the Development of Human Resources in Science and Technology  
Initiative for Realizing Diversity in the Research Environment

## Diversity and Super Global Training Program for Female and Young Faculty

# SENTAN-Q Annual Report 2023



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Kyushu University



Diversity and Super Global  
Training Program  
for Female and Young Faculty

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



## ■ SENTAN-Q Supervisor

President, Kyushu University

**Tatsuro Ishibashi**



Kyushu University was selected as a Designated National University Corporation in 2021 and based on this, the Kyushu University VISION 2030 was developed. The vision sets out the policy that Kyushu University, while respecting diversity, uses integrative knowledge that fuses the entire spectrum of knowledge—from the natural sciences to the humanities and social sciences and even design—to solve social problems as a “university that drives social change with integrative knowledge”.

“Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)” is a key project for the Kyushu University VISION 2030. The aim of SENTAN-Q is to identify and nurture faculties with research and educational skills that meets the highest global standards. Each fiscal year, about 10 trainees are selected from outstanding female and young faculties. They strengthen their research and educational skills to become active in the world’s academic research by two-years training course offered by world’s top-class researchers. Trainees who reach the targeted learning level will be granted one level promotion. Of the 31 graduates from the 1st to 3rd generation, who completed the training program, 30 have been promoted to higher-ranking positions.

This year marks the fifth year of SENTAN-Q. 10 people were newly selected as the 5th trainees and the training program commenced in August 2023. In December, as the COVID-19 related travel restrictions had been lifted, an overseas lecturer was invited from our partner university to conduct onsite lectures for the first time in 4 years. The 4th trainees have entered their 2nd year of the program and are now actively conducting lectures and offering student research guidance at overseas universities as STEP6.

Kyushu University will utilize this project and educate outstanding female and young researchers who will lead the future of world’s academic research to appeal their skills to the world. We appreciate your understanding and support of this project.

## ■ SENTAN-Q Implementer

Executive Vice President, Kyushu University  
Director, Office for Promotion of Gender Equality

**Satoko Kanzaki**



In June 2023, I assumed the position of Executive Vice President of Kyushu University in charge of public relations, diversity, harassment prevention and citizen science, while serving as the Director of the Office for Promotion of Gender Equality. As I was involved in gender equality administration prior to assuming this position, I have always taken a personal interest in gender equality initiatives of my alma mater, Kyushu University. I have been particularly proud of the "Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)," which has received high acclaim both in Japan and abroad.

The SENTAN-Q program provides opportunities for female and young researchers to strengthen their research and education skills to meet the highest global standards, and grants promotions to successful trainees. As the name suggests, SENTAN-Q, in which Sentan means “cutting-edge” in Japanese, is a leading-edge project that intends to nurture the next generation of leaders in education and research, while also promoting diversity.

In FY2023, ten trainees have started their training for the 5th term of the program, while eleven from the 3rd term have completed theirs. A total of 14 male and 17 female trainees have completed the SENTAN-Q training, of which 13 males and 17 females have been granted promotions. The program was affected by COVID-19 pandemic right after its beginning in 2019. In this fiscal year, however, we are able to provide the full training contents originally intended under the program, by inviting lecturers from overseas for the first time in four years to carry out face-to-face sessions of the STEP 2 training for the 5th trainees.

In FY2024, trainees to be selected for the 6th term will be the last group sponsored under the program. We would like to express our sincere gratitude for the efforts of all those involved and ask for your continued support and cooperation.

## ■ SENTAN-Q Coordinator

Senior Vice President, Distinguished Professor, Kyushu University  
Deputy Director, Office for Promotion of Gender Equality

**Kaoru Tamada**



This year, SENTAN-Q will complete its fifth year of operation and move to the final, sixth year. In August, we will welcome the 6th trainees, the final candidates as originally planned. We are very happy that SENTAN-Q has received increased social attention, as featured on NHK news last March, and we think this is due to the efforts of all the trainees who participated in this project. Through the successes of the trainees, myself as a coordinator have been once again realized how important an environment connects to the global society is, for the growth of female and young faculties.

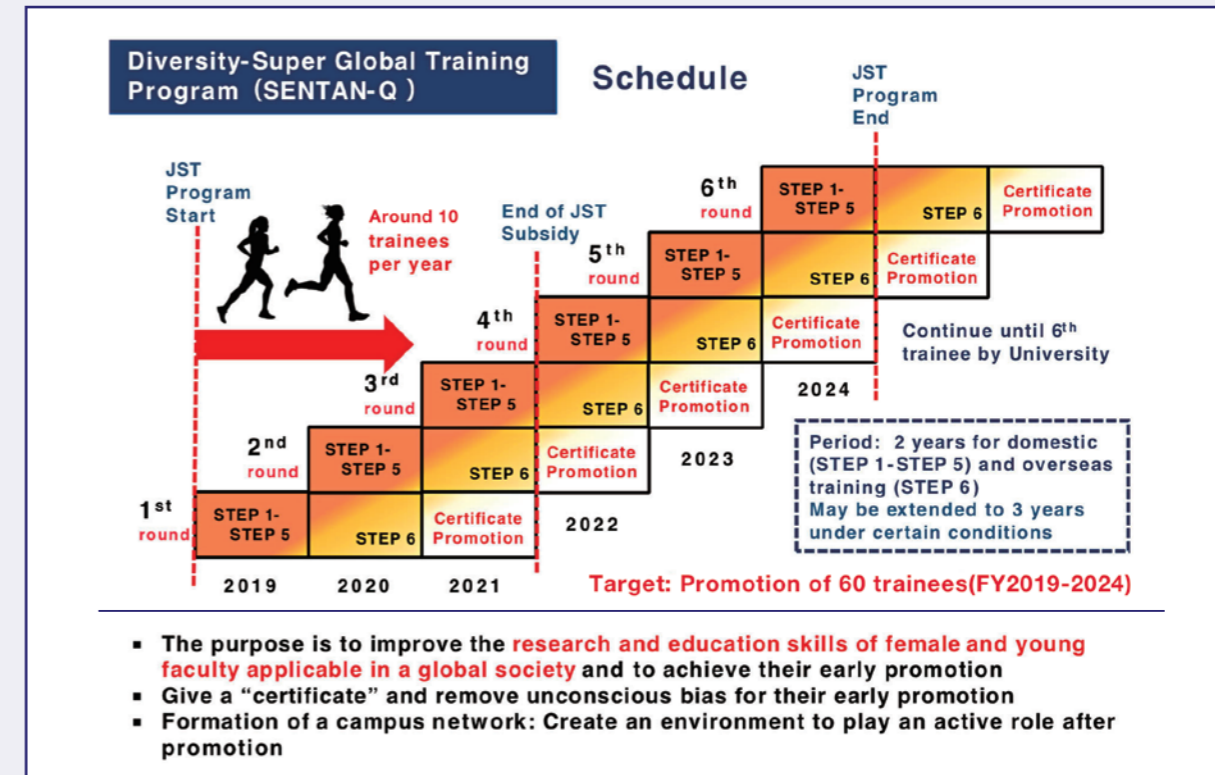
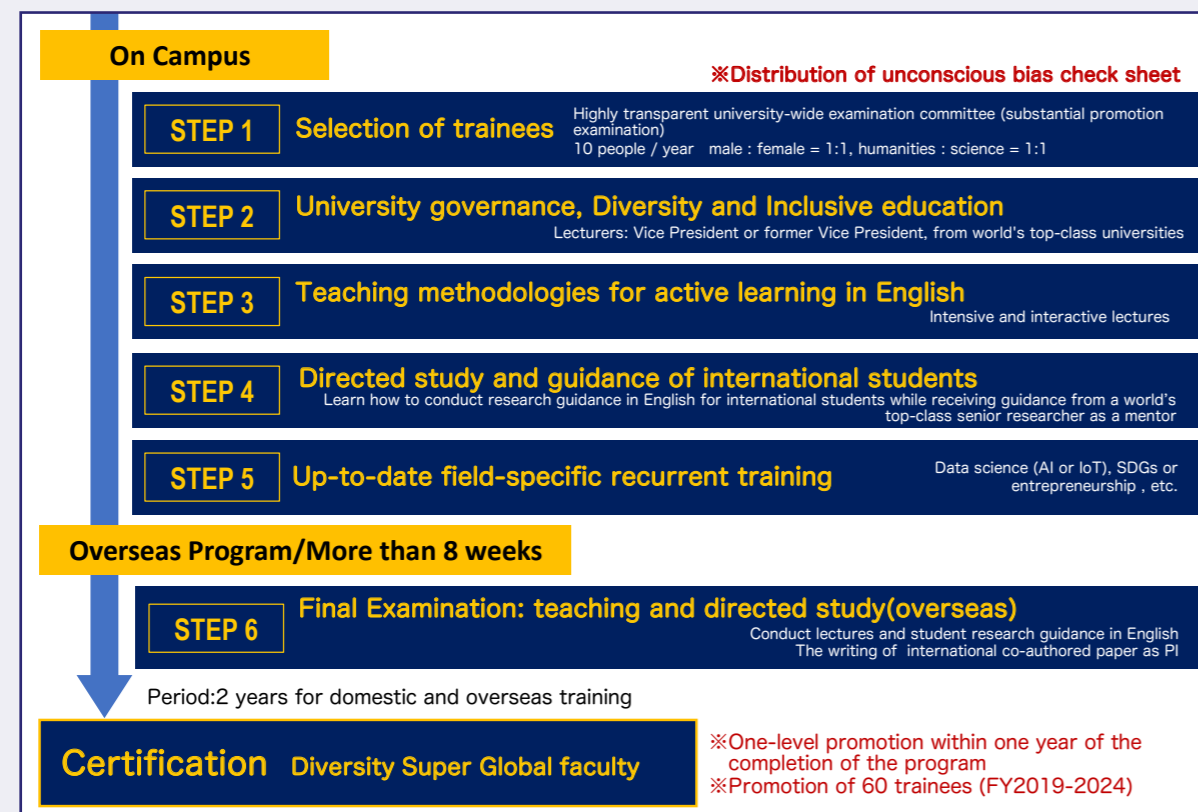
In Japanese society, people tend to be embarrassed by the situation “cannot do” and tend to avoid taking risk and doing challenge, but this is wrong decision. I believe that human potential is limitless and that everyone can do more than they imagine. Once you overcome something difficult, it becomes something you can do easily the next. I hope that the trainees understand human and academic diversities and refine their global sense, and gain new possibilities that were unimaginable before starting the program. We look forward to watching the future of the trainees, expecting that their aspirations will create new waves at university and change Japanese society. We appreciate your continued cooperation and guidance for the SENTAN-Q program.

