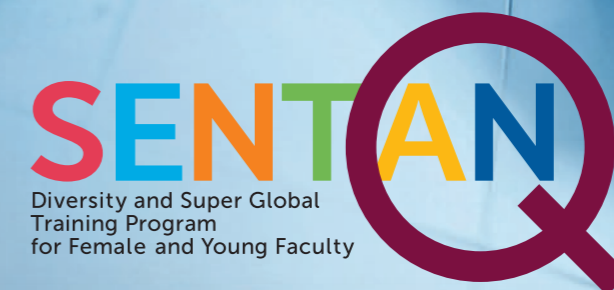


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MEXT Funds for the Development of Human Resources in Science and Technology
Initiative for Realizing Diversity in the Research Environment

Diversity and Super Global Training Program for Female and Young Faculty

SENTAN-Q Annual Report 2024



Office for Promotion of Gender Equality, Kyushu University

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

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

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

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Kyushu University



Diversity and Super Global
Training Program
for Female and Young Faculty



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

SENTAN-Q Graduates' List (1st to 3rd trainees)

Term	Name	Position	Affiliation
1st term	BANDO Mai	Prof.	Faculty of Engineering
	EGUCHI Nawo	Assoc. Prof.	RIAM
	MASUO Chisako T.	Prof.	Faculty of Social and Cultural Studies
	NAGATSU Yuichiro	Assoc. Prof.	Faculty of Design
	NAKAMURA Mako	Prof.	Faculty of Agriculture
	NOMURA Hisako	Assoc. Prof.	Faculty of Agriculture
	SASSA Fumihiko	Assoc. Prof.	ISEE
	TOMIYASU Ryoko	Prof.	IMI
	WAKABAYASHI Rie	Assoc. Prof.	Faculty of Engineering
	YAMAUCHI Yukiko	Prof.	ISEE
2nd term	ALBRECHT Ken	* Assoc. Prof.	IMCE
	FURUTA Michiko	Assoc. Prof.	Faculty of Dental Science
	FUYUNO Miharuru	Assoc. Prof.	Faculty of Design
	MAEKAWA Hiromi	Assoc. Prof.	Faculty of Agriculture
	MARUYAMA Akiko	Prof.	Faculty of Agriculture
	OHTA Shinri	Assoc. Prof.	Faculty of Humanities
	SATO Kaori	Assoc. Prof.	RIAM
	TANAKA Manabu	Assoc. Prof.	Faculty of Engineering
	THOMAS Diego	Assoc. Prof.	ISEE
	TODO Taiki	Assoc. Prof.	ISEE
3rd term	IKEGAYA Naoki	Prof.	Faculty of Engineering Sciences
	INOISHI Atsushi	Assoc. Prof.	IMCE
	KANEKO Naoki	* Assist. Prof.	Faculty of Dental Science
	KUSABA Akira	Assoc. Prof.	RIAM
	LIU Huixin	Prof.	Faculty of Sciences
	MORIMOTO Yuki	Assoc. Prof.	Faculty of Design
	NAKABAYASHI Koji	Assoc. Prof.	IMCE
	SUEMATSU Koichi	Assoc. Prof.	Faculty of Engineering Sciences
	Ade Irma Suriajaya	Assoc. Prof.	Faculty of Mathematics
	TUDA Midori	Prof.	Faculty of Agriculture
YOSHIOKA Hiroaki	Assoc. Prof.	ISEE	

*Promotion to tenure from tenured track faculty

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■ SENTAN-Q Supervisor

President, Kyushu University

Tatsuro Ishibashi



In 2021, after Kyushu University was selected as a Designated National University Corporation, we formulated our Kyushu University VISION 2030 in line with this concept. This vision outlines our mission to become a “university that drives social change with integrative knowledge”—fusing the entire spectrum of knowledge from the natural sciences, humanities, social sciences, and even design while respecting diversity—to solve social problems.

“Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)” is a key project for 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 given certificates and will be granted one level promotion or tenured position within one year in principle.

As this program enters its final year as an initiative supported by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), 36 of our 40 program graduates have been promoted to higher positions, and two have obtained tenure. As of October 2024, two program graduates have also been appointed to positions as Vice Presidents at the university, applying their capabilities to university administration. Our graduates have achieved remarkable success, actively engaging in collaborative research, and cultivating the next generation of scholars both domestically and abroad.

The 6th term trainees consisting of nine members selected in July 2024, began their two-year training in August. After this year, the program will continue with university’s own budget. Kyushu University will continue to expand this program, nurturing an outstanding group of diverse female and young faculties who will lead the future of academic research, showcasing their talents on the global stage. We deeply appreciate your continued understanding and support.

■ SENTAN-Q Implementer

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

Yoshimi Sonoda



In October 2024, I was appointed as Director of the Office for the Promotion of Gender Equality, taking on the responsibility of promoting diversity at Kyushu University. Having previously served as Dean of the School of Engineering, where we faced the challenge of low representation of female students and researchers, I have long been mindful of the importance of creating an environment where women can thrive, free of barriers. Although the 2024 academic year marks the final year of the Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q) as a government-funded initiative, this program remains crucial for promoting gender equality and propelling Kyushu University toward becoming a top global research institution. The program provides ambitious female and young researchers with opportunities to develop world-class research and educational skills and promote to higher positions. Based on our efforts and achievements to date, we will continue to review our future strategies and operational approaches. I would like to express my heartfelt gratitude to all those who have supported this program and ask for your continued support.

■ SENTAN-Q Coordinator

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

Kaoru Tamada



This year marks the sixth and final year of SENTAN-Q as a MEXT project. Although the SENTAN-Q project will continue as our university project from next year onwards, there is no doubt that this year is a milestone year. One feature of this year is that all lectures by overseas lecturers were held in person. Looking back the SENTAN-Q history, the SENTAN-Q project began in the year 2019 with the COVID-19 pandemic. We were able to hold face-to-face lectures until the kick-off meeting on January 15 and the STEP 2 lecture by Prof. Bredas in February, 2020, but since then, university operation have shifted to a situation of work-from-home and online teaching. However, in a situation where international exchange could come to a complete halt, the fact that SENTAN-Q actively promoted international collaboration online was of great significance not only for the trainees but also for the university. During the communication, we have a chance to learn a famous phrase "The personal is political", which has been featured even in a Japanese drama recently, through the issue of racism in the US that has surfaced in the COVID-19 society. Now that the COVID-19 pandemic has subsided, the world is once again facing the risk of losing the values that respect diversity due to wars and political turmoil. There are values in the world that can be changed and values that cannot. I hope that the seeds of DEI cultivated through this project will continue to thrive at Kyushu University in the future.

