



Report on the APRU Asia-Pacific Women in Leadership Program (APWiL) Special Workshop

APRU APWiL 男女共同参画 / 女性リーダー育成特別ワークショップ 報告書

July 1-2, 2014 Kyoto University ,Tokyo Office
2014年7月1～2日 京都大学東京オフィス

Kyoto University
京都大学



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Shinagawa Proposal 2014

In order to support the competitiveness of Japan's universities within an increasingly global environment, the participants of the APRU Asia-Pacific Women in Leadership (APWiL) Workshop held in Shinagawa, Tokyo on July 1–2, 2014 offer the Shinagawa Proposal on the next phase of the improvement of the status of women in higher education in Japan.

We in academia are committed to supporting the advancement of women who endeavor to contribute to the generation and transmission of leading-edge knowledge essential for Japan's economic, social, and cultural progress and leadership in the 21st century. To improve the status of women in Japan's universities, we seek concrete leadership from each university and also from the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT). Specifically:

1. Japan's universities should be held to the goal of increasing the proportion of women in faculty, research, and executive positions; for example, as a midterm goal for the percentage of women in faculty and executive positions, an increase to an average of at least 30%, consistent with government targets by the year 2020.
2. Each university must set its own goals and annual performance indicators for the improvement of the status of women; for example, 30% to 50% of the members of hiring and promotion committees must be women (when there is not a sufficient number of women internally, women in related fields from external departments/universities can be included).
3. Universities must provide clear and fair guidelines for the recruitment, retention, and promotion of female faculty and researchers. Additional attention must be given to the specific concerns of fixed-term and part-time faculty and researchers.
4. Supportive programs must be institutionalized, including mentoring and career development offerings for faculty, as well as female-friendly working arrangements; for example, the hiring of support staff for research and administrative work during periods of intensive care for children or parents and/or the utilization of information technology to enable telecommuting.
5. All Japanese universities must implement a zero-tolerance policy against any form of harassment, marginalization, and/or isolation of women, whether intentional or unintentional.

July 2, 2014

Proposed by all participants of the APRU Asia-Pacific Women in Leadership Program (APWiL) Workshop in Shinagawa, Tokyo

*The workshop, sponsored by Kyoto University, was held at the Kyoto University Tokyo Office in Shinagawa, Tokyo on July 1–2, 2014 as part of the Asia-Pacific Women in Leadership initiative of the Association of Pacific Rim Universities (APRU). The workshop comprised fifty participants from fifteen universities and one organization, including those from member universities of APRU and the U.S.–Japan Research Institute (USJI).

品川提言 2014（日本語版）

品川提言 2014

グローバル化が進む中、日本の大学の国際競争力を高めることを目的に、環太平洋大学連合 (APRU) でのアジア・太平洋女性リーダーシップ育成 (APWiL) ワークショップが、2014 年 7 月 1-2 日、品川で開催されました。その成果として参加者一同でまとめたものが、日本の高等教育機関における女性の地位向上を目指す、この『品川提言 2014』です。

21 世紀の今、女性たちは、日本の経済・社会・文化の発展と国際的なリーダーシップの確立に不可欠な、最先端の知識を創成し伝達することに大きく寄与しています。その女性たちの活躍促進を支援することが、学術に携わる私たちに課せられた責務であると考えています。日本の大学における女性の地位改善を目指して、私たちはそれぞれの大学と文部科学省に対して、リーダーシップの発揮を求めます。具体的な提言は以下の通りです。

1. 国内のすべての大学における教員・研究者ならびに役員の女性比率が増加するように、到達目標を設定すること。例えば、政府の数値目標と呼応して、全国平均で女性教員および役員の比率を 2020 年までに少なくとも 30% とすること。
2. それぞれの大学は、女性の地位向上に関する最終目標ならびに年次達成指標を設定すること。例えば、雇用や昇任に関する人事委員会の構成員に 30-50% の女性委員を含めることなど。（内部だけでは不足する場合、他部局や他大学の関連分野の女性を含めることも可能とする。）
3. 女性の教員および研究者の雇用・継続・昇進を推進するため、明確かつ公正なガイドラインを策定すること。また、有期雇用や非常勤の教員・研究員をめぐる憂慮すべき諸問題について、特段の配慮が必要である。
4. メンター制度、キャリア・ディベロプメント、女性にとって働きやすい就業環境の整備など、各大学は女性教員に対する支援制度を充実させること。例えば、育児・介護期間中の研究・運営業務に対して研究補助者を雇用したり、遠距離通信を可能にする情報技術の使用を可能にすることなど。
5. 日本の大学は、意図的であるか否かを問わず、女性に対するいかなるハラスメントも排除も孤立化も、許容してはならない。

2014 年 7 月 2 日

品川で開催された APWiL ワークショップ参加者一同

本ワークショップは、京都大学の主催により、2014 年 7 月 1-2 日、品川の京都大学東京オフィスにおいて開催されました。このワークショップは環太平洋大学連合のアジア・太平洋女性リーダーシップ育成 (APWiL) イニシアティブの一環として開催されたもので、APRU と日米研究インスティテュート (USJI) 加盟大学を含む 15 大学と 1 研究機関から計 50 名が参加しました。