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 upon their return to Japan. It also funds the program which 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's 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.

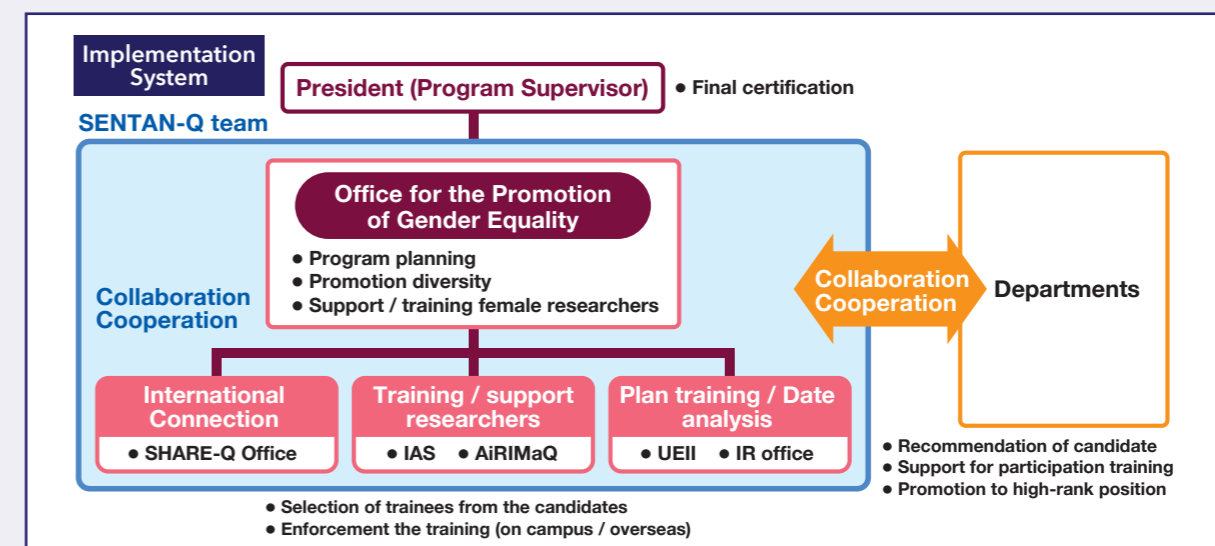
SENTAN-Q consists of STEP1 to STEP6. Trainees are selected through highly transparent screening process from outstanding female and young faculty members, who are recommended by departments and expected to attain promotions within a few years (STEP1). After being selected by university-wide committee, trainees start their two-years 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 following pages for further details).

## SENTAN-Q 6 STEPS



Trainees who reach the targeted learning level will receive certificates. A tenured position or a one-level promotion will also 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 60 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 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 carried out under a university-wide cooperative framework as a core project for developing human resources with world-class research and education capabilities while ensuring diversity, as part of the university's aim to become "Driving Social Change with Integrative Knowledge".





The program has been conducted both on-site and online in FY2023. The 3rd trainees successfully completed their 2 years program of SENTAN-Q after having completed STEP6 in July. The 4th trainees completed STEP4 in July and started STEP6. The 5th trainees were newly selected in July and started their two-years program from STEP2 to STEP5. The event calendar of FY2023 is shown in the following page.

**STEP1 Selection of 5th term trainees**

The nomination process for the 5th trainees took place between March 1 (Wed) and May 10 (Wed). After the screening by CV and interview in English, 10 trainees were selected. The Kick-Off Meeting was held on July 27 (Thu). The 5th trainees started their 2 years program from August.




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

**5<sup>th</sup> term trainees**

- Lecture 1 Online**  
**Date:** August 24 (Thu) from 8:00 to 9:30 (JST)  
**Lecturer:** Prof. Corinne Peek-Asa  
 Vice Chancellor for Research  
 University of California San Diego  
**Theme:** Motivating new leaders and strengthening teams  

- Lecture 2**  
**Date:** December 4 (Mon) from 10:00 to 12:00 (JST)  
**Lecturer:** Ms. Tamara Cunningham  
 Assistant Vice Chancellor for Global Initiatives  
 University of California San Diego  
**Theme:** Strategic Internationalization and the Global Research Agenda  
**Venue:** Ito Guest House, Ito Campus, Kyushu University  

- Lecture 3**  
**Date:** December 4 (Mon) from 13:00 to 15:00 (JST)  
**Lecturer:** Same as above  
**Theme:** Intersections of Internationalization and Diversity, Equity and Inclusion  
**Venue:** Same as above

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

**5<sup>th</sup> term trainees**

- Lecture 1 Online**  
**Date:** February 29 (Thu) from 8:00 to 9:30 (JST)  
**Lecturer:** Dr. Carolyn Sandoval  
 Mr. Paul Hadjipieris  
 Ms. Sarah Carvalho  
 Teaching + Learning Commons, University of California, San Diego  
  

- Lecture 2 Online**  
**Date:** March 7 (Thu) from 8:00 to 9:30 (JST)  
**Lecturer:** Same as above  

- Lecture 3 Online**  
**Date:** March 21 (Thu) from 8:00 to 9:30 (JST)  
**Lecturer:** Same as above

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

Trainees select an overseas mentor for STEP4 themselves. After consulting with overseas mentor, trainees conduct research guidance to international students at Kyushu University for thesis writing. The 4th trainees made up of 8 females and 2 males, started STEP4 from August 2022. They completed in July 2023 after the submission of international co-authored papers. The 5th trainees started STEP4 from 2023 to 1 year. Trainees can proceed to STEP6 overseas training after being certified of the completion of STEP4. The list of overseas mentor are shown in the Appendix.

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

Trainees take STEP5 recurrent training just after starting their SENTAN-Q program. They select two or more courses from their extra-professional fields after consulting with faculty members of Kyushu University as lecturers. Some trainees have submitted reports indicating that STEP5 can help them incorporate new knowledge from different research fields and enhance their research activities. Some of them have also initiated the joint collaborative research with STEP5 lecturers from different research fields. STEP5 can be completed after STEP6 during two-years program. The list of STEP5 lectures are shown in the Appendix.

**STEP6 Teaching and directed study (overseas)**

Overseas training as the final examination of SENTAN-Q. It determines whether the trainees have acquired research and educational skills that meets the highest global standards. The 3rd trainees started STEP6 from August 2022. After Japanese government's travel restrictions had been lifted, all the 3rd trainees conducted onsite lecture and research guidance of students at overseas universities. In July 2023, they successfully completed STEP6 after the submission of international co-authored paper. The achievements of STEP6 overseas training are shown in the Appendix. From August 2023, the 4th trainees started STEP6 and will complete in July 2024.

SENTAN-Q Calendar for FY2023				The 5th trainees	The 4th trainees	The 3rd trainees	All trainees
2023	March	1th	Nomination for the 5th trainees opened				STEP5
	May	10th	Nomination for the 5th trainees closed		STEP4		
	June	13th	Screening of the 5th trainees by CV	STEP1		STEP6	
	July	3rd	Screening of the 5th trainees by interview				STEP5 can be completed after STEP6 overseas training
		27th	Kick-Off Meeting for the 5th trainees held				
		31st	Completion of STEP6 of the 3rd trainees <final exam>				
			Completion of STEP4 of the 4th trainees				
	August	8th	The completion of STEP6 of the 3rd trainees certified at SENTAN-Q committee <final exam>	STEP4	Certification of the completion of STEP4	Certification of the completion of SENTAN-Q	
			The completion of STEP4 of the 4th trainees certified at SENTAN-Q committee				Graduates will be promoted within one year of the completion of SENTAN-Q
		24th	STEP2 lecture for the 5th trainees <lecture1>	STEP2			
		25th	Guidance of STEP6 for the 4th trainees				
	October	12th	Graduation ceremony held for the 3rd trainees				
		19th	Pre-course of STEP3 lectures for the 5th trainees provided till Nov. 30		STEP6		
	December	4th	STEP2 lecture for the 5th trainees <lecture2>	STEP2			
			STEP2 lecture for the 5th trainees <lecture3>	STEP2			
2024	February	29th	STEP3 lecture for the 5th trainees <lecture1>	STEP3			
	March	1st	Nomination for the 6th trainees opened				
		7th	STEP3 lecture for the 5th trainees <lecture2>	STEP3			
		21th	STEP3 lecture for the 5th trainees <lecture3>	STEP3			

## STEP2 lectures provided onsite by an overseas lecturer from UC San Diego

STEP2 lectures were provided onsite on December 4 (Mon), 2023. After COVID-19 related travel restrictions had been lifted, an overseas lecturer was invited from our SENTAN-Q program model school, University of California, San Diego (hereinafter referred to as UC San Diego) to provide onsite lectures for the 5th trainees.

This year, we welcomed Ms. Tamara Cunningham, Assistant Vice Chancellor for Global Initiatives at UC San Diego. Assistant Vice Chancellor Cunningham has years of experience of promoting international strategic plan on research, building international research and educational partnerships, and students exchange. Based on her outstanding knowledge and experience, she provided two onsite lectures on strategic internationalization and DEI respectively.

### Lecture Part1

**Date:** December 4 (Mon) from 10:00 to 12:00 (JST)

**Lecturer:** Ms. Tamara Cunningham

**Assistant Vice Chancellor for Global Initiatives, UC San Diego**

**Theme:** Strategic Internationalization and the Global Research Agenda

**Venue:** Ito Guest House, Ito Campus of Kyushu University

The first lecture is on “Strategic Internationalization and the Global Research Agenda”. Assistant Vice Chancellor Cunningham explained the importance of global research and introduced how UC San Diego has been implementing strategic internationalization plan. She also introduced the strategies to support global research and the risks associated with global research. Furthermore, she emphasized that faculties should always keep in mind how their research can contribute to the globalization of students and university itself. After the presentation, trainees exchanged their views on promoting global research at universities.