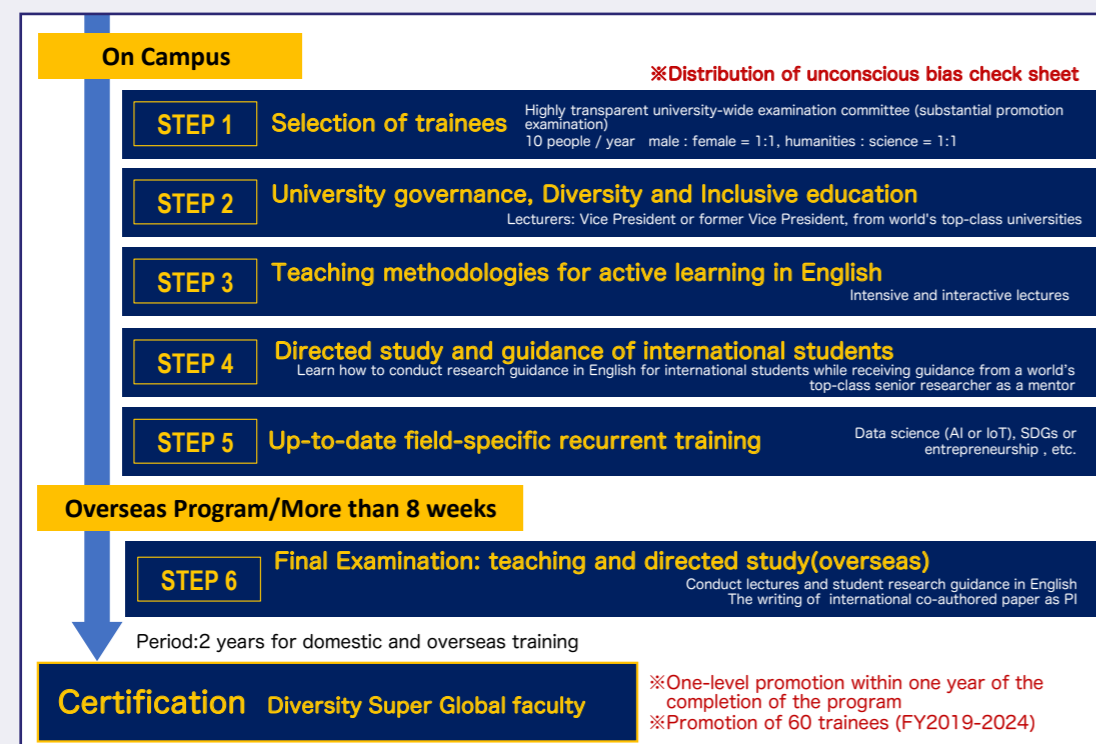
General Description of SENTAN-Q and the Program Achievements during the Subsidy Period

Kyushu University launched “Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)”, following selection for funding under MEXT’s support program “Initiative for Realizing Diversity in the Research Environment” in 2019. The six year’s subsidy project has come to an end in FY 2024. From the next year, SENTAN-Q will be implemented with university’s own budget.

The aim of SENTAN-Q is to provide outstanding female and young faculty members with opportunities for strengthening their research and educational skills that meet the highest global standards. It aims to nurture female and young faculty members to become “Diversity and Super Global Faculty”, who can be attractive and competitive in the world’s academic research. SENTAN-Q also intends to accelerate the promotions of successful trainees to high-ranking and management positions and contribute to the university building a research and educational environment that will be recognized as truly global. As a “university that drives social change with integrative knowledge”, Kyushu University regard SENTAN-Q as a key project for its human resource development and implement the program within a whole university under President.

The Chart 1 shows the general description of SENTAN-Q. Each fiscal year, about ten trainees are selected from outstanding female and young faculty members, who are expected to attain promotion within a few years and are recommended by their departments. They are selected after highly transparent screening process by the selection committee, which members include Executive Vice Presidents and Vice Presidents (STEP1). After STEP1, trainees continue their training from STEP2 to STEP6 during the two years’ training period. Successful trainees who have been certified the completion of SENTAN-Q, will be given a one level promotion or tenured position within one year of the completion in principle.

The Chart 1: SENTAN-Q STEPs from STEP1 to STEP6



The 1st trainees were selected as SENTAN-Q commenced in 2019. This year, 9 trainees have been selected as the 6th trainees. The details are shown in Table 1. The goal of equal numbers of female and male trainees was almost achieved in the first three years. For the latter three years, the ratio of female increased. Since there is a “young (age)” restriction on male trainees, many of them are assistant professors by position while the largest number of female trainees were associate professors. The research fields are also diverse. Furthermore, international faculties participate in SENTAN-Q program each fiscal year, except the first year.

Table 1 Gender, Position and Research fields of SENTAN-Q trainees

Term	Gender		Position			Research fields				Background	
	F	M	Assoc. Prof.	Lecturer	Assist. Prof.	Humanities and Social Sciences	Sciences	Engineering	Life Sciences	Japan	Overseas
1st term	8	2	5	1	4(2)	3	3	3	1	10	0
2nd term	5	5	2(1)	3(1)	5(3)	2	5	2	1	8	2
3rd term	4	7	3(1)	0	8(6)	—	2	7	2	9	2
4th term	8	2	5	0	5(2)	2	1	6	1	7	3
5th term	7	3	5	1	4(3)	3	2	1	4	9	1
6th term	7	2	4	0	5(2)	—	1	4	4	6	3
Total	39	21	24(2)	5(1)	31(18)	10	14	23	13	49	11

*Position are shown at the time of starting SENTAN-Q. *The number in parenthesis is male. *The research fields are categorized by university degree obtained.

As for training, Table 2 shows the overall number of achievements from STEP4 to STEP6. The individual case can be shown in the appendix of this report. In STEP4 and STEP6, international networking was expanded through the mentoring of students with overseas mentors who are top-level researchers in their respective fields, and through writing international co-authored papers through joint research. In STEP5, recurrent education has led to joint and interdisciplinary research through dialogues and discussions by asking researchers from other departments within university and from different research fields to become STEP5 lecturer. This had a good synergistic effects both on trainees and STEP5 lecturers.

As of March 2025, 40 trainees up to the 4th year have completed the two-years training program, except those who extended the training period due to life events. All graduates from 1st to 3rd term of SENTAN-Q have been promoted within a year of completion. Also, 7 of the 4th graduates who completed the program in July 2024 have already been promoted. In total, 12 female professors and 10 female associate professors are born while 1 male professor, 14 male associate professors, and 1 male tenured assistant professor are born.

Table 2 Achievements of STEP4 to STEP6

STEP	Training	Number of trainees	Affiliation of Overseas Mentors and Lecturers
4	Directed Study and Research Guidance	51	53 universities and institutions from 19 countries/regions
		(1st to 5th trainees)	
5	"Recurrent Training (more than two courses)"	40	63 lecturers within 26 departments of KU (1 mentor from outside KU)
		(1st to 4th trainees)	
6	Research Guidance	40	44 universities and institutions from 18 countries/regions
	Overseas Lecture	(1st to 4th trainees)	101 universities from 26 countries/regions

The program has been conducted fully onsite in FY 2024. The 4th trainees successfully completed their 2 years program of SENTAN-Q after having completed STEP6 in July. The 5th trainees completed STEP4 and started STEP6. The 6th trainees were newly selected in July and started their two-years program from STEP2 to STEP5.

After COVID-19 related travel restrictions had been lifted, the onsite lectures were started again since FY 2023. In this year, all STEP2 and STEP3 lectures have been conducted onsite with overseas lecturers invited from our partner universities, for the first time since the implementation of SENTAN-Q. The event calendar is shown in the following page.

STEP1 Selection of 6th term trainees

The nomination process for the 6th trainees took place between March 1 (Fri) and May 10 (Fri). After the screening by CV and interview in English, 9 trainees were selected. The Kick-Off Meeting was held on July 30 (Tue). The 6th trainees started their 2 years program from August.