目付は西氏の戸名、聞いて

目助八利とれる 脚用ひ手付

高松層中心の経済政策が進められることを懸念する。

昨今検討されている法人税引き下げ、贈与税の非課税拡大、株価重視経済、外国在住法人の保護、経団連の政治献金関与復活、1票の格差是正で議席の都市集中など、庶民には縁遠い施策が並び、一方では消費税の引き上げが国民に迫る。

近い将来、地域間や貧富の格差が広がり、いびつな国になる気がする。今はただ「泣く子と地頭には勝てぬ」だろう。

(西海市)

いたという。

男性は聴力には自信があったようだが、気付かなかったという。盲導犬は人間社会に入るため無駄にほえないよう訓練されているようだ。余計かわいそうになった。

毎年、島原で盲導犬のチャリティーショーが開かれている。今年も7月にあり、カラオケ大会や食事など、楽しいひとときを過ごさせてもらった。目の不自由な人たちが盲導犬のために少しでも役に立てたら幸甚だ。二度とこんな痛ましい事件が起きないよう心から祈る。(南島原市)

の冒険と知らず、単にE.O.の全保障を要する大きな転期を迎えています。投稿文も自身の被爆体験や安全保障に関する賛

し言まわりました。8月の投稿は封書・ファックスが239本、メール71本。掲載率は60%でした。(大楠 格)

名高い西海橋で映画「空の」に長崎港口で爆発、沈没したボルトガル船「ウス号」の潜水調査始まる。

大学の男女共同参画



稲葉 カヨ

京都大副学長



いなば・かよ 50年岐阜県生まれ。78年京都大学大学院理学研究科修士。99年京都大学教授、13年から現職。14年ロレアル・ユネスコ女性科学賞受賞。専攻は免疫生物学。

学系全体で25%の女性研究者採用を目指すとしたが、到底及ばず、11年度からの第4期計画でも数値目標が引き継がれた。

グローバル化で競争が激化しているのは経済分野だけではない。日本の大学は、教

育・研究・国際化などの視点から世界大学ランキングで順位付けされ、世界規模の優秀な学生の争奪戦に巻き込まれている。少子化が進む日本でも大きな課題であり、斬新な研究や魅力的な授業、学習・就業環境の整備を進める上で、女性の教員・研究者が果たす役割は大きい。

しかし、そうした世界的視野から危機感を抱く大学教員は限られる。大学の人事は、学部や専攻、古い講座制といった狭い範囲で進められることも多く、男性中心で進む。理事などの役員や学部長、学局長などの管理職になると、女性比率はさらに低い。男女間の不均衡は改善されることなく再生産される。

東京・品川で今夏、京都大学の主催で「女性リーダー育成ワークショップ」が開かれた。国内15大学と1研究機関から、女性研究者を支援するリーダーの女性ら約50人が参加した。女性教員・役員を増やすには女性枠が有効だが、抵抗感を示す男女教員もあり、

男女双方の意識改革が必要との声も出た。

討議の結果、5項目を柱とした「品川提言」を採択した。

①国内全大学で女性比率の目標を設定する。例えば20年までに女性教員や役員の比率を30%以上とする②各大学は女性の地位向上の最終目標や指標を設ける。昇任などを決める人事委員会の女性比率を30%50%とする③有期雇用や非常勤をめぐる問題に配慮する④育児・介護期間中は研究補助者を雇用するなど働きやすい環境の整備⑤女性に対するいかなる排除も、孤立化も許容しないである。

品川提言は、各大学と文部科学省によるリーダーシップの発揮を求めている。これをどう実現するのか。女性のための改革ではない。日本の大学の生き残りのため、女性の教員・研究者・役員の積極的登用は不可欠である。改革のキアは、直ちにローからハイに切り替えられなければならない。

女性の積極的登用が不可欠

航空機空席

(2日16時現在)
○あり △残り少し ×なし

◆福江空港発

行き先 発日 3 4 5 6 7 8 9
【ANA】 90570-090-222

情報ス

論説・解説

稲葉 カヨ
京都大副学長



識者評論

「女性の活躍推進」「女性の管理職登用」といった言葉を目にする機会が増えた。2020年までに指導的地位に就く女性比率を30%以上とする政府の目標や、経済界への働き掛けによる女性管理職の数値目標などである。9月は政府などによる「女性が輝く社会に向けた国際シンポジウム」や多数のイベントが各地である。この分野の取り組みが遅れている業界の一つに、大学などの教育・研究の場がある。

日本で女性研究者の比率は14.4%であり、経済協力開発機構(OECD)加盟国の最下位である。日本の企業は8.0%、短大を含む大学教員は25.0%。工学系は1桁台にとどまる。

問題は比率の低さだけではない。韓国などかつては遅れているとみられた諸外国に猛スピードで追い越される一方で、日本の大学は、進み方があまりに遅い。憂慮した政府は、06-10年度までの第3期科学技術基本計画で、自然科学系全体で50%の女性研究者採用を目指すとしたが、到底及ばず、11年度からの第4期計画でも数値目標が引き継がれた。

グローバル化で競争が激化しているのは経済の分野だけではない。日本の大学は、教育・研究・国際化などの視点から世界大学ランキングで順位付けされ、世界規模の優秀な学生の争奪戦に巻き込まれている。少子化が進む日本で大きな課題であり、斬新な研究や魅力的な授業、学習・就労環境の整備を進める上で、女性の教員・研究者が果たす役割は大きい。