### Lecture Part2

**Date:** December 4 (Mon) from 13:00 to 15:00(JST)

**Lecturer:** Ms. Tamara Cunningham

**Assistant Vice Chancellor for Global Initiatives, UC San Diego**

**Theme:** Intersections of Internationalization and Diversity, Equity and Inclusion

**Venue:** Ito Guest House, Ito Campus of Kyushu University

The second lecture is “Intersections of Internationalization and Diversity, Equity and Inclusion (DEI)”. Assistant Vice Chancellor Cunningham explained the definition of “internationalization” and “DEI” and their historical background in the US. She also emphasized the importance of ensuring fair access to global education and research for underrepresented groups. After the presentation, trainees exchanged their views on intersections of internationalization and DEI.



On December 5 (Tue), round table discussion was held with Assistant Vice Chancellor Cunningham, SENTAN-Q trainees and graduate under the theme of “Initiatives on Global Research”. Participants asked the questions on how they can expand research collaboration and how they can educate future generations. The discussion proceeded in a friendly and harmonious atmosphere. At last, Assistant Vice Chancellor Cunningham encouraged participants and emphasized that trainees should take over what they learned from SENTAN-Q program to fellow colleagues.

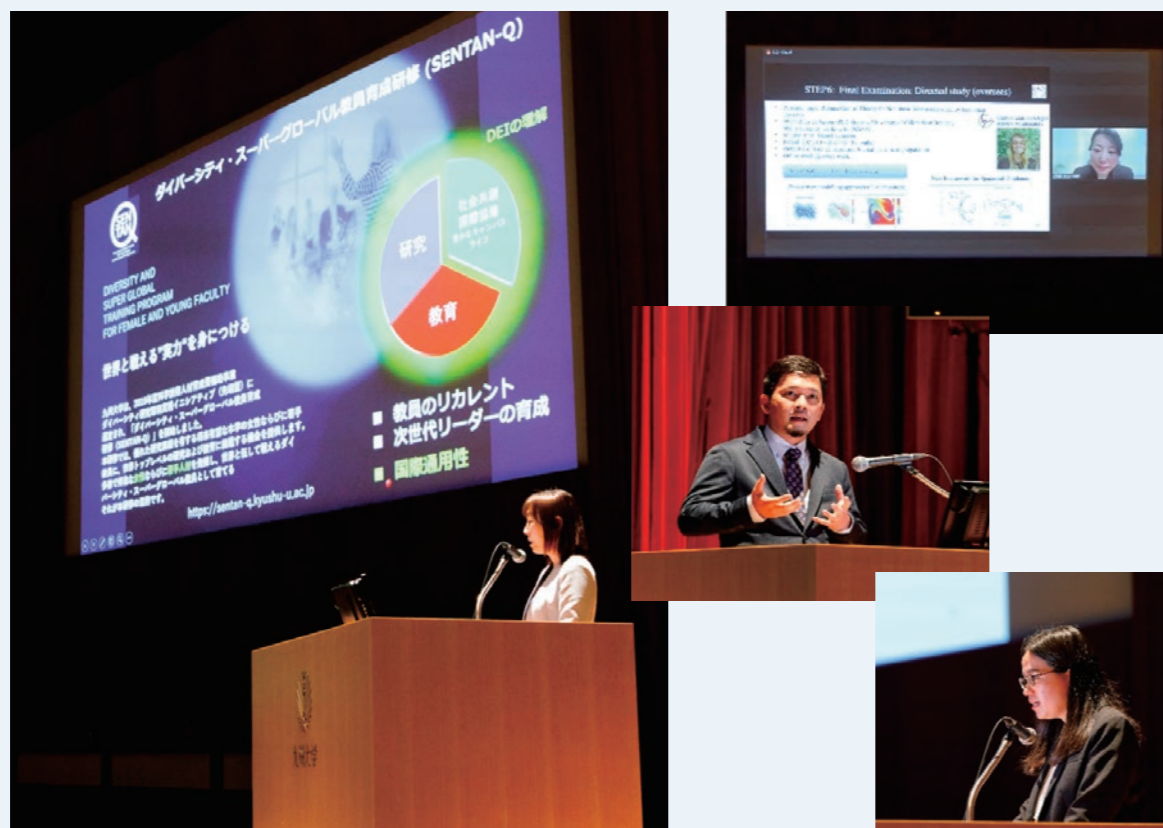


## SENTAN-Q Mid-Term Report Meeting held in March 2023

SENTAN-Q Mid-Term Report Meeting was held in a hybrid format on March 24 (Fri), 2023. The meeting was held concurrently with International Symposium for “Completion of the Project of Overseas Survey Analysis on Research Activity of Women Researchers for their Empowerment 2021-2022”. In total, we had about 250 participants from different countries including online participants.

First, Senior Vice President Tamada gave an overview of SENTAN-Q as a coordinator, including selection process of candidates, program contents and trainees’ achievements. Then video message was delivered by Dr. Machi Dilworth, as a selection committee member of SENTAN-Q (Former Vice President of OIST). Dr. Dilworth said that SENTAN-Q is a model DEI program for promoting gender equality at all universities in Japan. The congratulatory message was extended to Prof. Sean Garrick, as an overseas lecturer of STEP2 (Vice Chancellor of University of Illinois Urbana-Champaign). Prof. Garrick said that SENTAN-Q is a comprehensive program for the development of female researchers and its values should be widely shared within society.

After the guests messages, presentations were made by 3 trainees; Prof. Mai Bando as the 1st trainee, Assoc. Prof. Shinri Ohta as the 2nd trainee and Assist. Prof. Gu Yujie as the 4th trainee. They introduced their achievements through SENTAN-Q and future goals in their academic careers. They also said that they would like to promote international educational and research activities through the practical skills in lab management and collaborative research they learned from SENTAN-Q program.



## Report of Graduation Ceremony of 3rd term Trainees

The Graduation Ceremony of the 3rd trainees was held in a hybrid format on October 12 (Thu), 2023. Due to COVID-19 pandemic and the effect of approaching typhoon, Graduation Ceremony was held online in FY 2021 and FY 2022 respectively. This year, Graduation Ceremony was held onsite for the first time and everyone involved including trainees came together at Shiiki Hall of Ito Campus.

The 3rd trainees were selected as a group of 7 males and 4 females in July 2021 and started their SENTAN-Q training from August 2021. STEP1, which constitutes the substantial promotion exam, and STEP2 and STEP3 lectures had to be conducted online due to prevention measures of COVID-19 infection.

However, as COVID-19 related travel restrictions had been lifted, all 3rd trainees conducted onsite lecture and research guidance of students at overseas universities as STEP6 final exam before the end of July 2023.

At the beginning of Graduation Ceremony, certificates were given to graduates by President Ishibashi. He congratulated graduates on their successful completion of each STEP and on achieving outstanding results. He also expressed his expectation that graduates will contribute to the advancement of Japan’s academic research by leadership acquired through SENTAN-Q program.

After the congratulatory speech by President, graduates made brief presentation on their achievements of SENTAN-Q. One of the graduates reported that the international joint research is currently being conducted by the network created through SENTAN-Q. The other graduates told the plan to accept doctoral student to his laboratory from overseas mentor university of STEP6. Their lively, delight expressions showed that they had gained confidence by overcoming difficulties themselves through two-years training.

As a closing remark, Senior Vice President Tamada gave a message as the SENTAN-Q coordinator. She expressed her expectation that graduates will constantly work hard and make positive efforts during their future research careers.

For graduates who reached the targeted level, tenured position or one level promotion will be given within one year of the completion of SENTAN-Q. Two of the 3rd trainees had got promoted before the Graduation Ceremony, which was held 3 months after the completion of SENTAN-Q. The promotion process is being processed smoothly for the other graduates.



## Third term Trainees

### No.1

**IKEGAYA Naoki** *Professor*



**Affiliation** Faculty of Engineering Sciences

**Research Field** Outdoor Environmental Engineering

The program provided me various opportunities to become a top-level researcher based on two-year intensive courses to gain genuine global competitiveness and to learn the importance of diversity inclusion. As a third term trainee, I deeply appreciate these great opportunities. Additionally, I am proud of the successful accomplishment of the training courses. By completing various steps, such as lectures on teaching methods, outlines of university governance, recurrent learning, and supervising students with the assistance of outstanding mentors, the program significantly enhanced the international network in my research fields and improve my supervising skills as an educator and researcher. The improvement of my research and educational skills is essential to maximize the outcomes from my research group as a principal investigator. In retrospect, although the program was very intensive in the short term, I understood that the most important steps in the program, such as the recurrent learning and cooperation with top-level researchers, were indeed activities that we could engage in whenever we are motivated with lasting enthusiasm for research. To lead an attractive research group for many overseas students and researchers as a hub in my fields, I would like to continue learning as well as activities that the SENTAN-Q program provided me.

### No.2

**INOISHI Atsushi** *Associate Professor*



**Affiliation** Institute for Materials Chemistry and Engineering

**Research Field** Electrochemistry

As a third term trainee, I had successfully completed the SENTAN-Q program. The lectures on governance and diversity, which I don't usually have the opportunity to learn about, was very meaningful as it gave me an opportunity to think about the future of the university. The recurrent education in STEP 5 also allowed me to learn a new field that was different from my specialized field, and I was able to connect with its professor. During the education of students and lectures in STEP 4 and 6, I was able to gain valuable experience by discussions with mentors and students in English. I also learned a lot about the educational policies of my mentor observing them firsthand. By being able to stay safely in abroad during STEP 6, I was able to build a stronger relationship. I discussed not only with my mentor, but also with the students and postdocs who belong there, and we continue to conduct joint research. I hope to further advance our joint research in the future, contribute to Kyushu University, and grow into a world-class researcher. Finally, I would like to express my deepest gratitude to everyone involved for giving me this opportunity and for their tremendous support.

### No.3

**KANEKO Naoki** *Assistant professor*



**Affiliation** Oral and Maxillofacial Surgery, Faculty of Dental Science

**Research Field** Immunology

I have just completed my training at SENTAN-Q. Although I was initially apprehensive, I learned a lot about diversity and inclusiveness. I broadened my perspective by interacting with researchers and students from diverse backgrounds, and I also realized that my research would be greatly developed through collaboration and cooperation. I also reaffirmed the importance and satisfaction of education. In STEP 6, I gained experience giving lectures to students in the United States. I feel that I prepared a base for future international joint research by consulting with many overseas researchers, brushing up on the content of lectures, and negotiating with them to give lectures. Furthermore, STEP 6 has enabled us to start joint research with overseas researchers.