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

6th term trainees

Lecture 1
Date: October 4 (Fri) from 9:30 to 11:00
Lecturer: Prof. Sean C. Garrick
 Vice Chancellor for Diversity, Equity and Inclusion
 University of Illinois Urbana Champaign (UIUC)
Venue: Ito Guest House, Kyushu University Ito Campus
Theme: A vision for equity, diversity and inclusion



Lecture 2
Date: Date: October 4 (Fri) from 13:00 to 14:30
Lecturer: Prof. Corinne Peek-Asa
 Vice Chancellor for Research
 University of California San Diego (UC San Diego)
Venue: Ito Guest House, Kyushu University Ito Campus
Theme: UC San Diego Research: A Global Research & Innovation Powerhouse



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

6th term trainees

Lecture 1
Date: January 27 (Mon) from 13:00 to 15:00 (Session 1)
Lecturer: Dr. Carolyn Sandoval
 Mr. Paul Hadjipieris
 Ms. Sarah Carvalho
 Teaching + Learning Commons, UC San Diego
Venue: Ito Guest House, Kyushu University Ito Campus



Lecture 2
Date: January 28 (Tue) from 13:00 to 14:30 (Session 2), 14:40 to 15:40 (support for mock lecture)
Lecturer: Same as above
Venue: Same as above

Lecture 3
Date: January 30 (Thu) from 10:00 to 12:00 (mock lecture by 6th trainees)
Lecturer: Same as above
Venue: Same as above

Lecture 4
Date: January 31 (Fri) from 10:00 to 11:30 (mock lecture by 6th trainees)
Lecturer: Same as above
Venue: No.1608 lecture room, Center Zone 1, Kyushu University Ito Campus

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 5th trainees made up of 7 females and 3 males, started STEP4 from August 2023. They completed STEP4 after the submission of international co-authored papers in 2024. The 6th trainees started STEP4 from 2024 to 1 year. Trainees can proceed to STEP6 overseas training after being certified of the completion of STEP4.

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.

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 4th trainees started STEP6 from August 2023. All of them conducted onsite lecture and research guidance of students at overseas universities, except one trainee who has been permitted extending training period due to life events. In July 2024, they successfully completed STEP6 after the submission of international co-authored paper. The achievements of the 4th trainees are shown in the Appendix. From August 2024, the 5th trainees started STEP6 and will complete in July 2025.

SENTAN-Q Calendar for FY2024			The 6th trainees	The 5th trainees	The 4th trainees	All trainees	
Year	Month	Day					
2024	March	1th	Nomination for the 6th trainees opened				
	May	10th	Nomination for the 6th trainees closed				
	June	10th	Screening of the 6th trainees by CV				
	July	1st	Screening of the 6th trainees by interview	STEP1			
		30th	Kick-Off Meeting for the 6th trainees held				
	31st	Completion of STEP6 of the 4th trainees <final exam>					
August	9th	The completion of STEP6 of the 4th 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 5th trainees certified at SENTAN-Q committee				Graduates will be promoted within one year of the completion of SENTAN-Q	
	27th	Guidance of STEP6 for the 5th trainees					
	October	4th	STEP2 lecture for the 6th trainees <lecture1>	STEP2			
		STEP2 lecture for the 6th trainees <lecture2>	STEP2				
	31st	Graduation ceremony held for the 4th trainees					
November	15th	Pre-course of STEP3 lectures for the 6th trainees provided till Jan 15			STEP6		
2025	January	27th	STEP3 lecture for the 6th trainees <lecture1>	STEP3			
		28th	STEP3 lecture for the 6th trainees <lecture2>				
		30th	STEP3 lecture for the 6th trainees <mock lecture by trainees>				
	31st	STEP3 lecture for the 6th trainees <mock lecture by trainees>					
February	28th	Nomination for the 7th trainees opened					

STEP2 and STEP3 lectures fully provided onsite after COVID-19 pandemic

From October 2024 to January 2025, STEP2 and STEP3 lectures were provided fully onsite for the first time since COVID-19 pandemic. During the pandemic, all lectures were forced to be provided online due to COVID-19 related travel restrictions from March 2020 till the end of FY2022. As the government’s travel restrictions had been lifted, STEP2 lectures started again onsite in FY2023. This year, both STEP2 and STEP3 lectures were provided onsite at Ito campus, with the overseas lecturers invited from our SENTAN-Q program model schools. The program contents will be summarized as follows.

STEP2

On October 4 (Fri), STEP2 lectures were provided onsite at Ito campus for the 6th trainees. The lectures consisted of two different classes in the morning and afternoon. The morning lecture was “Diversity, Equity and Inclusion (DE&I)” while the afternoon lecture was “University Governance and Management” respectively.

In the morning lecture, Vice Chancellor Sean C. Garrick was invited from University of Illinois Urbana-Champaign (UIUC) as an overseas lecturer. He provided the idea of “Transformative Powers” that universities can have in promoting DE&I and emphasized the importance of ensuring a fair access to all people.

In the afternoon lecture, Vice Chancellor Corinne Peek-Asa was invited from University of California San Diego (UC San Diego) as an overseas lecturer.



She introduced the activities of Office of Research and Innovation of UC San Diego and explained the university’s role in creating research and innovation.



STEP3

STEP3 lectures were provided onsite at Ito campus in the last week of January. Three education specialists, Senior Director Carolyn Sandoval, Mr. Paul Hadjipieris and Ms. Sarah Carvalho were invited from Teaching and Learning Commons Team of UC San Diego.

On January 27th and Jan 28th, the 6th trainees learned how the effective lecture can be structured using active learning methods, how they can motivate their students and promote their deep learning. Many pair work and discussion were made during the lectures, to allow trainees to exchange their ideas and learn from each other in an interactive, active learning atmosphere.

On January 30th and 31st, trainees provided micro teach sessions using active learning methods they learned in the first and the second sessions. They actively used pair work and the Zoom voting function to develop their own unique lecture. Through role-playing by both the instructor and students, trainees were able to learn from other trainees’ micro teach in a very friendly and safe atmosphere. At the last of session, the lecturers made comments on what was good about each trainee’s micro teach.



SENTAN-Q graduates newly selected as Vice Presidents

In STEP2 of the SENTAN-Q training program “University governance, diversity and inclusive education”, trainees learn about the state of the university, its relationship with society, and the significance of diversity and inclusiveness from overseas lecturers, who are Vice President or Dean of world’s top-class universities. Trainees also learn the idea of “Shared Governance” - the idea that all members of the university, from students, faculty to the university board members create a university which can contribute for society and the community, with lecturers and other trainees while respecting each other’s diversity. Senior Vice President Tamada, who designed the SENTAN-Q training program, thought that we cannot nurture next generation leaders unless we provide them with opportunities for learning the university governance and management in international environment at an earlier stage, based on her own experience at the University Top Management Training Program*.

SENTAN-Q graduates who completed this STEP2 training were requested to cooperate in the governance of their departments soon after the graduation from SENTAN-Q program. As of October 1, 2024, two female graduates were appointed to Vice Presidents and play important roles in the governance of the university. One of the goals of SENTAN-Q, the promotion of female researchers to management positions, has quickly come to fruition. It is expected that they will make most use of their SENTAN-Q training achievements to university governance and management.



I have been appointed as Vice President of Kyushu University in October 2024. Thanks to the knowledge of university governance that I learned in STEP2, I am able to proceed with my work without difficulty, and I am grateful for the well-thought-out content of SENTAN-Q's training. Furthermore, I am tackling new tasks by making full use of my planning, execution, and negotiation skills to achieve my goals, which I developed during the training. I will do my best to contribute to the university as much as possible.

Mako Nakamura *SENTAN-Q 1st trainee*

Vice President for International Affairs (Education and Research, International Students) and Domestic Public Relations



I am deeply honored to have been appointed Vice President of Kyushu University in October 2024, and I look forward to contributing further to the internationalization of research and education. Through the university governance training in the SENTAN-Q program, I have gained new perspectives and ways of thinking essential for this role. With a broader vision, I will work to advance Kyushu University as a world-class institution known for its research and education, open to the world.

Liu Huixin *SENTAN-Q 3rd trainee*

Vice President for International Affairs (Education and Research, SIAG)
DEI (Diversity, Equity & Inclusion)

*https://www.mext.go.jp/component/a_menu/science/detail/_icsFiles/afieldfile/2019/07/17/1397130_13.pdf

Report of Graduation Ceremony of 4th term Trainees

The Graduation Ceremony of the 4th trainees was held on October 31 (Thu) 2024 at Shiiki Hall of Ito Campus.