いなば・かよさんは1950年岐阜県生まれ。78年京都大学院理学研究科修了。99年京都大教授、2013年から現職。14年ロシアルーネンスコ女性科学賞受賞。専門は免疫生物学。

女性の積極的登用 教員・研究の場に不可欠

しかし、そうした世界的視野から危機感を抱く大学教員は限られる。大学の人事は、学部や専攻、古い講座制といった狭い範囲で進められることも多く、男性中心に進む。理事などの役員や学部長、部局長などの管理職になると、女性比率はさらに低い。男女間の不均衡は改善されることなく再生産される。

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討議の結果、5項目を柱とした「品川提言」を採択した。

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品川提言は、各大学と文部科学省によるリ・リーダーシップの発揮を求めている。これをどう実現するのか。

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岡崎 哲二
京大東大教授

経済サプリ

濱田 名譽教授
和安 大名譽教授

ミズノ 日中韓を求めた。国、具体

悪化が妨げる。いて「話」確に臨要閣僚。拜を控施設を。島・竹。決に向権問題

男子テニスの錦織が全米オープンで、子9年ぶりのベストんだ。戦後の四大大初の4強である。1年のオープン化以降のテニスが拡大し、アツアツした中で、守



レシーブを攻撃的にせた成果であり、身8だしかない錦織選進撃は、小柄なアジ可能性を広げる快挙る。

ベスト8をかけたでテオニツチ選手

社説

「第26回日本一の手裏会フェスティバル」

泊まりがけでゆっくりと本県の秋の観光、味覚などを楽しんでもらえるというメリットもある。

会場には馬見や、食べ物こころ満たれる。このうち

女性研究者の割合増やそう

国内の大学の女性教員らが中心になり、女性研究者の割合を増やすための数値目標の設定などを求める提言をまとめ、文部科学省に提出した。各大学に対し、女性教員の地位改善へ必要な対応を促している。

内閣府によると、日本の女性研究者比率は14・4%で、先進国で最低レベル。米国の33・6%の半分にも満たない。准教授、教授となるにつ

大学教員らが提言 数値目標を求める

れて女性の比率は下がり、提言した女性教員の一人は「上に行くほど孤立しやすい」と指摘する。

提言をまとめたのは、東京大、京都大、九州大、名古屋大、早稲田大、慶応大など国内14大学と産業技術総合研究所などの女性理事、副学長、研究者ら約50人。政府の成長戦略が「2020年に指導的地位の3割以上を女性に」と掲げたことを挙

げ、国内の全大学で教員・研究者、役員に占める女性の割合を増やすための到達目標を設けるよう求めた。

さらに、教員の雇用や昇任を決める人事委員会委員の3割以上を女性にする▽女性教員の雇用、昇進を推進するためのガイドライン策定▽育児・介護中の女性に対する支援制度の充実——などを呼びかけた。

京大の稲葉力三副学長は「一つの大学だけでは現状は変わらない。横のつながりを深め、情報共有をしながら、取り組みを広げていきたい」と話している。

(伊東和貴)

Related Articles

1) Asahi Newspaper (9 July 2014, part 1)

朝日新聞 2014年7月9日 朝刊 1ページ 東京本社

「隠れた意識」に向き合いたい



今年1月28日、神戸市の理化学研究所。無機質な設備が並ぶ場所での記者会見は、普段と全く違う華やかな雰囲気にも包まれていた。カメラの前には、小保方晴子氏(30)。アイラインを強調したフルメイクに巻き髪、指にはゴールド

の大きな指輪。いやが応でも目をひく、とそこにいた記者は感じた。彼女が立ち上がると、ひざ上丈のフレアスカートがふわりと揺れ、フラッシュが一斉にたかれた。歴史に残る大発見をしたのは「若くてかわいらしい女性」だった――。

一連のSTAP細胞問題は、ワイドショーも連日取り上げ、みんなの関心の的になった。なぜあれほど人々をひきつけたのだろう。STAP細胞の真偽のせいでいばかりではない。彼女個人に対する関心が非常に高かった。それは誰の心にも眠る「意識の底にあるもの」のためではないか。

人は時に性別や年齢、容姿といった属性だけで判断を左右してしまう。あるいは利用し、消費する。眠っているときもあれば、表に顔を出すときもある。人々の思考に大きな影響を与えている。

最近では、都議会や国会でのヤジ騒動もあった。問題となったヤジは明らかに偏見だ。普段は口に出して

言わないものが、不規則な形で表出した。

「女が生きて 男が生きて」というこのシリーズを始めるにあたって、この「隠れた意識」に向き合いたい。それを自覚することが、誰もが生きやすい社会を実現する最初の一步になるかもしれないと考えるからだ。

まずは、STAPフィーバーを見た女性科学者の話から始める。

2面に続く

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仕事 容姿 趣味 出産 年齢 結婚 恋愛 教育 育児 家庭 女性としての人生と個性と

女が生きる

女性研究者の比率		女性国会議員の比率	
ロシア	41.7%	ルワンダ	63.8%
英国	38.3	スウェーデン	45.0
米国	34.3	ノルウェー	39.6
フランス	25.6	ドイツ	36.5
ドイツ	24.9	フランス	26.2
韓国	16.7	英国	22.6
日本	14.0	米国	18.3
	2013年産学共同 参画白書から	韓国	9.2
		ロシア	10.4
		日本	8.1