I will use what I have learned in this training program and continue my studies to become a diversity and super global faculty who can compete with the rest of the world.

Finally, I would like to thank all the teachers and staff at each STEP, including those at the SENTAN-Q office.

### No.4

**KUSABA Akira** *Associate Professor*



**Affiliation** Research Institute for Applied Mechanics

**Research Field** Materials Engineering, Crystal Growth

These past two years, dedicated to the SENTAN-Q training program, have been an important period for my career development. The knowledge and perspectives I gained on university governance and diversity inclusion during the training are something I wish to share with the organization. Additionally, the experience in recurrent education highlighted the importance of continuously learning new academic subjects and ways of thinking.

The lectures I conducted overseas were in two countries: the UK and Poland. Negotiating to lecture at top-level overseas universities was not easy; it necessitated effectively conveying the appeal and value of my lectures, providing me with an opportunity to learn practical negotiation skills. In these lectures, the students' enthusiastic participation was particularly striking, and it gave me confidence in the quality of my lectures. My research supervision in Poland, where I stayed for two months, was also an enlightening experience. I was amazed at the students' eagerness to acquire new skills. Building connections with not only leading international mentors but also young researchers and future generation scholars was a significant asset for me. I am deeply grateful to the SENTAN-Q office and everyone involved for providing me with such an opportunity.

## Third term Trainees

No.5

**LIU Huixin** *Professor*



Affiliation **Faculty of Sciences**

Research Field **Space Physics**

As the first SENTAN-Q trainee from Faculty of Sciences, I completed the six required STEPs over two the past years. These steps involved on-campus training on university governance, diversity and inclusion, workshops on teaching methodologies, supervision of international students in Kyushu university and overseas. I also taught courses at the University of Oslo, Norway and also the University of Rostock, Germany as part of the STEP6. For me, learning about university governance was very unique. It expanded my professional capacity, from just caring about research and education in my own lab, to considering it at a university-wide scale. It was also eye-opening to realize that there is more student representation in governance at overseas universities, something that Kyushu University could consider implementing in the future. The recurrent education was also very beneficial, as it allowed me to forge connections with other faculty members in different fields. In the area of humanities, I learned about multicultural communication, which helps me to better understand and instruct foreign students in classes, and in my lab too. In the area of science, I learned about satellite orbit control and design, which is the engineering side of space science and exploration. Through this program, Kyushu University has been able to speed up career development for female and young faculty members. Furthermore, SENTAN-Q's focus on international exchange is a key step toward making Kyushu University an institution with world-class excellence in research and education that attracts the best minds, both domestically and internationally.

No.6

**MORIMOTO Yuki** *Associate Professor*



Affiliation **Faculty of Design, Department of Media Design**

Research Field **Computer Graphics**

The third-term trainees kicked off their training in the midst of the COVID-19 pandemic, mainly through online sessions. Though most of our activities, like facing to other trainees, English lectures on advanced university management methods, supervising international students with mentors, and taking on-campus courses, happened online, it turned out to be quite interesting and a great learning experience.

In the latter part of the program, we got the chance to do some in-person overseas training as the COVID-19 situation lingered. Preparing for English lectures was a tough with all the content, however I obtained feedback from students in a different setup. It turned out that many are into my computer graphics field, which made me feel the importance of my research all over again. Furthermore, the extended time spent with overseas researchers proved to be an invaluable experience, offering insights into their methodologies and approaches.

In conclusion, I extend my sincere appreciation to the professors and staff for their unwavering support. Gratitude is also extended to my peers, with whom meaningful interactions were maintained despite the challenges posed by the pandemic. Special thanks for professors from the first and second terms who solidified the training content, and to the Dean of the Faculty of Design for his support.

No.7

**NAKABAYASHI Koji** *Associate Professor*



Affiliation **Department of Advanced Device Materials /  
Institute for Materials Chemistry and Engineering**

Research Field **Carbon Material, Carbon Neutral Society**

I was selected as a 3rd term trainee. And I have successfully completed the SENTAN-Q program. During these two years, I was able to learn many things through the training. During this period, I was able to experience a wide variety of events, including governance education related to university organization and management, recurrent education, which is difficult to experience in everyday life, and practical training in education at a world-class university. Through these events, I felt the warmth of people. Recurrent education and overseas training are training in new encounters, and many situations can be difficult. Even in such situations, I was able to find a way to solve the problem by having a solid dialogue with the other party, and I was able to go through the experience of solving the problem together toward the goal. I am convinced that these series of experiences will be a great asset in my future career as a researcher.

No.8

**SUEMATSU Koichi** *Associate Professor*



Affiliation **Department of Advanced Materials Science and  
Engineering / Faculty of Engineering Sciences**

Research Field **Functional inorganic materials, electrochemistry**

Through the SENTAN-Q training program, I got the valuable opportunity to obtain knowledge on university governance, diversity and inclusion, and teaching techniques for active learning. In STEP4 and STEP6, I engaged in research and education to students continuously in contact with the overseas mentor. Especially during the STEP6 training while staying at the University of Tübingen in Germany, I repeatedly discussed with students at the University and learned about the importance and difficulty of progressing the research without deviating from its fundamentals and conducting a discussion that does not confuse the student. It was a valuable and precise experience for advancing my research and education performance. After completing the SENTAN-Q program, I have been constantly communicating with my mentor and the students, and I hope to develop international joint research in the near future actively.

Finally, I would like to significantly appreciate all the members who provided this valuable training program, the instructors, and my mentor.

## Third term Trainees

No.9

**Ade Irma Suriajaya** *Associate Professor*

Affiliation **Faculty of Mathematics**

Research Field **Mathematics (Analytic Number Theory)**



The third-term of SENTAN-Q Program ended last summer and in fall I was promoted to a tenured associate professor position. During the program, we had lectures on university governance and teaching skills, completed two student supervision projects, and had the opportunity to discuss research with professors in completely different fields as a part of recurrent education. I work in Mathematics which completely rely on perfect theories and this time I took the chance to study developmental psychology and applied linguistics. Thanks to this opportunity, I got to learn how research is conducted in social sciences and I also learned tricks and important points to note when conducting an experiment. Learning from the first student research guidance, I could conduct the second one more easily. Now that I have started officially supervising graduate students, I am making use of those experiences to do even better. In addition to two student projects, we also got the opportunity to teach abroad which I enjoyed very much and was, for sure, a helpful experience. SENTAN-Q Program was a very fruitful faculty development program, and I am proud to be part of the program.

No.10

**TUDA Midori** *Professor*

Affiliation **Department of Bioresource Sciences / Faculty of Agriculture**

Research Field **Population ecology, community ecology, evolutionary ecology, molecular ecology, population genetics, biological control**



In STEP6, I selected researchers from abroad with close research interests as mentors, and delivered face-to-face lectures in English at five research institutes and universities in three European countries, targeting audiences from undergraduate students to postdoctoral fellows. The Q&A sessions were lively with waiting lists for participants to ask questions. Researchers also attended these lectures, leading to close and meaningful exchanges of research perspectives. It was inspiring to observe how all the mentors led their educational and research activities with passion and a sense of mission. In my conversations with the professors, I was able to learn about the challenges they face, which will be valuable for the management of my laboratory and university departments. Next year, a graduate student who attended my lecture at Humboldt University will carry out a short-term study under my supervision. The mentors and I are planning to apply for a grant for joint research. I have also begun joint research with a SENTAN-Q trainee in a different field. Moving forward, I'd like to keep paying attention to the personalities and current situations of students to increase their potential for success. I'd like to host more young postdocs and mid-career researchers from abroad while also sending Japanese researchers to institutions abroad to promote dialogue and to invigorate the educational and research activities of not only my own laboratory, but Kyushu University as a whole. Finally, I intend to support an inclusive and equitable academic community, with special consideration of women in science.

No.11

**YOSHIOKA Hiroaki** *Assistant Professor*

Affiliation **Department of Electronics / Faculty of Information Science and Electrical Engineering**

Research Field **Laser engineering**



I am researching printable micro lasers that are useful in advanced applications such as next-generation integrated quantum optical devices and optical integrated circuits. I participated in SENTAN-Q program because I wanted to use it as an opportunity to increase my presence in these applied fields that require international competitiveness.

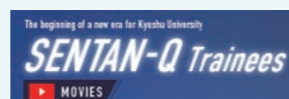
Through the training, I feel that I have acquired sufficient skills to manage an independent research laboratory after being promoted to a higher-level position. I got confidence in not only providing basic education and research guidance to undergraduate students assigned from within the university, but also particularly proactively acquiring external members and building research groups in order to realize diversity and globalization. Specifically, the STEP6 lecture led to me accepting a student from the doctoral program into my laboratory who became interested in my research. Currently, he is a master's student in the laboratory of Prof. Dr. Carsten Schuck (integrated quantum optics) at the University of Münster, Germany, who was his mentor at STEP6, and is co-supervising his master's thesis as part of an international joint research project. Additionally, I am in the process of accepting a student (from Europe) who I met at a local international conference that I attended in conjunction with my STEP6 trip to my laboratory from the master's program. Having had the experience of attracting such a several number of global members, I would like to continue to actively strive to build a diverse and global research laboratory and become a world-leading research group.



## Fourth term Trainees

In July 2022, 10 faculties were selected as the 4th trainees and their two-years training began in August. There are 8 females and 2 males. They took STEP 2 and STEP 3 lectures and then proceed to STEP4. In STEP4, trainees conducted research guidance under the supervision of overseas top-class mentors and completed writing international co-authored papers against international students. From August 2023, they have been conducting overseas lectures and research guidance for international students, including overseas travel of more than 8 weeks. The part of their lecture was broadcast on NHK TV program on April 28, 2023.

You can watch the introductory video of the 4th trainees here: (<https://sentan-q.kyushu-u.ac.jp/en/trainee/>)



### No.1 GU Yujie *Assistant Professor*

**Affiliation** Department of Informatics,  
Faculty of Information Science and Electrical Engineering  
**Research Field** Information Security, Mathematical Informatics



As a SENTAN-Q trainee, I have engaged in fulfilling research and educational activities over the past year. During STEP4, I collaborated with mentor from overseas university to guide international student at our university in conducting research. Among other achievements, new international joint research on Trustworthy AI has been initiated, and I have developed new skills in guiding future student supervision.

Currently, I am preparing for STEP6, which involves conducting teaching and research guidance at overseas university. This experience is expected to advance cutting-edge research, as well as the future educational and research activities.