The 4th trainees were selected as a group of 8 females and 2 males in July 2022 and started their SENTAN-Q training from August 2022. STEP1, which constitutes the substantial promotion exam, and STEP2 and STEP3 lectures had to be conducted online due to COVID-19 related travel restrictions. After the restrictions had been lifted, 9 trainees conducted onsite lecture and research guidance of students at overseas universities as STEP6 final exam, except one trainee who were permitted the extension of training period due to life events.

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 said that SENTAN-Q training was a valuable experience that can lead to future international research collaboration. Their lively, delight expressions showed that they had gained confidence by overcoming difficulties themselves through two-years program.

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. As of March 2025, 7 graduates were one-level promoted.



Fourth term Trainees

No.1

GU Yujie *Assistant Professor*



Affiliation

**Department of Informatics,
Faculty of Information Science and Electrical Engineering**

Research Field

Information Security, Mathematical Informatics

The two-year training program was an immensely enjoyable and rewarding experience. During STEP2, I gained valuable insights into governance and DEI practices at American universities through lectures by international instructors. In STEP5, I engaged in stimulating discussions with experts in statistical science and law at Kyushu University, which greatly expanded my understanding of copyright protection within my research field. In STEP6, I spent three highly enjoyable months at Emory University in the United States, where I delivered lectures and provided student guidance on copyright and privacy protection in AI. This period also allowed me to engage in new international collaborative research, making it an exceptionally productive and enriching experience.

The SENTAN-Q training program offers unique perspectives, ideas, and insights that were beyond the scope of my previous research and teaching experiences. I am profoundly grateful for this extraordinary opportunity. Moving forward, this interdisciplinary and international collaborative research is expected to be further developed, and its outcomes will be integrated into both future research and educational endeavors.

No.2

HIROSE Masayo *Associate Professor*



Affiliation

**Division of Industrial and Mathematical Statistics,
Institute of Mathematics for Industry (IMI)**

Research Field

Statistical Science

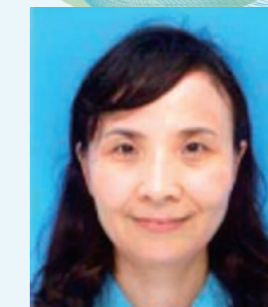
First, I would like to thank everyone involved. All the steps benefitted me greatly, but STEP4, 5, and 6 notably broadened my perspective.

In STEP5, I studied values in other fields through 1:1 interaction with three professors, which allowed me to consider the direction of my future research deeply. I appreciate Prof. Kitsuki, Prof. Nagata, and Prof. Uchida for their cooperation during their busy schedules. In STEP4 and 6, I gained confidence by conducting research guidance for three students and receiving encouragement from two mentors and some professors. Although some things did not go as well as I had hoped, thanks to the encouragement of those around me, we made each international research paper within one year, which is generally very challenging in our field. I would like to thank significantly the two professors and three students who took time out of their busy schedules to participate in these steps.

I also appreciate the IMI professors' consideration, my family's understanding of my extended business trip alone, and all those involved in this process for giving me this precious opportunity.

No.3

LIU Wei *Professor*



Affiliation

**Department of Applied Quantum Physics & Nuclear
Engineering, Faculty of Engineering**

Research Field

Nuclear Reactor Thermal Hydraulics and Reactor Safety

Thanks to the SENTAN-Q program, I was able to spend two very fulfilling years. The program was a wonderful opportunity to make new connections not only within the university but also with world-class researchers. In STEP2 and 3, through the lectures on university governance, diversity/inclusiveness, I gained a new understanding of what a university is and the importance of diversity / inclusion in society, and learned a lot of effective teaching methods and how to lead academic research at top level. In STEP5, I took classes on "Machine Learning and Artificial Intelligence" and "Civil Procedure Law". The recurrent education broadened my research horizons in the latest data science fields and in the interdisciplinary fields of social and scientific fusion. In addition, through the international joint research conducted in STEP4 and STEP6, as well as through the guidance of international students and practical education and research guidance overseas, I was able to improve my research and education abilities and built an international research network. The international joint research with the overseas mentor, which has continued after the completion of the training, is the most important asset gained from this program, and will be continued in my future career.

I would like to express my sincere gratitude to all those involved for their generous supports in implementing this training program. I would also like to thank the wonderful trainee professors with whom I was able to study together, and I look forward to cherishing this relationship in the future.

No.4

MATSUMAE Akane *Professor*



Affiliation

Human Life Design and Science, Faculty of Design

Research Field

Social Innovation Design, Creativity Studies

I sincerely appreciate the invaluable training opportunity provided and extend my deepest gratitude to Prof. Amaresh Chakrabarti (IISc, India), Prof. D. W. Junaidy and Dean A. R. Kusmara (ITB, India), Prof. Pascal Le Masson (Paris MineTech-PLS, France), and Prof. Seiichi Uchida and Prof. Ryu Kojima from Kyushu University for kindly accepting my individual training.

Each step of this program brought memorable moments, unexpected challenges, and valuable insights. Strengthening ties with distinguished mentors broadened my network and allowed me to experience firsthand the role models of internationally leading researchers and educators. This experience has been invaluable in shaping my career path and future aspirations. This program also provided opportunities beyond my expectations. While I had received prior invitations, the SENTAN-Q funding and the encouragement to aim higher allowed me to step into exceptional experiences. Immediately after completing this training, I was able to kick off the International Design Creativity Symposium from Kyushu University, which will rotate globally, and successfully launch a new thematic collection in a top international journal.

The SENTAN-Q training has accelerated my vision as a researcher and brought unexpected yet significant developments. With deep gratitude for the guidance and support received, I will continue striving to contribute to my department, faculty and institution in alignment with the SENTAN-Q initiative.

Fourth term Trainees

No.5

MATSUSHIMA Ayami *Professor*



Affiliation Department of Chemistry, Faculty of Sciences

Research Field Biochemistry, Nuclear Receptors, Peptide Science, Risk Science, Opioids

SENTAN-Q program is a two-year human resource development program. Certified trainees of each training STEP are awarded one level of internal promotion, generally within one year. This was the main reason why I applied for SENTAN-Q. Each step was an attractive program, and it was a good opportunity to get to know faculty members from different fields, because it is difficult for us to meet each other even within the university. This was a great stimulus for me to develop my own research further. I was grateful to have such an inspiring opportunity.

I am 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. After promotion, I will use the experience gained in this program to develop new research. 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.

No.6

OKUMURA Takamasa *Associate Professor*



Affiliation Faculty of Information Science and Electrical Engineering

Research Field Plasma Agriculture,

For me, the most compelling aspect of SENTAN-Q program was that it required me to take the initiative in building new connections with world-class researchers. This was an incredibly valuable experience. With the aspiration to pioneer the emerging field of plasma agriculture, I shared my vision with plant researchers. The near-complete lifting of COVID-related travel restrictions also worked in my favor, and as a result, I stayed at Professor Nicolas Provart's lab in the Department of Cell & Systems Biology at University of Toronto as a Visiting Professor from September to November 2023, where I provided in-person research guidance. Even after returning to Japan, I continued to provide weekly online research supervision until April 2024.

I had no prior connection with Professor Provart, and he had no experience in plasma application research. Yet, he welcomed me warmly, and I am deeply grateful for that. Furthermore, I was incredibly honored that he included my name as a co-signatory on the contract for an undergraduate student conducting a graduation research project under his supervision. Through this program, I have been able to establish a strong relationship with him, and starting in the 2024 academic year, I plan to visit University of Toronto annually to continue proposing new research themes and engaging in discussions.