2014年5月現在
外国国会同盟
(PU) 数値
（衆院）第14院

女性と社会をめぐる年表

1945年 女性参政権実現
61 配偶者控除できる
75 『私生活』人、優遇される」のCMに婦人団体が抗議
79 「おこはえ強姦せい」という大平正芳首相の発言を市川房枝氏が国会で質問
86 男女雇用機会均等法施行
92 育児休業法の施行
99 女性の時間外労働などの規制緩和

2005 出生率1.26で過去最低

13 安倍政権が戦後最大の柱に「女性の活用」掲げる。
2020年度までに女性の管理職比率を3割(国)の目標に

14 都議会・塩村文夏氏が鈴木卓治から「早く結婚したい方がいい」とヤジを飛ばす問題に

写真：佐々木美津子（東京大学）

STAP報道を見て、古屋大学大学院生命理工学攻の佐々木成江准教授「ようやく女性研究者の躍が目に見える形で出たと喜んだ。同じ専攻に4の女性研究者がいる。報後、地元テレビから「理女子（リケジョ）の活躍

[illegible]

別があったと言う。「公婆」で東大助教授に選ばれた時は、女に男の学生を教えられるのかと言われた」

今はそんなことを誰も言わない。だが、女性リダーは少ない。女性限定の公婆が必要なのは、日本がまだ過渡期にあるからだ。

「ケジョブ」を利用したり、
「ケジョブ」があつた」と
という気持ちがあつた」
正直に打ち明ける。

取材を受けた森さんと
々々木さんはカメラの前
「画期的な成果」と褒め
「論文不正が明らか
になると、2人は「科学
として反省しています」

「このせいはかりでなく
番組はいいさか味味の悪
ものになった。子育てで
立する大変さがこさらに
調されていたらだ。

10歳の娘がいる佐々木
さんは「こやうて、女性
社会進出できない理由が

STAP細胞の研究不正を検証した。外部の有識者でつくる改革委員会（岸田雄策委員長）は、理化学研究所発生・再生科学総合研究所センター（CDB）の小保方晴子氏の採用を「信じ難い杜撰さ」と指摘した。

過去の論文を精査しないなどさまざまな弊害を省略、人事委員会も面接だけで内定した。改革委員会のメンバーの一人は「理研から見せてもらった書類を総合すると、間違えなく普通ではない人々のやり方がなされた」と言える。

が大きな要因になっている。ある要員は「たぶん、CDには高橋政太郎、女性の研究室主任、女性会の会長、39歳、19%を占めるが、採用担当の人事委員会のメンバーは全員の平均年齢が20歳と若く、公選で47歳の応募者が採られるのは異常なことだ」と、採用審査は通常費8人、費用が出るが、小保氏の場合全員が賛成した。採用された女性は、なんとその中には「女性、などとは関係ない、さんか」である（採用担当が口頭上を見抜いたかも知れない）。この高橋氏は「いわい」という当分は「男にすぎない」ということだが、すべからず、いまのところは変わっていないところだ。4日の理事会で語った。

改革委の岸委員長は、調

査を通じ「男性が女性をフ
ェアに扱っていないと感じ
ていた」。自分自身の研
究生活でも、女性の同僚は
ほとんどいなかった。今回
の改革委には4人の女性が
いたが、「1人は、審査し
て採用するのは女性を偏
見している」と、男性たち
に怒っていたと話す。女性
の登用を増す措置は必要
だが、さまざまな審査の特

育て問題に落とし込まれる。(組織の意思決定を)幹部に女性が少ないとが根本問題なのに、そこに目が向かない」と嘆く森さんは番組で「結婚出産もせずにきた」こととクローズアップされた。1998年に名大助教に就任し、2004年に教授に

人事の焦点が、STAP細胞という大発見の可能性にあったのはもちろんだ。しかし採用に加え、その後の論文のチェックの甘さなどには、彼女の年齢や容姿が影響した、と複数の委員は見る。「50〜60代の男性研究者は（若い女性に）免疫がない。若さやかわいさ

今年5月、千鶴講師館の林氏がキャスターの番組に、朝日新聞のスクープが出現した。林氏は「PAP騒動の報道について、すごいニュースだが、かっぱ着なぞは不必要な報道だったのでは?」と語った。

報道を振り廻す、STAP細胞発見を知せる1月30日の新聞では、全国紙すべてが理研が公開した研究室の、小保方弘が「かっぱ着」の写真を載せた。

科学というところにくく、分野に統着に関をせよ。そのため、人物に焦点を当てるのは工夫の1つ。翌日からはテレビ、週刊誌をはじめ、STAPAP細胞

胞そのものより、小保方氏自身や人物に焦点を当てた記事や番組も増えていく。捏造疑惑が持ち上がり、小保方氏が開いた4月9日の記者会見を報じた記事で、新聞各紙は写真を大きく扱った。9日の夕刊最終版は各紙すべてが1面に潤んだ目でマイクを持つ小保