### No.2 HIROSE Masayo *Assistant Professor*

**Affiliation** Division of Industrial and Mathematical Statistics,  
Institute of Mathematics for Industry (IMI)  
**Research Field** Statistical Science



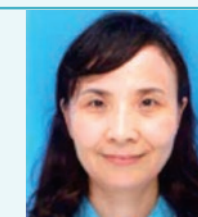
I am not only interested in statistical science and statistical mathematics but also in applying to social science. Therefore, the SENTAN Q is an excellent opportunity for me because the program requires trainees to study other research fields. Also, I can expect to expand my view of mutual understanding between different research fields.

Such new knowledge and viewpoints can help more profound research in the future, taking into account the practical side. And then, in the future, I hope to contribute to society from a statistical mathematics point of view.

Although I am still in the middle of the second year of training, I feel how important diversity is. I am grateful to everyone who helped me in this program.

### No.3 LIU Wei *Associate professor*

**Affiliation** Faculty of Engineering  
**Research Field** Nuclear Thermal Hydraulics and Nuclear Safety



STEP4 was completed on schedule in July 2023. Regarding STEP 5, recurrent education in the latest disciplines, etc., one course (Machine Learning and Artificial Intelligence) was completed with a report submitted in August 2023. Taking this course gave me a chance to participate in Graduate Program of Mathematics for Innovation (GPMI) to help educating students in the School of Science. The other course (Civil Procedure law) has started from September 2023. We have had lots of discussions and the course is expected to be completed as early as February 2024. As for STEP6 of the overseas training program, we signed an agreement with KIT Germany in 2023 to conduct joint research and student exchange. I am travelling to KIT from mid-February to mid-May 2024 to give lectures on specialized subjects and supervise KIT students to conduct joint researches. In addition, I have become friends with other female researchers I have met through the SENTANQ program. We have deepened our interactions not only in our research and careers, but also in our personal lives.

### No.4 MATSUMAE Akane *Associate Professor*

**Affiliation** Human Life Design and Science, Faculty of Design  
**Research Field** Creativity Studies, Social Innovation Design



In STEP4, with the mentorship of Prof. Amaresh Chakrabarti (Indian Institute of Science), a world-class researcher in the field of design research, I supervised my student to conduct research which resulted in a paper accepted for publication in the Q1 journal. I learned not only the method of research supervision, but also the attitude with the highest priority in caring human issue even during extremely busy schedule, and the importance of management based on legitimacy in an international academic society where diverse values are intermingled. On the other hand, it is not easy to apply the lessons learned in the STEP2 Diversity Equity & Inclusion training at the level of individual faculty members in the situations they face in our daily work, especially during the transitional period when old values still unconsciously dominate due to the overwhelming quantitative bias. FD program on DE&I that is applied widely among faculties and focused on specific situations will help to improve this situation.

### No.5 MATSUSHIMA Ayami *Associate Professor*

**Affiliation** Department of Chemistry, Faculty of Sciences  
**Research Field** Biochemistry, Nuclear Receptors, Peptide Science,  
Risk Science, Opioids



In this SENTAN-Q program, trainees who are certified for completion of each training STEP are awarded one level of internal promotion, generally within one year. This is the main reason why I applied for SENTAN-Q. Each STEP2 to STEP6 training program itself is also an attractive program. These are good opportunities to get to know faculty members from different fields. It is difficult for us to meet each other even within the university when our campuses are far apart, but SENTAN-Q is a good opportunity for us to promote collaborative research within the university.

I am currently studying various nuclear receptors, conducting structure-activity relationships, and analyzing the effects of toxic environmental chemicals. Nuclear receptors are transcriptional factors that regulate the transcription of their target genes. In the future, I would like to discover the analgesic control mechanism involving the transcription mechanism for human happiness. Furthermore, as an alumna of Kyushu University, I am happy that my alma mater will become more attractive, and I will contribute to this end.

## Fourth term Trainees

### No.6 MIYAUCHI Shoko *Assistant Professor*

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

**Research Field** Medical Image Processing, Childcare Assistance Technology



It was a year of learning, including up-to-date field-specific recurrent training, teaching methodologies for active learning in English, and directed study and guidance of international students.

In particular, the recurrent training allowed me to learn about developmental psychology and serious game design, which are very different from my research field, and to broaden my knowledge and research topics. In the directed study and guidance of international students, I was able to refine and present our research results through close communication with my overseas mentor, which gave me confidence for future study and guidance.

I would like to use these experiences to make the final overseas training, teaching and directed study, fruitful and fulfilling.

### No.7 OKUMURA Takamasa *Assistant Professor*

**Affiliation** Faculty of Information Science and Electrical Engineering

**Research Field** Plasma Agriculture



I'm passionate about developing the principles of plasma agriculture. Specifically, I find it intriguing that a brief exposure of seeds to plasma irradiation for only a few seconds to a few minutes determines the plant's subsequent life. Currently, I'm delving into understanding this mechanism and working on integrating it into society. As part of STEP6, an ongoing program, I spent over two months in 2023 in Professor Nicholas Provart's laboratory at the University of Toronto. I'm currently providing weekly research guidance to the students online with him. Additionally, we've initiated new collaborative research with renowned researchers including Prof. Eiji Nambara from University of Toronto and others from the University of Saskatchewan, Agriculture and Agri-Food Canada, and Ontario Tech University. Our aim is to build a strong researcher network to expedite establishing scientific principles and implementing plasma agriculture socially. We aspire to promote methods for increasing food production without relying on fertilizers and to reduce carbon dioxide emissions.

### No.8 Ellen VAN GOETHEM *Associate Professor*

**Affiliation** Department of Philosophy, Faculty of Humanities

**Research Field** History of Ancient Japan, History of Ideas



In this second year as a SENTAN-Q trainee, I continued to focus on expanding my global network and updating my teaching and mentoring skills. During the Fall semester of 2023, I focused on STEP6 of the program and gave tutorial lectures at the University of California Santa Barbara, Ghent University, the University of Vienna, and SOAS University of London. In addition to supervising my own MA and PhD students, I was also involved in the mentoring of a PhD student at Ghent University. Finally, for STEP5 of the program (recurrent education to acquire familiarity with the latest research in a new academic field) I completed courses with my colleagues Prof. Yūki Katō of the Faculty of Design and Prof. Ryū Kojima of the Faculty of Law. For the remainder of the program, I look forward to continuing my tutorial lecture series at European universities and collaborating with my mentor and mentee at Ghent University.

### No.9 YAMASHITA Naoto *Assistant Professor*

**Affiliation** Department of I&E visionary,  
Faculty of Information Science and Electrical Engineering

**Research Field** Semiconductor spintronics



In Steps2 to STEP5 so far, I have been fortunate to have the opportunity to advance my research as a principal investigator (PI) and efficiently, in a year, to acquire knowledge ranging from micro-level insights (the assembly of modern active learning educational curricula) to a macro-level vision (the connection between science and society). Through this training, I not only identified new role models for my career but also achieved the publication of an internationally co-authored paper as an outcome of STEP4.

Currently, I am engaged in the final step of this training. I am committed to forming an international and diverse network, contributing to the education and research at my university, and continuing to disseminate noteworthy achievements from Kyushu University to the world.

### No.10 YASUKOCHI Tomoyo *Associate Professor*

**Affiliation** OBT Research Center, Faculty of Dental Science

**Research Field** Pharmacology, Biochemistry, Oncology



After receiving a certificate of STEP4 completion this year, I had been conducting STEP6 training at Institute of Food Science and Technology, National Taiwan University for about 12 weeks from mid-August 2023. It was a meaningful opportunity for me to improve research and educational skills that can meet global standard, re-consider my role as a researcher/educator, and eventually build confidence.

Through each training STEP, I always feel that my domestic and international research network is expanding, and I am convinced that SENTAN-Q training will be an extremely important milestone in my future career development.

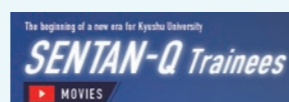
I will continue to work hard to achieve my best results.



## Fifth term Trainees

In July 2023, 10 trainees were selected as the 5th trainees and their two-years training began in August. There are 7 females and 3 males. In December 2023, an overseas lecturer was invited from University of California San Diego (UC San Diego) to provide STEP2 lectures for the 5th trainees. From February 2024 to March 2024, trainees have been taking STEP3 lectures. They also started STEP4 from the beginning of their SENTAN-Q. In STEP4, they select overseas mentors and conduct research guidance for international students to write international co-authored papers under the supervision of overseas mentors. You can watch the introductory video of the 5th trainees here:

(<https://sentan-q.kyushu-u.ac.jp/en/trainee/>)



### No.1 ESAKI Takehiro *Assistant Professor*

Affiliation **Department of Earth Resources Engineering**

Research Field Resource Engineering, Chemical Engineering



I believe that knowledge about diversity and the state of the university will be extremely important in addition to my research activities, especially in view of the future research and social context. I want to build strong relationships with overseas researchers and learn from the experiences of our overseas colleagues. I would like to apply the knowledge and experience gained at overseas training sites to my students' education. I like to apply the knowledge and experience gained in our overseas training programs to the education of our students.

In the future, I would like to continue to grow and become a leading researcher at Kyushu University and in Japan by advancing critical technology development, seeking collaboration with other countries, and leading efforts toward a decarbonized society.

### No.2 HIRAMATSU Chihiro *Associate professor*

Affiliation **Faculty of Design**

Research Field Visual Psychophysiology



Understanding how subjective experiences, such as color perception, are produced by physiological processes is considered a challenging problem in science. My motivation for research and education stems from the desire to address this issue and contribute as much new knowledge as possible. Achieving this goal requires active participation in international research activities and collaboration with researchers from different countries. Therefore, I have decided to participate in the SENTAN-Q program to further develop my knowledge and experience in conducting international research and education. By maximizing this opportunity, I aim to expand my global network and create an active research and educational environment that embraces diversity and continuously stimulates human knowledge.

### No.3 KASAHARA Tamao *Associate professor*

Affiliation **Faculty of Agriculture**

Research Field Forest Ecosystem Management



It has been about 5 months since the SENTAN-Q training program started, and I am already inspired in many ways. We first participated in the series of lectures on university governance, diversity and inclusion, which made me think more about the mission, direction and management of the university, and the role that we as faculty members can and should take. The lectures on conflict resolution was also interesting, as we learned the tips in solving conflicts and also realized our weak points in negotiating setting. The program has just started, and there will be several more STEPs on the way. I look forward to learning and absorbing a lot through those STEPs, which will broaden and strengthen my research and educational career.