If I may share a message with the readers, it is this: there may be times when you face challenges in areas outside your expertise (for researchers, this may be outside the realm of research). However, I believe it is important to move forward with the mindset that 'it might work out somehow.' Finally, experiencing firsthand the atmosphere of University of Toronto, an institution with a well-established foundation of diversity, has made my journey as a researcher even more enriching. I had an invaluable experience through SENTAN-Q program. Thank you very much.

No.7

Ellen VAN GOETHEM *Professor*



Affiliation Faculty of Humanities, Department of Philosophy

Research Field History of Ancient Japan, History of Ideas

Participating in the SENTAN-Q program has been an extremely rewarding experience, and I am very grateful to have been offered this opportunity. Although at times very challenging, I really felt that over the past two years my career and self-confidence were given an extra boost. Not only do I feel reinvigorated as a teacher, but the new professional connections I made have also pushed my research to a higher level.

Moreover, the discussions on equity and inclusion as well as on wider issues of university governance aided me to better understand the social and administrative context within which a university, its faculty members, and its students operate. I now feel more holistically integrated in the university as one tiny part in the wider whole and am more aware where and how I can contribute to the success and wellbeing of my students and colleagues.

The training certainly boosted my international recognition, and I have received invitations to give additional lectures and participate in international research projects over the following months and years. I feel confident that I can lead international collaborative research projects going forward. My students will also benefit from my expanded network as well as my improved teaching and mentoring skills.

No.8

YAMASHITA Naoto *Associate Professor*



Affiliation Department of I&E Visionaries, Faculty of Information Science and Engineering

Research Field Semiconductor Spintronics

One of my biggest challenges was leadership. Before participating in the training, I viewed research as a personal task. However, this training emphasized that success is impossible without teamwork, where diversity became a core value. In particular, the overseas training program offered an exciting challenge by forming new collaborative research teams with faculty members and local students. This experience allowed me to build relationships of trust and friendship with researchers from five countries—the United Kingdom, Sweden, the United States, Taiwan, and South Korea—which led to collaborative research projects and funding opportunities. Every time I collaborate with foreign research groups, I am reminded of the strength of the JAPAN brand, cultivated by the senior researchers who came before me. By continuing to publish excellent research outcomes, I am committed to passing this legacy on to students and future researchers.



Fourth term Trainees

No.9

YASUKOCHI Tomoyo *Associate Professor*

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

Research Field Pharmacology, Biochemistry, Oncology



I am YASUKOCHI Tomoyo from OBT Research Center, Faculty of Dental Science. After completing STEP1 to STEP6, I received the SENTAN-Q completion certification in July 2024. Every experience related to this program expanded my network with outstanding researchers in Japan and overseas countries, and I believe these experiences have become assets for my future career. What I learned throughout all the training programs was the importance of having a broad perspective and making objective judgments regardless of any background. Over the past two years, I had the opportunity to think and learn deeply about diversity and inclusion. I would like to continue to take pride in being Japanese more than before, embrace diversity, and take further steps to become a great researcher.



Fourth term Trainees

No.1

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



I resumed my training in July, which had been paused due to life events, and conducted practical education and research guidance under STEP6 at the Technical University of Madrid, Brno University of Technology, and the University of Oslo. During lectures, I incorporated several techniques from STEP3's English active learning methodology to ensure interactive sessions. This approach led to numerous questions from students during and after lectures, and was well-received by a hosting professor for including many Q&A opportunities. I will continue providing research guidance under STEP6 online. I will utilize my learnings so far to guide a student until his final paper is completed.

Fifth term Trainees

No.1

ESAKI Takehiro *Assistant Professor*

Affiliation **Department of Earth Resources Engineering,
Faculty of Engineering**

Research Field Resource Engineering, Chemical Engineering



Through the SENTAN-Q program, I have learned that it is important for a university to understand diversity and to encourage values as a researcher. I felt that improving the quality of research and education would not only develop my own career, but would also have a significant positive effect on the people. The lectures and research supervision for international students have provided me with knowledge that I could not have obtained in the past. By passing this knowledge back to the students, I felt that a good cycle of improved awareness was created between the teachers and the students.

In the next year, I am preparing for a short-term overseas training program, and I would like to promote cultural exchange in addition to research guidance. In addition, I would like to study a different field from the one I have been cultivating in recurrent education, and I would like to do my best to connect it to my final research activities.

No.2

HIRAMATSU Chihiro *Associate Professor*

Affiliation **Faculty of Design**

Research Field Visual Psychophysiology



In STEP4, where I co-supervised international students' research with an overseas mentor, I encountered challenges due to my lack of awareness, which led to an extension period being granted. However, thanks to the international students' dedication and the warm cooperation of the overseas mentor, we were able to achieve improved research outcomes. This achievement encouraged me to progress to the next step. For STEP5, I engaged in courses that I personally designed and found that learning from the perspective of students is truly stimulating. Currently, I am in Melbourne during its peak summer, undertaking STEP6, an overseas training program. I am highly motivated to make the most of the knowledge and skills in research and education that I have cultivated throughout this program so far.

Fifth term Trainees

No.3 KASAHARA Tamao *Assistant Professor*

Affiliation **Faculty of Agriculture**
 Research Field Forest Ecosystem Management



2024 was a dense year of training. It started with the lectures on active learning, and we learned strategies to improve the learning outcome. I also enjoyed the mock lectures by peers, where I learned various communication tools, which I am actually using in lectures. In April, I started learning about machine learning & data analysis, and geodesign to expand my research horizon. In July, we succeeded in putting together a manuscript, thanks to the advice and support from our mentor at Oregon State University. In August, I started STEP6 with teaching a course, titled “in-stream nutrient cycling: processes & modeling” at Kasetsart University. Now, I am conducting a research project with a graduate student there, with a goal to write a manuscript by July this year. During the remaining training period, I would like to absorb more and improve as an educator/researcher.

No.4 LI Xiaoyan *Associate Professor*

Affiliation **Center for the Promotion of Interdisciplinary Education and Innovation**
 Research Field Cross-cultural Communication, Interdisciplinary Education and Research



In 2024, thanks to the support of the professors involved, the SENTAN-Q program has been progressing smoothly. As part of STEP6 activities, I spent three months at the University of Canberra, where I had the opportunity to teach local students and work with Australian professors to guide doctoral students in their research. I also experienced a workplace culture entirely different from Asia and was fortunate to build many friendships. Through this experience, I was able to gain a deeper understanding of the true purpose of the SENTAN-Q program. Beyond growing as a researcher and educator, the program emphasizes building global networks, experiencing cross-cultural communication, and developing oneself into a more flexible and open-minded individual filled with potential. This program is not only about fostering “talent” but also about nurturing “people.” With this philosophy in mind, I will continue to strive to become the kind of person this program envisions.

No.5 MATSUSAKA Toshiki *Assistant Professor*

Affiliation **Faculty of Mathematics**
 Research Field Number Theory



In STEP4, under the mentorship of Professor Ken Ono (University of Virginia), a co-authored article with Yuqi Deng, whom I supervised, was published in Forum of Mathematics, Sigma, one of high-level journals. In STEP5, I had the opportunity to study for a year under the guidance of Associate Professor Hiroko Kinoshita from Faculty of Human-Environment Studies and Associate Professor Tamaki Yoshioka from Research Center for Advanced Particle Physics. This experience later led to my involvement as a facilitator in “Qst Lounge”, an event organized by the Q-STRING (Science Communication Promoting Group, Kyushu University). Currently, in STEP6, under the mentorship of Professor Soon-Yi Kang (Kangwon National University, South Korea), I have completed a series of 17 lectures and am collaborating on research with students. This has been a valuable opportunity to deepen my research from an international perspective. I am deeply grateful to all the professors who have guided and supported me. Moving forward, I will continue striving to contribute to society through my learning and research.