武田雄一、恵英大学文化人教授（メディア）の語
最先科学は環境を巡るもの（メディア）。理解しては味をわたり、科学的な人となりを介して社会的な意味をともなう語りがある。IPS（環境）を開発した山中伸弥・京都大学教授の時の、「メソボクが趣味」との報道があった。だから、当初、小方さんの人物報道に重点が置かれてここには方がない、面もある。しかし、小方さんの研究が重大な女性へ救いを与えたとはい異例だった。それは「若い女性」が科学者の世界について、あるいは成果を誇ることが学際的な研究、そのように私たちに思っているからだ。それは私たちに「私」に込められた。最後のは、男性社会と面会する女性たちは男は男、プラザバートは女性に似ているというイメージがつけられた。メディアもいよいよ共同研究。相当づけたこととこの文化に委ねられて報道してきている。（聞き手・中野の文）

政治部、男性中心の
京本社も、デスク會
は1軒末満。言っ
て初めからあきめてい
ましたとそれひま
にされた意識」をテーマ
社内にもいろいろな
す。この問題はそう
単純ではありません。だからこ
取り上げることにしました。こ
から年間を通じて、女性性を
じたまささま視点から、社会
取り切っていきます。

(担当デスク・秋山剛子)
◆この企画への感想、ご意見
josei@asahi.comまでメール
お寄せ下さい。

2月2日の朝日新聞3面（東京本社版）「キスで目覚め『お嬢様雑誌』」。STAP細胞の作り方を説明した小保方氏自身の言葉に首肯したものです。紙面内容を決めるデスクに出ていた私は、若くてかわいいう女性だからこそ取り上げ方のように感じました。が、口にしませんでした。

Table of Contents

Shinagawa Proposal 2014

Press Coverage

Program of the Two-day Special Workshop

1. Introduction	1
2. Welcoming Remarks by Vice President Kayo Inaba	5
3. Welcoming Remarks by Executive Vice President Masako Egawa	7
4. Address by H.E. Ms. Kumiko Bando	9
5. Small Group Discussion	11
6. Lecture and Notes by Professor Jeanette C. Takamura	16
7. Closing Remarks by Vice President Junichi Mori	42

目 次

品川提言 2014

メディアでの紹介

プログラム

1. はじめに	1
2. 稲葉カヨ 京都大学副学長による挨拶	5
3. 江川雅子 東京大学理事による挨拶	7
4. 坂東久美子 文部科学省文部科学審議官による挨拶	9
5. グループ別の議論	11
6. ジャネット・タカムラ コロンビア大学教授による基調講演の資料	16
7. 森 純一 京都大学国際交流推進機構長による閉会挨拶	42



**APRU Asia-Pacific Women in Leadership Program (APWiL)
Special Workshop**

PROGRAM

Dates: July 1–2, 2014

Venue: Kyoto University Tokyo Office

27th floor, Shinagawa Intercity Tower A

2-15-1 Konan, Minato-ku, Tokyo 108-6027 Japan

Access Map: <http://www.kyoto-u.ac.jp/ja/tokyo-office/about/access.htm>

5-minute walk from JR Shinagawa Station



Schedule:

Day 1: July 1, Tuesday

- | | |
|--------------|--|
| 14:30 | Registration |
| 14:30-14:40 | Welcome and Briefing by conference organizers (conducted in Japanese)
Executive Vice President Masako Egawa, The University of Tokyo
Prof. Yasuko Takezawa, Institute for Research in Humanities, Kyoto University |
| 14:40-15:30 | Self-introduction by all participants |
| 15:30-15:40 | Break |
| 15:40-17:00 | Small group discussion on successful examples and challenging issues with regard to the institutional or structural strategies at the university level with executives, leaders, and potential leaders from different universities |
| 17:00 -18:00 | Entire group discussion |
| 18:00-19:15 | Networking Reception |

Day 2: July 2, Wednesday

- | | |
|-------------|---|
| 9:45 | Registration |
| 10:00-10:10 | Welcoming Remarks by Vice President Kayo Inaba, Kyoto University |
| 10:10-10:20 | Address by H.E. Ms. Kumiko Bando, Deputy Minister of Education, Culture, Sports, Science and Technology (MEXT), JAPAN |

- | | |
|-------------|--|
| 10:20-11:05 | Lecture by Professor Takamura, Columbia University, Q&A
“Securing Japan’s Best Future: Leadership Strategies for Women in Academia” |
| 11:05-11:50 | General discussion (on issues such as strategic analysis and general planning) |
| 11:50-11:55 | Photo Session |
| 11:55-13:00 | Lunch/networking |
| 13:00-14:45 | Small group discussion concerning <i>Shinagawa Proposal</i> , an action plan for women’s empowerment within higher education in Japan |
| 14:45-15:00 | Break |
| 15:00-17:30 | Entire group discussion/Prof. Takamura’s input towards the formulation of <i>Shinagawa Proposal</i> |
| 17:30 | Closing Remarks
Vice President Junichi Mori, Kyoto University |

* The second day workshop is open to APRU members in Japan and will be conducted in English.

Overview:

The Asia-Pacific Women in Leadership Program (APWiL) Special Workshop aims to discuss the importance of a systematic strategy to promote gender equality in academic institutions, and provide faculty and staff members responsible for university management with an opportunity to share relevant information and ideas in order to enhance their knowledge and leadership skills.

The APWiL is a gender equality initiative that was launched at the APRU 17th Annual Presidents Meeting in Vladivostok, Russia in June 2013. In the same month, under the leadership of Dr. Masako Egawa, executive vice-president of the University of Tokyo, the APWiL Planning Meeting was held in Tokyo as a trial workshop. This Special Workshop, planned for July 2014, seeks to build on the achievements of the Planning Meeting.