### No.4 LI Xiaoyan *Associate Professor*

Affiliation **School of Interdisciplinary Science and Innovation**

Research Field Cross-cultural Communication, Interdisciplinary Education and Research



My current research themes are cross-cultural communication and interdisciplinary education research. They are closely related.

Each discipline has its own unique culture (i.e., patterns of thinking and behaviors) and language (vocabulary and writing style). When designing a course for an interdisciplinary education program, multiple instructors from several disciplines bring their disciplinary knowledges to co-create a course content as an interdisciplinary and integrated knowledge (this process itself is interdisciplinary research), and they face communication difficulties due to differences among multiple disciplinary languages/cultures. I have been thinking of how to solve this problem with a cross-cultural communication approach.

The SENTAN-Q Program provides me with opportunities of interdisciplinary cross-cultural communication on campus and a real experience of an interdisciplinary and international research project. I have high expectations about how far these opportunities would expand my horizons.

### No.5 MATSUSAKA Toshiki *Assistant Professor*

Affiliation **Faculty of Mathematics**

Research Field Number Theory



Research has rapidly advanced by dividing its study areas into more specific fields. However, as research becomes increasingly specialized, communication among experts in different or even the same fields is becoming limited. I feel that this situation creates an environment where students and non-experts find it challenging to enter easily. My goal in SENTAN-Q is to enhance skills that facilitate collaboration and information sharing in research, transcending differences such as fields, expertise, age, and occupation. I aim to encourage interdisciplinary cooperation and strive to contribute to the overall progress of academia. This way, I hope to create an environment where individuals can easily participate and make contributions, overcoming the barriers posed by the growing specialization in academic areas.

## Fourth term Trainees

### No.6 NISHIDA Hiroko *Associate Professor*

Affiliation	<b>Faculty of Design</b>
Research Field	Musicology (Music Theory and Analysis, Music Culture and History, Music Management)



I am participating in SENTAN-Q to make musicology more open and international and improve my skills to lead international students, especially through STEP4 and STEP6. Furthermore, I would like to acquire more knowledge and skills in analyzing quantitative data on music.

Every program is exciting, useful, and challenging to me. The training under senior researchers expands my mind to have a more global perspective. The experiences and opinions shared by other trainees from different fields are invaluable.

I have two goals for the future. First, to enhance communication on various levels. For example, to ensure that minority voices can be heard by the decision-making members. Second, to create collaborative opportunities to utilize music at our university.

### No.7 OGINO Yukiko *Associate professor*

Affiliation	<b>Center for Promotion of International Education and Research, Faculty of Agriculture</b>
Research Field	Endocrinology, Evolutionary developmental biology, Environmental Science



I decided to apply for the SENTAN-Q training program because I believe it is an excellent opportunity to gain the multifaceted perspective and experience necessary for research and education. This program is also effective in acquiring advanced skills for research and education on the international stage. I have already had great opportunities to gain many insights through lectures on governance, diversity, and inclusion, and group work training in English. I would like to broaden my research through communication with overseas mentors by STEP4 and STEP6 and professors in Kyushu University through the cross-disciplinary recurrent education program. So far, I have participated in an international education program. I believe that the knowledge and teaching skills I will gain through the challenging program of this SENTAN-Q will be useful for the development of the international course of the Faculty of Agriculture.

### No.8 TABATA Toshinori *Assistant Professor*

Affiliation	<b>Department of Agro-environmental Sciences, Faculty of Agriculture,</b>
Research Field	Environmental Hydraulics, Agricultural and Rural Engineering



I applied for SENTAN-Q due to its capacity to furnish a unique and invaluable opportunity for strengthening international collaboration and cultivating novel networks through the utilization of existing global infrastructure. Engaging in this program afforded me the opportunity to actively participate in specialized lectures focusing on university governance and diversity, equity, and inclusion (DEI), which are often inaccessible within conventional works. This experience has significantly broadened my perspective, endowing me with essential insights to fortify international networks. My vision for the future is to become a specialist in water environmental issues in agriculture and rural areas, capable of making an impact on an international scale. Through this program, I aim to further dedicate myself to achieving this goal.

### No.9 TAKAHASHI Sanami *Lecturer*

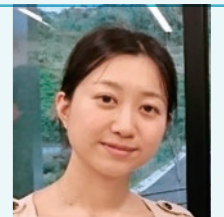
Affiliation	<b>Department of Human Sciences / Faculty of Human-Environment Studies</b>
Research Field	Religious Studies, Area Studies (Russia)



As a faculty member, our primary job is to teach. Although I learn a lot through conferences and interaction with students, we hardly have the opportunity to learn systematically. I joined SENTAN-Q because I felt the possibility of relearning things on a broader scale and from more diverse perspectives. What I am particularly looking forward to is training abroad. Ever since I was a student, I have been interested in the methodologies employed in advanced student education, but I finished my student days without the chance to explore educational practices in Europe or the United States. This opportunity will allow me to not only reacquaint myself with university education but also to delve into new fields and learn from experts I haven't explored before. This, in turn, will contribute to advancing my own work.

### No.10 TANAKA Fumina *Assistant Professor*

Affiliation	<b>Department of Agro-environmental Sciences, Faculty of Agriculture</b>
Research Field	Postharvest Technology, Agricultural and Food Process Engineering



I applied to SENTAN-Q because I aspired to enhance my research skills and teaching abilities so that I can contribute more to the development of both students' education and research. By learning the essence of research instruction and how to teach students from top-level instructors through this program, I believe that I will be able to develop my own research and teaching abilities, thereby accelerating the growth of my students and producing internationally active researchers worldwide. I would like to expand my network of researchers from various countries, develop international joint research, and contribute to the world's sustainable food supply, especially the green shift and reducing food loss, then create the prosperous food future.



## Plan for the FY2024 term (April 2024 to March 2025)

In FY2024, SENTAN-Q will mark the 6th year as the final round of the program. The 6th trainees will be selected and will start their two-years training from August. The next year will be the end of JST subsidy project. Building the next system after SENTAN-Q is currently being considered.

The 4th Trainees	The 5th Trainees	The 6th Trainees
<p><b>STEP5</b></p> <p>Up-to-date field-specific recurrent training</p> <p><b>STEP6</b></p> <p>Final examination Overseas training more than 8 weeks (August 2023~July 2024) Overseas lectures and research guidance</p>	<p><b>STEP4</b></p> <p>Directed study and guidance of international students</p> <p><b>STEP5</b></p> <p>Up-to-date field-specific recurrent training</p> <p><b>STEP6</b></p> <p>Final examination Overseas training more than 8 weeks (August 2024~July 2025) Overseas lectures and research guidance</p>	<p>March to May: Call for the nomination of candidates June: Screening process by application documents July: Interview July: Final selection</p> <p><b>Start the program</b></p> <p>August to March: STEP2 August to March: STEP3 From August: STEP4 and STEP5</p>

## Achievements of SENTAN-Q

Since the implementation of SENTAN-Q, a total 31 trainees from the 1st generation to the 3rd generation, have successfully completed their two-years program and got one-level promotion. Based on the experience and confidence gained through SENTAN-Q, graduates have actively engaged in the international joint research, interdisciplinary research collaboration and application for large research grants. From the achievements of trainees, the significance and effect of SENTAN-Q can be derived as below.

### What we learned from SENTAN-Q trainees

#### 1. The importance of introducing DEI criteria in faculty evaluation

- It is common that the contribution to DEI are considered as one of the criteria of faculty evaluation in US.

=> To appoint faculty who can contribute to the creation of a fair, just and good university

#### 2. The good effect of mentorship

#### 3. The significance of setting clear and specific goals

- To acquire the skills of international negotiation, research guidance and leadership

#### 4. The issue of Gender Bias

- There is no difference between male and female on the research performance based on gender.
- The issue of majority vs minority including gender, humanities and sciences, and age.

#### The comments from trainees (about the effect of mentorship)

- While receiving guidance from overseas mentor, one-level high quality paper was published.
- Having a discussion with research partner can help us feel positive and joy to promote research.
- I gained self-confidence.
- I learned how to increase students' motivation.
- I learned how to create strategic research budget.

## 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.

## 2nd term Trainees' Program Achievements (August 2020-July 2022)

STEP4 Overseas Mentors List	Affiliation of Trainees
1. Prof. Andrew. P. Monkman, Durham University, UK	IMCE
2. Prof. Woosung Sohn, The Univ. of Sydney School of Dentistry, Australia	Dental Science
3. Prof. Eric Yen-liang Lin, National Taipei University of Technology, Taiwan	Design
4. Prof. Gislene Pereira, Heidelberg University, Germany	Agriculture
5. Prof. Ruediger Hell, Heidelberg University, Germany Prof. Meike Burow, University of Copenhagen, Denmark	Agriculture 2 papers
6. Prof. Alec Marantz, New York University, USA	Humanities
7. Prof. Lei Bi, Zhejiang University, China	RIAM
8. Prof. Juan Pablo Trelles, University of Massachusetts Lowell, USA	Engineering
9. Prof. Fedkiw Ronald, Stanford University, USA	ISEE
10. Prof. Minming Li, City University of Hong Kong, Hong Kong	ISEE

## STEP5 Recurrent Training Lecturer List (Kyushu University)

• "Clinical Psychology: Understanding the Difficulties of Students with Developmental Disabilities" Mari Tanaka, Faculty of Arts and Science
• "Cognitive Neuroscience" Johan Lauwereyns, Faculty of Arts and Science
• "Creating a Questionnaire Using Social Research Methods" Kiyoshi Adachi, Faculty of Human-Environment Studies
• "Neuroscience and technology in contemporary educational debate - the case of UNESCO's Mahatma Gandhi Institute" Vickers Edward, Faculty of Human-Environment Studies
• "Labor Law" Shinyashiki Emiko, Faculty of Law
• "Evaluation of Higher Brain Function Using Transcranial Stimulation" Hiroshi Shigeto, Faculty of Medicine
• "Special Lecture on Advanced Art Information" Reiji Tsuruno, Faculty of Design
• "Introduction to Data Science" Seiichi Uchida, Faculty of ISEE
• "Basics of Character Recognition and Speech Recognition and Possibilities for Clinical Application" Seiichi Uchida, Faculty of ISEE
• "Introduction of Data Science Methods to Optimization of Experimental Conditions" Eiji Takimoto, Faculty of ISEE
• "Plant Genetic Engineering" Toshihiro Kumamaru, Faculty of Agriculture
• "International Education - COIL- type Education Based on Active Learning and Various Tools towards Utilization" BANG HYUNJUNG, Faculty of Agriculture
• "Fundamentals of Material development Using Machine Learning" Daisuke Sakurai, RIIT
• "International Environmental Policy Evaluation Theory" Yuriko Hayabuchi, GIC
• Others Kyushu University-UC San Diego Joint Webinar Series "SDGs THINK & ACT Together" [Engineering, Design, Agriculture, ISEE, RIAM, IMCE]