No.6 NISHIDA Hiroko *Associate Professor*

Affiliation **Faculty of Design**
 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 to improve my skills in managing international students. I would also like to gain more knowledge and skills in analyzing quantitative data in music for future collaborative research.

This year I have learnt different methods of data analysis and web service design. Writing reports every week on the specific research topic has led me to develop my ongoing projects. In STEP4, I was able to write an article in English with one of the international students under the guidance of my senior researcher, and in STEP3, I was able to gain the confidence to conduct the class in English abroad, using the effective approach. Now, as part of STEP6, I am giving different types of lectures at universities and getting useful feedback from the students and senior professors.

I appreciate the SENTAN-Q office staff, my faculty members, my mentor, and all those who support me.

No.7 OGINO Yukiko *Associate Professor*

Affiliation **Center for Promotion of International Education and Research, Faculty of Agriculture**
 Research Field Endocrinology, Evolutionary developmental biology, Environmental Science



My interest lies in understanding the molecular basis of biodiversity through the evolutionary mechanisms of sexual characteristics. The international collaborations with international students in STEP4 allowed me to build a new research direction by extending my research perspective to immunology and environmental toxicology. In STEP6, I stayed at the Australian Commonwealth Scientific and Industrial Research Organisation (CSIRO) in September 2024 to set up a collaborative research project and build strong links with overseas researchers. This experience also inspired me and my foreign supervisor to apply for research funding together. I will stay CSIRO again in March 2025 for further progress in our research and education. Through recurrent education in Kyushu University and STEP6 overseas training, I have felt an expansion of a new knowledge network with researchers at home and abroad. I would like to continue to grow and accumulate experiences of challenge and achievement so that I can utilize them in my research and educational activities at Kyushu University.

No.8 TABATA Toshinori *Assistant Professor*

Affiliation **Department of Agro-environmental Sciences, Faculty of Agriculture**
 Research Field Water Environmental Engineering



As a SENTAN-Q trainee, I am having an incredibly fulfilling experience. In STEP2, I had the valuable opportunity to learn about university governance, which is rarely covered in routine duties, as well as interdisciplinary research initiatives undertaken by leading global universities. In STEP3, I enhanced my teaching skills through practical training on interactive lectures with individualized guidance. In STEP4, I developed mentoring abilities by guiding international students under the supervision of overseas researchers, and in STEP5, I broadened my perspective by exploring research in fields different from my own. Currently, I am engaged in STEP6, where I am preparing and delivering a two-credit course at an overseas university while also mentoring international students under the guidance of my mentor. Through this training, I am honing my educational and research capabilities and striving to become a researcher who can compete on the global stage.

Fifth term Trainees

No.9 TAKAHASHI Sanami *Lecturer*

Affiliation **Faculty of Human Environment Studies**

Research Field Religious Anthropology, Russian-Ukrainian Studies



Halfway through the training period, I have learned a lot from the STEP program so far. The skills I've acquired, such as active learning teaching methods, can be applied to my daily teaching, and I am already seeing positive results. In Recurrent Education, I received guidance from my instructor and was also introduced to a professor at another university. When I invited a foreign guest, they assisted me in holding a workshop together.

STEP6 training has begun, and I am looking forward to lecturing outside of Japan. However, I am also struggling with the time management and figuring out when to do it. Although there are many challenges in SENTAN-Q's training, I see them as valuable opportunities for growth and development.

No.10 TANAKA Fumina *Assistant Professor*

Affiliation **Department of Agro-environmental Sciences,
Faculty of Agriculture**

Research Field Postharvest Technology, Agricultural and Food Process Engineering



STEP4 has been successfully completed, and as STEP6, I spent two months at the Institute of Agrophysics, Polish Academy of Sciences, delivering lectures for doctoral students and engaging in joint research. Through the lectures, I deepened my own knowledge by reorganizing the materials and gained new insights into global food loss issues, as well as post-harvest technologies and research, through interactive discussions. During the joint research, I was inspired by the enthusiasm, sense of urgency, and genuine dedication to research exhibited by my mentor professor and the supervising students. Additionally, I learned key points about writing abstracts and introductions for academic papers, as well as the selection and prioritization of data. I aim to leverage these learnings and experiences to further enhance my educational and research activities.



Sixth term Trainees

No.1 ABIKO Tomomi *Assistant Professor*

Affiliation **Graduate School of Bioresource and Bioenvironmental
Sciences, Faculty of Agriculture, University Farm**

Research Field Agriculture, Agroecology



I appreciate the opportunity 'Trying and Learning' as a SENTAN-Q trainee. I commenced the rice research through the famous book "The Growing Rice Plant (written by Dr. Hoshikawa)" and have been working on the establishment of on-campus paddy fields, the relocated University Farm. In recent years, global warming has affected on agriculture. Under such circumstances, I would like to deepen understanding how these issues can be solved by spending time in the local paddy field sites with the local researchers and agriculturalists, because the diverse varieties are cultivated in diverse ecosystems with different cultivation methods abroad. I am convinced that SENTAN-Q has the fundamental, step-by-step for this activity. By opening the door of my mind, trying this training program, I would be glad to encourage the next generation through the agricultural research and education accompanied by the practical studies.

No.2 ALFONSO Maria Belen *Associate Professor*

Affiliation **Center for Ocean Plastic Studies, Research Institute for
Applied Mechanics**

Research Field Environmental Sciences; plastic pollution.



I'm glad to join SENTAN-Q as it will help me to grow both personally and professionally in an interdisciplinary and international setting. This program is a fantastic opportunity to connect with experts from different fields, which will help advance my research on plastic pollution in aquatic ecosystems. I also want to develop my teaching and leadership skills, as these are key to my long-term goal of creating an inclusive and collaborative educational environment focused on solving global environmental issues.

Through SENTAN-Q, I hope to strengthen my research by working with others from diverse backgrounds and enhance my ability to mentor and inspire students. The leadership and teaching skills I gain will help me create a supportive academic space where students and researchers can thrive. Looking ahead, my goal is to drive impactful research, develop real-world solutions to environmental challenges, and contribute to policy and sustainability practices—all while fostering an academic environment that's inclusive, inspiring, and focused on making a difference.

No.3 BANG Hyunjung *Assistant Professor*

Affiliation **Faculty of Agriculture, Promotive Center for International
Education and Research of Agriculture**

Research Field International Education, STEAM Education, Career Education,
Soft Skills Development



The purpose of participating in this program is to strengthen leadership in international education and enhance skills for nurturing the next generation of researchers and educators. My research focuses on integrating soft skills development into STEAM education and designing effective systems to evaluate its outcomes. Additionally, I aim to expand my global research network and address challenges in agricultural education from both regional and international perspectives. By leveraging the knowledge and experiences gained through this program, I aspire to grow as a researcher who can contribute meaningfully to both local and global communities.

Sixth term Trainees

No.4 HO Hsin-Ni *Associate Professor*

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

Research Field Haptics, Human-Computer Interaction



My goal in participating in the SENTAN-Q program is to enhance my skills in international research and teaching while deepening my understanding of diversity and inclusion. By engaging with participants from diverse backgrounds, I hope to gain broader perspectives and practical insights that will enrich both my professional and personal growth. Through this program, I aim to build a strong international research network that can support the advancement of my work. Additionally, the negotiation and collaboration skills I acquire will help me strengthen the management and leadership of my research lab. I believe this program offers a valuable opportunity to develop skills and knowledge essential for a global academic environment. By actively embracing the challenges and experiences it provides, I hope to achieve meaningful outcomes that contribute not only to my career but also to society on a broader scale.