The delay in efforts to advance gender equality in Japan has often been pointed out. This workshop intends to provide a forum to share and discuss each participating university’s current situation, challenges, and vision regarding specific issues related to gender equality, including employment opportunities, promotion, research environment, and work-life balance, and to explore ways to improve the situation. It also aims to provide a networking opportunity for faculty and staff members in management positions who are tackling similar challenges, or who are anticipated to play leadership roles in the future. A keynote lecture on the current situation in the U.S. will be delivered by Dr. Jeannette C. Takamura, professor at Columbia University. The workshop will also include small group discussions, a problem-solving session, a plenary discussion session, and networking opportunities to provide a fruitful experience to all participants. We look forward to the active participation of faculty and staff members who are directly or indirectly involved in university reform and development.

Keynote Speaker and Instructor:



Jeanette C. Takamura
Dean and Professor
Columbia University School of Social Work

Dr. Jeanette C. Takamura is the first female dean at the nation's first school of social work. The faculty of the school is multidisciplinary and includes economists, sociologists, a psychiatrist, developmental and social psychologists, an attorney, demographers, individuals who are also public health professionals, and others.

Much of her life's work has been dedicated to the advancement of national and state policies and programs in aging, health, and related areas. She was assistant secretary for aging at the U.S. Department of Health and Human Services from 1997 to 2001.

Dean Takamura has served on numerous national and international boards, commissions, and working groups, is a fellow of the National Academic for Public Administration and the National Academy for Social Insurance, and has received many awards, among them the Lucy Stone Award from the White House for her advocacy on behalf of older women and the enactment of the National Family Caregiver Support Program.

In 2006, she was named a Social Work Pioneer by the National Association of Social Workers (NASW) Foundation, the premier professional association for social workers. In 2009, she was honored with The Order of the Rising Sun, Gold Rays with Neck Ribbon by the Government of Japan, for her outstanding contributions to the promotion of social welfare policies and programs and the status of Japanese American. She is a third-generation Japanese American and was born and raised in Hawaii. Her doctorate in social policy is from Brandeis University in Waltham, Massachusetts.

Participating universities: Keio University, Kyoto University, Osaka University, Tohoku University, University of Tokyo, Waseda University, Kyushu University, University of Tsukuba, Hokkaido University, Nagoya University, Nihon University, Hiroshima University, Kumamoto University, Meiji University, National Institute of Advanced Industrial Science and Technology

はじめに

去る2014年7月1-2日、京都大学東京オフィス（品川）において、京都大学主催により「女性リーダー育成ワークショップ」が開催されました。これは、「環太平洋大学協会」(APRU, Association of Pacific Rim Universities) の傘下にある、「アジア環太平洋女性リーダープログラム」(APWiL, Asia-Pacific Women in Leadership Program)の活動の一環として行われたものです。

APWiLとは、2013年6月にロシアのウラジオストックにおいて開催されたAPRUの第17回年次学長会議において始動されたジェンダー間の平等を促進するためのイニシアティブです。同年6月に東京大学の江川雅子理事のリーダーシップのもと、東京大学において第一回のAPWiLワークショップが開催されました。今回のワークショップはそれに続く二回目となり、15の大学と1研究所から、50名が参加しました。京都大学の稲葉カヨ副学長（男女共同参画担当（当時））、同大学の森純一国際交流推進機構長および同大学人文科学研究所の竹沢泰子教授が発起人となり企画・主宰しました。

今回のワークショップの主たる目的のひとつは、女性リーダーの育成に有益な知識やノウハウを共有することでした。これは、大学において男女共同参画を推進するには、役員等に女性が積極的に登用され、重要な意思決定に女性の声が反映されることはきわめて重要である、という認識に基づいています。ワークショップをリードして頂くために、コロンビア大学のジャネット・タカムラ教授を講師として招聘しました。

もうひとつの目的は、これまでほとんど存在していなかった、男女共同参画推進のための大学間ネットワークを構築することでした。それにより、より広いコミュニティにおいて、さまざまな情報や戦略が共有され、ともに働きかけることのできる基盤構築を目指すものでした。

一日目は、参加者の自己紹介と、男女共同参画関連の成功例と課題を討論し、共有することに時間を費やしました。女性枠で多数の女性教員・研究者雇用に成功した大学や逆に反対に遭い実現に至らなかった大学の事例紹介、男女とも意識改革が必要であるといった意見など、さまざまな経験や意見が共有されました。

二日目は、文部科学省の板東久美子審議官（当時）からご挨拶のスピーチを頂きました。続いて、ジャネット・タカムラ教授による基調講演、その後、グループ討論・全体討論を重ね、「品川提言」（巻頭に掲載）を作成しました。

タカムラ教授を講師として招聘した理由は、ハワイ出身の日系アメリカ人三世で訪日経験も豊かで日本文化について造詣が深く、文化面への配慮があること、またアイビー・リーグ