STEP6 Overseas Institutions < where trainees gave lectures >	Affiliation of Trainees
1. Technical University of Munich, Germany University of British Columbia/University of Glasgow/Durham University, UK Columbia University/Stony Brook University/Boston College/MIT, USA	IMCE
2. Bandung Institute of Technology, Indonesia National Dental Centre Singapore, Singapore	Dental Science
3. National Taipei University of Technology, Taiwan	Design
4. Duke University, USA Heidelberg University, Germany Kasetsart University, Thailand	Agriculture
5. Institute of Biochemistry and Biophysics, Polish Academy of Sciences, Poland	Agriculture
6. Seoul National University/Dongguk University, Korea University of Georgia/Columbia University/University of Southern California, USA Max Planck Institute for Human Cognitive and Brain Sciences, Germany	Humanities
7. University of Colorado Boulder, USA Chulalongkorn University, Thailand	RIAM
8. Kunming University of Science and Technology, China	Engineering
9. INRIA/University Gustave Eiffel/University Savoie Mont Blanc, France Federal University of Pernambuco, Brazil University of Surrey, UK Czech Technical University, Czech	ISEE
10. City University of Hong Kong, Hong Kong University of Electronic Science and Technology of China, China	ISEE

STEP6 Overseas Institutions <where trainees conducted research guidance of international students >	Affiliation of Trainees
1. Prof. Ruben D. Costa, Technical University of Munich, Germany	IMCE
2. Prof. Marco, National Dental Centre Singapore, Singapore	Dental Science
3. Prof. Eric Yen-liang Lin, National Taipei University of Technology, Taiwan	Design
4. Prof. Gislene Pereira, Heidelberg University, Germany	Agriculture
5. Prof. Agnieszka Sirko, Inst of Biochem and Biophys Polish Academy of Sciences, Poland	Agriculture
6. Prof. Alec Marantz, New York University, USA	Humanities
7. Prof. Luca Baldini, Institute of Atmospheric Sciences and Climate, Nat Res Council of Italy, Italy	RIAM
8. Prof. Feng Liang, Kunming University of Science and Technology, China	Engineering
9. Prof. Boyer Edmond, INRIA Grenoble, France	ISEE
10. Prof. Dengji Zhao, Shanghai Tech University, China	ISEE

Note: Affiliations are abbreviated for trainees and faculties of Kyushu University.

## 3rd term Trainees' Program Achievements (August 2021-July 2023)

STEP4 Overseas Mentors List	Affiliation of Trainees
1. Prof. Qingyan Chen, The Hong Kong Polytechnic Univ., Hong Kong	IGSES
2. Prof. Duncan H. Gregory, University of Glasgow, UK	IMCE
3. Prof. Shiv Pillai, Harvard Medical School, USA	Dental Science
4. Prof. David Bowler, University College London, UK	RIAM
5. Dr. Shun-Rong Zhang, MIT, USA	Science
6. Prof. Stephen Palmisano, University of Wollongong, Australia	Design
7. Prof. Feiyu Kang, Tsinghua University, China	IMCE
8. Prof. Nicolae Barsan, University of Tübingen, Germany	IGSES
9. Prof. Jorn Steuding, University of Würzburg, Germany	Mathematics
10. Dr. Julia Ferrari, University of York, UK	Agriculture
Prof. George E. Heimpel, University of Minnesota, USA	2 papers
11. Prof. Weiping Liu, Jinan University, China	ISEE

## STEP5 Recurrent Training Lecturer List (Kyushu University)

- Evolutionary Background of "Number Concept" Kazuhide Hashiya, Faculty of Human-Environment Studies
- "Issues and Prospects for Storage Battery Systems to Combat Climate Change" Hidemichi Fujii, Faculty of Economics
- "Entrepreneurship Overview and Exercises" Megumi Takata, Faculty of Economics
- "Trajectory Design and Formation Flying" Mai Bando, Faculty of Engineering
- "Biofunctional Chemistry Challenging the Future" Hisashi Shimakoshi, Faculty of Engineering
- "Nature positive and carbon negative" Shunsuke Managi, Faculty of Engineering
- "Applied Ergonomics" Satoshi Muraki, Faculty of Design
- "Critical Thinking" Toru Koga, Faculty of Design
- "How can we involve citizens/local governments in solving social issues through design?" Yasuyuki Hirai, Faculty of Design
- "Fundamentals and Applications of Deep Learning and Related Data Analysis" Seiichi Uchida, Faculty of ISEE
- "Fundamentals of Digital Electronic Circuit Device Design and Sensor Signal Processing" Kenshi Hayashi, Faculty of ISEE
- "Computer System Theory" Takatsugu Ono, Faculty of ISEE
- "Learning Analytics" Atsushi Shimada, Faculty of ISEE
- "Indicators for Environmental Design Engineering and Indoor Evaluation" Kazuhide Ito, Faculty of IGSES
- "Applying Machine Learning and Data Analysis to Forecasting Strong Winds" Kai Morino, Faculty of IGSES
- "Environment and Energy Policy" Kentaro Yoshida, Q-PIT
- "Multicultural Education Theory (Language Policy Theory)" Guo Junhai, ISC
- "Multicultural Education Theory (Language Policy Theory I, II)" Guo Junhai, ISC
- "Observation of Insect Population Dynamics DX" Kenji Ono, RIIT
- "Entrepreneurship Education Theory" Kosuke Kaneko, ARIMaQ
- "Planning of Industry Academia-Government Collaboration Project Related to Storage Batteries" Katsuhiko Furukawa, ARIMaQ
- "Community Psychology" Momoko Hisashi, Office for Harassment Prevention and Counselling
- "History of Kyushu University" Tomonori Akashi, Kyushu University Archives

STEP6 Overseas Institutions < where trainees gave lectures >	Affiliation of Trainees
1. Universiti Teknologi MARA, Malaysia	IGSES
2. National Yang Mig Chiao Tung University/ Chung Yuan Christian University, Taiwan	IMCE
University of Glasgow, UK	
3. Medicine and Health Sciences and Technology Harvard Medical School, USA	Dental Science
4. University College London, UK	RIAM
Polish Academy of Sciences, Poland	
5. University of Oslo, Norway	Science
Leibniz Institute for Atmosphere Physics, Germany	
6. University of Girona, Spain	Design
7. Tsinghua University/Hunan University, China	IMCE
Korea Research Institute of Chemical Technology, Korea	
National Yang Ming Chiao Tung University, Taiwan	
Imperial College London, UK	
8. University of Tübingen, Germany	IGSES
9. San José State University, USA	Mathematics
10. Bordeaux Sciences Agro/INRAE/CIRAD, France	Agriculture
Instituto Valenciano de Investigaciones Agrarias, Spain	
Humboldt-Universität zu Berlin, Germany	
11. University of Münster, Germany II	ISEE

STEP6 Overseas Institutions <where trainees conducted research guidance of international students>	Affiliation of Trainees
1. Prof. Chun-Ho Liu, The University of Hong Kong, Hong Kong	IGSES
Prof. Mohd Faizal Mohamad, University Teknologi MARA, Malaysia	2 papers
2. Prof. Duncan H. University of Glasgow, UK	IMCE
Prof. Jeng-Kuei Chang, National Yang Mig Chiao Tung University, Taiwan	2 papers
3. Prof. Shiv Pillai, Harvard Medical School, USA	Dental Science
4. Prof. Michal Bockowski, Polish Academy of Sciences, Poland	RIAM
5. Prof. Jorge L. Chau, University of Rostock, Germany	Science
6. Prof. Mateu Sbert, University of Girona, Spain	Design
7. Prof. Feiyu Kang, Tsinghua University, China	IMCE
8. Prof. Nicolae BARSAN, University of Tübingen, Germany	IGSES
9. Prof. Jordan Schettler, San José State University, USA	Mathematics
10. Prof. Marie-Pierre ELLIES-OURY, Bordeaux Sciences Agro, France	Agriculture
11. Prof. Carsten Schuck, University of Münster, Germany	ISEE

Note: Affiliations are abbreviated for trainees and faculties of Kyushu University.



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 6<sup>th</sup> Term Trainees  
(Feb. 26, 2024)



1

### Objective of this program

- The program is made to provide outstanding female and young faculty members with opportunities for strengthening their research and educational skills that meet the highest global standards to become attractive and competitive in the world’s academic research.
- Trainees in this program are selected through highly transparent screening process from candidates recommended by each department and are expected to attain promotions to senior or management positions within a few years. In principle, trainees will take two-years diversity & global training course. When trainees reach the targeted learning level, certificates will be given and tenure or one-level promotion will be granted within one year.
- Through the program, trainees can acquire research and educational skills that meet the highest global standards, and the wide knowledge required for senior or management researchers. Furthermore, the formation of on-campus network that goes beyond the boundaries of male and female crossing different research fields are expected (as well as 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 methodologies 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 (can be extended under certain conditions, e.g. maternal leave or nursing care)
- The program is to be implemented for six rounds from FY 2019 to FY 2024 as a JST project. The continuation after 2024 has not been decided. The program is expected to promote about 60 trainees through six application rounds.
- Trainees who complete the courses from STEP 1 to STEP 6 will receive certificates from the President and are granted tenured position or one-level promotion within one year of the completion of the program.
- This training program is supported by MEXT’s Initiative for Diversity Research Environment, and will be carried out under a university-wide cooperative framework as a core project for developing human resources with world-class research and education capabilities while ensuring diversity, as part of the university’s aim to become “Driving Social Change with Integrative Knowledge”.