No.5 KUGA Kazuki *Assistant Professor*

Affiliation **Department of Advanced Environmental Science and Engineering, Faculty of Engineering Sciences**

Research Field Building environmental engineering, Public health engineering



As a young researcher, I find it very meaningful to have the opportunity to learn about university governance from a faculty member's perspective. I believe understanding diversity and inclusion is essential, and I hope to expand my network with researchers from various fields through this program.

Participating in English-based training is a challenge, but it offers a valuable chance to improve my skills. The program's focus on active learning methods and overseas teaching techniques is particularly interesting, and I am confident it will benefit my future research and teaching activities.

In the future, I aim to use the knowledge from this training to establish a research group that integrates expertise from multiple fields. My goal is to develop researchers who can address health and environmental challenges. I am committed to using what I learn at SENTAN-Q to advance research and education for future generations.

No.6 NAKANO Akiko *Assistant Professor*

Affiliation **Faculty of Agriculture, Agro-environmental Sciences, Bioproduction Environmental Sciences**

Research Field Environmental Soil Engineering



As I am at a stage where I must step up from an early-career to a mid-career researcher, I have had more opportunities to work on larger-scale research projects, such as industry-academia collaborations. Through these experiences, I have strongly felt the need to improve my management and leadership skills as a project leader. With the aim of enhancing my research and teaching skills, including leadership and mentoring abilities, I decided to apply to this program.

I have limited experience in supervising students. Therefore, I hope to enhance my leadership skills and apply them in the future. Additionally, I would like to make good use of the connections with international researchers gained from this program to further develop international collaborative research. I am also excited about interacting with fellow trainees, mentors, and instructors who come from diverse backgrounds.

No.7 TAKATORI Chika *Associate Professor*

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

Research Field Landscape Ecology, Urban Design



By participating in the SENTAN-Q program, I hope to learn approaches from diverse perspectives, including university governance and DE&I. Furthermore, by participating in research activities in collaboration with many researchers, I hope to acquire practical research and education for the social implementation of sustainable cities, which is also my specialty. Furthermore, I would like to provide students with cutting-edge knowledge and contribute to their development. In education and research activities, I would like to contribute to Kyushu University's vision, including SDGs, nature positivity, and well-being. In creating integrated knowledge, I would like to focus on the fusion of theory and practice, that is, the fusion of nature, engineering, and society, especially in close collaboration with Asian countries.

No.8 TAKEISHI Yoshinari *Assistant Professor*

Affiliation **Department of Informatics, Faculty of Information Science and Electrical Engineering**

Research Field Machine Learning, Information Theory, Coding Theory



This training program provides a valuable opportunity for female and young faculties to acquire international research and educational skills by learning from top-level researchers abroad. Since I felt that my overseas experience was somewhat insufficient, I considered this program is a significant opportunity and decided to apply. Reflecting on my participation in the program, I found that while each STEP demands achieving high goals, there is also sufficient space for trainees to proactively design their training activities. This aspect is especially appealing to me. In STEP4, I began engaging with top-level researchers in the field of information theory, my area of expertise, and started receiving guidance in research and education. Moving forward, I will make the most of this opportunity to enhance my international research and educational skills and aim to contribute to Kyushu University and the academic community at large.

No.9 YAMAMOTO Kaoru *Associate Professor*

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

Research Field Systems and control theory



Through my participation in the SENTAN-Q programme, I aim not only to grow as a researcher, but also to develop essential leadership skills by engaging in international activities. This programme provides a valuable opportunity to broaden my research with a broader, more global perspective. I specialise in control engineering, with a particular focus on research related to distributed control of multiple robots, high-precision control of sampled data systems and cyber-physical systems. My work seeks to bridge theoretical advances with practical applications in real-world systems. Building on my experience with SENTAN-Q, I strive to create an inclusive environment in my laboratory and in collaborative research projects. In the future, I hope to develop a dynamic research group where internationally active researchers and students can come together to inspire and learn from each other. Through these efforts, I hope to contribute to the advancement of the next generation of researchers and, to the best of my ability, strengthen the international presence of the Japanese research community.

Plan for and after the FY2025 term

From April 2025, SENTAN-Q will continue with university's own budget as a significant core project for faculty development of Kyushu University after the end of JST subsidy period. The call for the 7th trainees has been opened from late February 2025. The plan for FY2025 will be scheduled as follows:

The Plan for SENTAN-Q after FY2025

FY	2025	2026	2027	2028	...
5th term	STEP5,6	Promotion within one year			
6th term	STEP4,5	STEP5,6	Promotion within one year		
7th term		STEP1-STEP5	STEP5,6	Promotion within one year	
8th term			STEP1-STEP5	STEP5,6	Promotion within one year
⋮			⋮	⋮	

The significance and effect of SENTAN-Q

SENTAN-Q is a two-years training program for identifying and nurturing outstanding female and young faculties, who will meet the highest global standards. The program has attracted many attentions from the very beginning of its implementation, as a unique faculty development project to provide trainees with one-level promotion within a year of the completion. Many outreach activities have been conducted over the past 6 years to appeal the SENTAN-Q achievements, including invited lectures outside university. SENTAN-Q graduates have obtained large amounts of research funds, strengthened the network of international research collaboration and have actively collaborated with other researchers from different research fields, with experience and confidence gained through the program. As two SENTAN-Q graduates have been appointed to Vice Presidents in FY2024, some graduates have been more engaged in the university and departments management.

The significance and effect of SENTAN-Q is shown as follows:

- 1 Improving the human resources process through promotion of female researchers to higher positions
- 2 Developing future female candidates who can engage in university management by promoting their research and governance skills
- 3 Creating the university environment that is truly fair for all members by appointing SENTAN-Q graduates, who learned beyond departments/position/age/nationalities/gender environment to departments management positions (long-term goal)
- 4 Promoting activities as a model project to become a university where female researchers can play even more active role

Furthermore, the following items can be listed as program achievements obtained in the process of implementing SENTAN-Q:

- 1 The significance of personnel evaluation that does not rely only on research achievements during the selection of trainees
- 2 The effect of introducing mentoring system to learn world-standard teaching methods
- 3 The significance of setting clear and specific goals to acquire international negotiation skills and research educational skills
- 4 Clarify the fact that gender bias problems are caused by the group composition of majorities and minorities

The number and the ratio of women researchers in higher positions has been increasing as the ripple effect of SENTAN-Q as well as SENTAN-Q graduates. Kyushu University will continue the program and will strive to promote the diversity in research environment.

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.

4th term Trainees' Program Achievements (August 2022-July 2024)

STEP4 Overseas Mentors List	Affiliation of Trainees
1. Prof. Li Xiong, Emory University, USA	ISEE
2. Prof. Malay Ghosh, University of Florida, USA	IMI
3. Prof. Dr. Xu Cheng, Karlsruhe Institute of Technology, Germany	Engineering
4. Prof. Amaresh Chakrabarti, Indian Institute of Science, India	Design
5. Prof. Leproux, Philippe, XLIM-University of Limoges, France	Science
6. Prof. Oscar Martinez Mozos, Örebro University, Sweden	ISEE
7. Prof. Vida Mildaziene, Vytautas Magnus University, Lithuania	ISEE
8. Prof. Ivo Smits, Leiden University, the Netherlands	Humanities
9. Prof. Christopher H Marrows, University of Leeds, UK	ISEE
10. Prof. LO Yi-Chen, National Taiwan University, Taiwan	Dental Science