の大学で唯一の女性のDeanであり、タカムラ先生ご自身が女性のリーダーシップを十分に発
起しておられるからです。

「品川提言」については、企画の段階では予定しておりませんでした。せっかくのこの
集いと議論を形にしようということになり、2日目の午後の討論でおおよその草案を仕上
げ、後日、約一か月近くかけてメールで意見を集約して完成に至りました。「品川提言」に
ついては、朝日新聞、共同通信（高知新聞、山形新聞等）、メディアでも広く紹介されまし
た（巻頭記事参照）。このような具体的な形で1日半の会議の成果が生み出されたことを嬉し
く思います。今後参加者の方が、それぞれの大学の男女共同参画の推進に向けて十分に活用
し、大学に限らず、日本社会全体の課題として活発に議論されていくことを期待したいと思
います。

今回、残念ながら時間の関係でこのワークショップに参加されたそれぞれの大学の理事・
副学長等すでにリーダーとなっておられる先輩方の貴重な経験談を伺うことができませんで
した。今回のワークショップに続く形として、近い将来にぜひともそのような機会に恵まれ
ればと思います。

ご多忙を極めるなか、貴重なお時間を割いて本ワークショップに参加し、時機を得たスピ
ーチを下さいました、文部科学省の坂東久美子審議官（当時）、ニューヨークから遠路はる
ばるお越し下さり、私たちに有益なご講演と適切なご助言を下さり、励まして下さったタカ
ムラ先生に深く感謝いたします。

ご多忙の中、2日間のワークショップに参加して下さった参加者の皆様にも深く御礼申
し上げます。最後に、会の運営を円滑に進めて下さった、京都大学研究国際部国際企画課国
際交流推進室の馬渕光正室長および西井美季さん、京都大学人文科学研究所の村田佳美さ
ん、会議に参加し、その後本報告書の編集補佐を務めて下さいました、京都大学文学部博士
課程のティムール・サンドロヴィッチさんと渡辺紀子さんに深くお礼申し上げます。

稲葉カヨ（京都大学男女共同参画担当副学長）

森 純一（京都大学国際交流推進機構長）

竹沢泰子（京都大学人文科学研究所教授）

Introduction

The Asia-Pacific Women in Leadership (APWiL) Workshop was organized by Kyoto University and held at the Kyoto University Tokyo Office on 1–2 July, 2014. The workshop was organized as part of the APWiL program of the Association of Pacific Rim Universities (APRU).

The APWiL program, which aims to promote gender equality in the Asia-Pacific region, was launched at the APRU 17th Annual Presidents Meeting, held in Vladivostok in June 2013. The 1st APWiL workshop was held at the University of Tokyo in the same month under the leadership of Prof. Masako Egawa, executive vice-president of the University of Tokyo. The current workshop is the 2nd in the series, and drew participation from over fifty professors and executives from fourteen universities and one research institute. The workshop was proposed and organized by Prof. Kayo Inaba (vice-president for gender equality, Kyoto University), Prof. Junichi Mori (vice-president for international relations, Kyoto University), and Prof. Yasuko Takezawa (professor, Institute for Research in Humanities, Kyoto University).

One of the main objectives of the workshop was to share knowledge and know-how to promote the cultivation of women leaders in the academic sector. In order to instigate changes with regards to gender equality in universities, it is of great importance for the voices of women to be heard when important decisions are made, and for women to be widely promoted to executive positions. We invited Prof. Jeanette Takamura (dean and professor, School of Social Work, Columbia University) as a keynote speaker and instructor for this workshop.

Another objective of the workshop was to establish an inter-university network to promote gender equality, something which has not previously existed. In doing so, we aimed to build a platform where, in larger communities, different information and strategies can be shared and a certain level of influence can be exerted.

On the first day of the workshop, the participants gave self-introductions and shared their experiences, opinions, and problems relating to gender equality issues at their institutions. For example, it emerged that some universities had succeeded in employing a relatively large number of female faculty members and researchers, while at other institutions, such initiatives were opposed and did not come to fruition. It was acknowledged that efforts must be made to raise the level of gender consciousness among both male and female faculty and staff at such institutions.

On the workshop's second day, H. E. Ms. Kumiko Bando (then Japan's deputy minister of education, culture, sports, science and technology) gave the opening speech. Prof. Jeanette Takamura then delivered the keynote speech. In addition to being the only female dean among the Ivy League universities, Prof. Takamura is a third generation Hawaii-born Japanese American with a highly developed degree of cultural sensitivity, as well as a deep appreciation of and

familiarity with Japanese culture. Embodying many of the qualities vital to women leaders, her status as a role-model made her the perfect choice for the workshop's keynote speaker.

Prof. Takamura's speech was followed by group and plenary discussions involving all participants, with the aim of formulating the Shinagawa Statement, the text of which can be found at the beginning of this report. Although it was not our plan to issue a formal statement such as the Shinagawa Proposal when we were preparing for the workshop, we decided during the course of our discussions that it would be useful to produce a concrete outcome, and formulated a rough draft on the second day, following the afternoon debate. The statement was then finalized after gathering comments and opinions via e-mail over the course of the next month. We are very happy with the result, and believe that it is a suitable outcome to our one-and-a-half day meeting. We hope that the Shinagawa Statement will be useful in our efforts to improve the situation regarding gender equality at our respective institutions, and that it will serve as a springboard for further discussions on this important issue that permeates the whole of Japanese society.

Unfortunately, we did not have time during the workshop to listen to all of the valuable experiences of those in senior executive positions, such as university vice-presidents, who have already become women leaders in their respective workplaces. We hope, however, that future editions of the workshop will provide us with opportunities to benefit from hearing their experiences.