3

### Details of this program(1/6)

#### STEP1 Selection of trainees (on campus)

Trainees are selected through highly transparent screening process from candidates recommended by each faculty.

- Qualified applicants: Female faculty, or male faculty aged 37 years old or younger at the end of FY in which the program starts (associate professor, lecturer and assistant professor)
  - (1) Tenured faculty (2) Untenured faculty but scheduled for a tenure review
- Application period: March 1, 2024(Fri) to May 10, 2024 (Fri)
- Application documents: Forms 1 to 4
- Interview Date: Early July 2024 (scheduled)  
Place: Kyushu Univ. Ito Campus (details will be announced later)
- Selection criteria
  - (1) Sufficient research achievements (2) Having a positive attitude to learning about new issues surrounding universities and society with the acceptance of Kyushu University’s policy that faculties should learn with students (3) Being motivated to improve global research and educational skills including overseas training
- Selection Committee members: President and board members of Kyushu University, professors emeritus in Institute for Advanced Study and external experts (about 10 members in total)
- 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 2024
- Orientation meeting for successful applicants: Late July 2024
- Training course start : August 1, 2024 (Thu)



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 inclusion

- Period: 1-2days intensive lectures in the first year
- Place: Kyushu Univ. Ito campus (It can be conducted online under certain conditions)
- Learn about the importance of diversity and inclusion in university and society and about various innovation cases born from these concepts.
- Lecturers are experts invited from overseas

#### University governance

- Period: 1-2days intensive lectures in the first year
- Place: Kyushu Univ. Ito campus (It can be conducted online under certain conditions)
- Learn about a vision of what a university should be from a long-term perspective and university management.
- Lecturers are university vice president or former vice president invited from the world's top-class universities (overseas).



5

## 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 the world's top-class senior researcher as a mentor

- Period: 1 year starting from August, 2024
- Place: Trainees' laboratory
- Setting research theme, conducting research guidance in English and writing international co-authored paper etc. with international students (maximum 2) supervised by an overseas mentor
- An overseas mentor should be a university researcher who meets the requirements of Progress 100.
- Selection of international students and overseas mentor should be done by a trainee in principle.
- Web-conferencing system can be available for overseas communication. (In FY 2019, Kyushu University purchased a web-conferencing system and installed it in the Office for the Promotion of Gender Equality. A device can also be made available for lease.)



7

## Details of this program(3/6)

### STEP3 Teaching methodologies 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: Kyushu Univ. Ito campus or Fukuoka City (It can be conducted online under certain conditions)
- Classes are conducted in English. Intensive and interactive lectures.
- Lecturers are experts invited from overseas.



6

## Details of this program(5/6)

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

**Objective** Select your extra-professional field from the top priority issues at Kyushu University, such as the latest data science (e.g., AI or IoT), SDGs, etc. and receive recurrent training to broaden the scientific view. This will be helpful to remain highly active after promotion through the establishment of interdisciplinary fields, research centers, and budget requests.

- Period: Take two or more courses from the list between August 2024 to July 2025 as the mandatory-elective course.
- Place: Kyushu Univ. campuses
- Lecturer: Kyushu Univ. faculty members in principle. Lecturers can also be invited from outside the university upon request from trainees.
- Select the extra-professional field. Faculty from the humanities should take science-related classes, and vice versa. Classes for industry-academia collaboration and entrepreneurship are also available.
- STEP 5 can be completed after STEP 6 overseas research.
- Lectures are conducted in English or Japanese using active learning method



8

## Details of this program(6/6)

### STEP6 Final Examination: Teaching and directed study (overseas)

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

- Period: 1 year starting from August 2025 to July 2026 (overseas staying period should be more than 8 weeks)
- Place : Overseas partner university (or another world's top-class universities)
- Only trainees who have completed the STEP2 to STEP4 can participate in STEP6
- Conduct lectures at an overseas partner university in English. If it is difficult to conduct a regular class, it can be replaced with tutorial lectures at multiple universities.
- Student research guidance in English at an overseas partner university with a mentor. In principle, as in STEP 4, writing of one international co-authored paper as a principal investigator is required.
- The trainee selects an overseas partner university and mentor
- Expenses necessary for overseas training are borne by the SENTAN-Q program.



9

## Evaluation of the trainees' achievements

### STEP2, STEP3 , STEP5

- Quantitative evaluation of trainees' achievements based on rubric tables should be done by lecturers.
- A self-evaluation by the trainees will also be done at the same time to feedback on the efficiency of the program for the next year

### STEP4, STEP6

- An overseas mentor from the world's top-class university determines whether the trainees have developed research and educational skills that meet the highest global standards 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**



10

## Appendix

- This program is designed to empower female and young faculty members by the direct guidance of the world's top-class researchers and being assessed on their research and educational skills. The goal is not simply to increase the number of female and young faculty members in senior or management positions, rather to make them to be competitive and attractive in global research market.
- The ultimate goal is to identify and nurture outstanding female and young researchers at Kyushu University who can lead the world's academic research and to appeal their skills to the world.
- The trainees should understand the objective of this program and make the best use of this training opportunity for their own learning and achievements.



11

FY2023 marks the 5th anniversary of "Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)". We hereby would like to announce the publication of our Annual Report. In this year, many on-site events were held such as STEP2 lecture provided by an oversea lecturer and Graduation Ceremony for 3rd term trainees. In FY2024, SENTAN-Q will mark its final year as JST subsidy project. We would like to express our sincere gratitude for your continued support and cooperation for SENTAN-Q.

Lastly, we would like to give our special thanks to those who cooperated in publication of this Annual Report.

March, 2024

Shoko Sagara,

Office for Promotion of Gender Equality, Kyushu University

## Request for Support for SENTAN-Q Project Fund



### Providing outstanding female and young faculty more opportunities for becoming active in world's academic research

Nurturing Diversity and Super Global Faculty with world top-class skills and their promotion to senior positions is a challenge for all of Japan, not just Kyushu University. Each fiscal year, about ten trainees are selected from outstanding female and young faculties for SENTAN-Q program. SENTAN-Q provides trainees with opportunities for strengthening their research and educational skills to become competitive in the world's academic research. During the two-years program, trainees can acquire research and educational skills that meet the highest global standards, and the wide knowledge required for senior or management researchers.

### The learning of teachers is for the future benefit of the university, the local community, Japan, and the world

The decline in Japan's research capability and competitiveness has recently become an issue. The next generation of students will be responsible for Japan's future, and it is the current university faculty who are teaching those students. Improving the quality of university faculty in Japan is essential for the future of those students. Students cannot learn about taking challenges from faculty who don't take challenges themselves. In the SENTAN-Q program, professors selected from world top-class universities teach faculty about issues such as "what purpose do universities serve?" "as faculty, what can I do for society?" and "how can we build a future society that respects diversity?"

### Faculty learn alongside students: Up-to-Date Recurrent education

The origin of the term "university" is "universe," "a place where all intellect meets." Experts in all kinds of fields gather at universities, making it almost like a miniature universe. In the SENTAN-Q program, faculty members also cross the humanities-science divide and learn about up-to-date academic fields through recurrent education. The themes can be topics such as data science and SDGs, and the guiding instructors are other faculty from the same university. Having discussions that transcend disciplines will produce new creation.

### The source of global competitiveness is teaching/educational skills that brings out the student's maximum potential

In the SENTAN-Q program, overseas mentors from world top-class universities teach how to guide students in a practical manner. What is the optimal method of instruction to extract the student's independence and motivation? How do we transcend the language barrier and teach international students? In the international joint research collaboration of SENTAN-Q, it is not trainees who write the thesis, but the international students themselves. Trainees learn the essence of research guidance from overseas top researchers. Students are a reflection of their teacher. Both parties help each other and work together over the two years to complete the task of writing two international co-authored papers. Until now, all trainees have cleared this difficult task with research institutes across the world.

### With a long-term vision, achieve a university environment that is truly open and fair

The female and young faculty in SENTAN-Q are outstanding researchers with talent and human appeal that represent Kyushu University. Crossing the boundaries of research fields, positions, age, nationality and sex, the trainees learn together as classmates and juniors/seniors, and if they are involved with the university and faculty administration in future, we believe that we will be able to achieve a university environment that is truly fair.

## Voice of SENTAN-Q graduate



**Professor Mako Nakamura** Faculty of Agriculture

Training period: January 2020 to December 2021 (the 1st trainee)

The contents of SENTAN-Q training was very attractive. I feel that I got what I expected at the time of application for this program. In particular, STEP 6 was challenging for me as I had to conduct research guidance for international students while receiving guidance from overseas mentors. In addition, I provided a one-credit lecture in English at overseas universities and received a lot of feedback from local students. Although there were many situations where I had to negotiate with overseas researchers in STEP4 and STEP6, I was able to improve my negotiation skills. In the future, I would like to promote educational and research activities by utilizing what I learned through SENTAN-Q.

For details of SENTAN-Q program, please view in this report and on the website.  
<https://sentan-q.kyushu-u.ac.jp/>



**Fund name:** Kyushu University Fund Specific project "Kyushu University Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q) Project Fund"

**Fundraising period:** Until July 2026

**Donation amount:** Corporate organization: 100,000 yen per donation; Individual: 10,000 yen per donation (can make multiple donations)

**Gratitude (for donations to the SENTAN-Q Project Fund):**

Invitation to SENTAN-Q events (kick off meetings/graduation ceremonies/accomplishment report events, etc.)

Inclusion of your name and acknowledgment on the SENTAN-Q website and annual reports, and present of annual reports

Donations to this fund are eligible as a tax deduction for a donation to charity under the Income Tax Act.

For more information about how to make a donation, please visit the following website.

**Kyushu University Fund** [https://kikin.kyushu-u.ac.jp/news/view.php?cld=1677&amp;r\\_search=&mode=1&page=1](https://kikin.kyushu-u.ac.jp/news/view.php?cld=1677&amp;r_search=&mode=1&page=1)



## Donor Recognition for SENTAN-Q Project Fund

To express our gratitude for the donation to SENTAN-Q Project Fund, we would like to list the names of donors.

*Name of Donors for FY 2023 (in alphabetical order)*

**Mr. Egarashi Shogo**  
**Mr. Yasukochi Atsushi**

The names of donors who wish to remain anonymous will not be printed in the above list.



(Inquiries about the procedure for donations)

Human Resources Division,  
Human Resources Department

**TEL 092-802-2262**