STEP5 Recurrent Training Lecturer List (Kyushu University)	Affiliation of Trainees
• "Economic Analysis of Poverty" Akinori Kitsuki, Faculty of Arts and Science	IMI
• "The Soviet Union and Science and Technology ("History of Science A")" Kouji Kanayama, Faculty of Arts and Science	ISEE
• "Developmental Psychology" Kazuhide Hashiya, Faculty of Human-Environment Studies	ISEE
• "Cultural Policy, Intellectual Property, Digital Archives, Copyright (Law)" Ryu Kojima, Faculty of Law	Humanities
• "Social Innovation and Legal Design" Ryu Kojima, Faculty of Law	Design
• "New Challenges in Copyright Protection in the Age of Artificial Intelligence" Toshiyuki Kouno, Faculty of Law	ISEE
• "Natural Science and Nuclear Facilities Issues in Civil Litigation" Takeshi Ueda, Faculty of Law	Engineering
• "Introduction to Science, Technology and Innovation Policy" Akiya Nagata, Faculty of Economics	IMI
• "Effects of Lightning (Plasma) on the Earth's Ecosystem" Akiko Satake, Faculty of Science	ISEE
• "The Intersection of Statistical Science and Information Security" Shuichi Kawano, Faculty of Mathematics	ISEE
• "Pain Pharmacology" Makoto Tsuda, Faculty of Pharmaceutical Science	Science
• "Bio-nanoimaging and nanomaterial physiology" "Medical chemistry" Akihiro Kishimura, Faculty of Engineering	Dental Science
• "Serious Game Design" Hiroyuki Matsuguma, Faculty of Design	ISEE
• "Restoration Studies and Cultural Heritage Studies (Engineering)" Yuki Kato, Faculty of Design	Humanities
• "Acoustic Considerations of Spin Devices Based on Design Thinking" Katsuya Yamauchi, Faculty of Design	ISEE
• "Data Science" Seiichi Uchida, Faculty of ISEE	Design
• "Machine learning in image recognition" Seiichi Uchida, Faculty of ISEE	IMI
• "Agriculture Considerations for the Social Implementation of Plasma Agriculture" Yushi Ishibashi, Faculty of Agriculture	ISEE
• "Information Biology of Transcription Factors" Mikita Suyama, Medical Institute of Bioregulation	Science
• "Machine Learning and Artificial Intelligence" Kei Hirose, IMI	Engineering
• "Epidemiological Study Design: Its Theory and Practice" Fumihiko Yokota, Q-AOS	Dentistry

STEP6 Overseas Institutions < where trainees gave lectures >	Affiliation of Trainees
1. Emory University, USA	ISEE
2. University of Maryland, College Park, MD, USA	IMI
3. Karlsruhe Institute of Technology (KIT), Germany	Engineering
4. Bandung Institute of Technology, Indonesia Mines Paris – PSL Research University, France	Design
5. Universiti Malaya, Malaysia Salk Institute of Biological Studies / University of California, USA Lundquist Institute at Harbor-UCLA Medical Center, USA Korea Basic Science Institute / KAIST, South Korea Dongguk University-Seoul / POSTECH, South Korea	Science
6. University of Toronto, Canada Ontario Tech University / University of Saskatchewan, Canada National Taiwan University / National Taiwan University of Science and Technology, Taiwan Chung Yuan Christian University / National Yang Ming Chiao Tung University, Taiwan	ISEE
7. University of California, Santa Barbara, USA / Ghent University, Belgium University of Vienna, Austria / SOAS University of London, UK University of Naples L'Orientale, Italy / Ecole Pratique des Hautes Etudes, France	Humanities
8. Daegu Gyeonbuk Institute of Science and Technology, South Korea National Chung Cheng University, Taiwan Chalmers University of Technology, Sweden / City College of New York, USA	ISEE
9. Institute of Food Science and Technology, National Taiwan University, Taiwan Academia Sinica, Taiwan	Dental Science

STEP6 Overseas Mentors	Affiliation of Trainees
1. Prof. Li Xiong, Emory University, USA	ISEE
2. Prof. & Director, Partha Lahiri, University of Maryland, College Park, MD, United States	IMI
3. Prof. Dr. Xu Cheng, Karlsruhe Institute of Technology (KIT), Germany	Engineering
4. Prof. Deny Willy Junaidy, Bandung Institute of Technology (ITB), Indonesia	Design
5. Prof. Ronald M. Evans, Salk Institute of Biological Studies, USA	Science
6. Prof. and Chair, Nicholas Provart, University of Toronto, Canada	ISEE
7. Prof. Dr. Andreas Niehaus, Ghent University, Belgium	Humanities
8. Prof. Saroj P. Dash, Chalmers University of Technology, Sweden	ISEE
9. Prof. Yi-Chen Lo, Institute of Food Science and Technology, National Taiwan University, Taiwan	Dental Science

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



KYUSHU UNIVERSITY

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

Guideline for 7th Term Trainees
(Feb, 2025)



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 has been implemented for six rounds from FY 2019 (1st term trainees) to FY 2024 (6th term trainees) as a JST project. It will continue to be implemented with university's own budget from FY 2025 (7th term trainees).
- 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 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 "a university that drives 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: February 28, 2025 (Fri) to May 9, 2025 (Fri)
- Application documents: Forms 1 to 4
- Interview Date: Early July 2025 (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 2025
- Orientation meeting for successful applicants: Late July 2025
- Training course start : August 1, 2025 (Fri)



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(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(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, 2025
- 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 either of the following requirements; a) belonging to a university in the top 100 of world university's rankings b) belonging to an overseas partner university of Kyushu University or c) belonging to a university or a department which is famous for specific research fields.
- 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(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 2025 to July 2026 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 2026 to July 2027 (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

We are pleased to announce the publication of our Annual Report of "Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)".

While some events were held in person from FY2023 after the lifting of overseas travel restrictions, this year, all STEP2 and STEP3 training were held completely onsite at our university campus. Please refer to the page 8 of this report for details.

We would like to express our sincere gratitude for your continued support and cooperation for SENTAN-Q.

March, 2025

Shoko Sagara,

Office for Promotion of Gender Equality, Kyushu University

This is the 6th edition of our Annual Report of "Diversity and Super Global Training Program for Female and Young Faculty (SENTAN-Q)" since its first publication in FY2019. I hereby would like to express my sincere gratitude to Ms. Shoko Sagara, who has engaged in this program by coordinating the program with overseas lecturers and trainees as well as publication of the report. Also, I would like to extend all my thanks to staffs in Human Resources Division of Kyushu University, and staffs of my office who always supported in project management.

We sincerely hope that SENTAN-Q trainees will lead the future of world's academic research and will be successful in pursuing their academic career.

March, 2025

Eriko Jotaki

SENTAN-Q coordinator

Request for Support for SENTAN-Q Project Fund



Providing outstanding female and young faculty with 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.

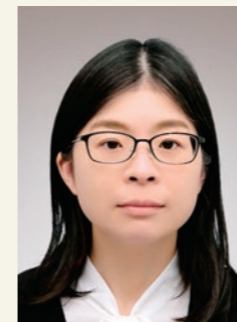
The source of global competitiveness is teaching/educational skills that brings out the student's maximum potential

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 Yukiko Yamauchi Faculty of Information Science and Electrical Engineering

Training period: January 2020 to October 2022 (the 1st trainee)
* Extended training period due to life events

I am grateful for the diverse trainings of SENTAN-Q. The on-campus training broadened my viewpoint as a faculty member with its diverse topics on university governance, D&I, and teaching skills given by instructors from overseas. The overseas training improved my international and practical skills in education and research with the entire process including proposal of a class and research topics, arrangements, and practices. I appreciate the support of SENTAN-Q team, especially an extension of the training period for my maternity leave. I would like to promote educational and research activities in Kyushu University based on what I learned through SENTAN-Q program.

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?cid=1677&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 2024 (in alphabetical order)

Ms. Jotaki Eriko
Ms. Nakamura Mako

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