Finally, we would like to express our sincere thanks to Deputy Minister Kumiko Bando, who, despite her extremely busy schedule, made a very insightful speech. Also, many thanks go to Prof. Takamura, who came all the way from New York to help us, giving a very informative lecture and encouraging us in many ways with her wise advice.

We would also like to sincerely thank all of the participants of this two-day workshop who joined us, despite their busy schedules. Also, we would like to deeply thank Mr. Mitsumasa Mabuchi and Ms. Miki Nishii (International Affairs Division, Kyoto University), Ms. Yoshimi Murata (Institute for Research in Humanities, Kyoto University), and Mr. Tymur Sandrovych (Graduate School of Letters, Kyoto University) for supporting this workshop in a myriad of ways.

Kayo Inaba, Vice President for Gender Equality, Kyoto University

Junichi Mori, Vice President for International Relations, Kyoto University

Yasuko Takezawa, Professor, Institute for Research in Humanities, Kyoto University

Welcoming Remarks



Kayo Inaba
Vice President for Gender Equality
Kyoto University

I would like to say a few words as we begin the Second Asia-Pacific Women in Leadership Workshop or APWiL for short. First off, thank you for taking time out of your busy schedule to attend. I am happy to inform you that we have a large group from diverse areas of expertise here today. In addition to Japanese member universities of the Association of Pacific Rim Universities (APRU) and the U.S.-Japan Research Institute (USJI), we have university personnel actively engaged in gender equality initiatives, individuals involved in management and administration, as well as the faculty members who are the driving force of our society. I am also pleased to announce that we are joined by the Global Leadership Program Director Cheryl Torrado from APRU.

Thanks to the efforts of Dr. Masako Egawa, the Executive Vice-President of the University of Tokyo, the First Workshop, “Nurture of Young Female Researchers” occurred last year. This year, Professor Yasuko Takezawa from the Institute for Research in Humanities, Kyoto University, has continued this initiative, and thanks to her efforts, Professor Jeanette Takamura has honored us by accepting our invitation to this workshop. Professor Takamura is the first female and the first Asian-American Dean of Columbia University School of Social Work.

It has been noted that Japan is lagging behind other OECD member states in terms of women’s participation in public affairs. In particular, it is evident that we have a fewer women in leadership positions. The same can be said of women in research. Currently few women are in roles that will shape science and technology in Japan. Japan shows the lowest ratio of women researchers among the OECD nations: a mere 14.4%. To improve this situation, various initiatives have been launched under the leadership of the Japanese Government and the Ministry of Education, Culture, Sports, Science and Technology; these include a program to support women researchers from suspending their work due to life events, a program to actively employ excellent female tenure faculty members, and a program to motivate junior and senior high school girls to pursue careers as researchers.

As you may know, approximately less than 35% of women researchers in Japan belong to academia. However, the ratio of women researchers at universities is only 21.8 percent. More

precisely, the ratio is a mere 14.6 percent at national universities, but exceeds 25 percent at municipal and private universities. Regardless of the type of university, women researchers tend to hold lower positions than men.

I believe that academic leaders should possess the qualities of a researcher, an educator, an administrator, or a combination of these. However, first and foremost, leaders must have a concept, mission, objectives, and enthusiasm. In addition to personal qualities, the ability to act as a leader can be learned and enhanced through education and training.

The goal of this workshop is to sift through the problems of the respective Japanese institutions and discuss organizational strategies to promote gender equality, especially leaders in academia and ways to develop women leaders. I expect that Professor Takamura will provide insight and helpful suggestions based on her experiences in the United States.

Last but not least, I would like to express my sincere gratitude to Professor Junichi Mori, the Director for the Organization for the Promotion of International Relations as well as Profs. Yasuko Takezawa and Masako Egawa, for their strenuous efforts for organizing this workshop. Thank you very much and I hope that you find this workshop to be extremely helpful and beneficial for all of you.

Welcoming Remarks

Asia-Pacific Women in Leadership (APWiL) Workshop によせて



Masako Egawa
Executive Vice President
The University of Tokyo

このたび京都大学の主催で APWiL 男女共同参画／女性リーダー育成ワークショップが開催されたことを大変嬉しく存じます。ご尽力頂いた、森先生、稲葉先生、竹沢先生、研究国際部の皆さんに心よりお礼を申し上げます。

APWiL (Asia-Pacific Women in Leadership) は、日本の 6 大学（東北、東京、慶応、早稲田、京都、大阪）が加盟する APRU (Association of Pacific Rim Universities：環太平洋大学協会。アメリカ、アジア、太平洋地域などの 45 大学が加盟。1997 年設立) の主要なプログラムの一つで、2013 年の APRU 年次学長会議で正式な活動として承認されました。加盟大学の競争力を高め、学術分野での女性の活躍を支援するために、(1)ベストプラクティスを共有するプラットフォームを形成する、(2)リーダー層の多様化を促進する、(3)高等教育分野のジェンダーギャップを埋めるための方策や政策の立案に貢献する、を目的としています。

今回のワークショップに先立って、2013 年 6 月、東京大学の主催で、オレゴン大学の G. リッチモンド教授による、交渉・リーダーシップについてのパイロット・ワークショップが行われ、5 大学 20 名の教職員が参加しました。これを通じて、女性教職員が問題意識を共有し、大学を超えたネットワークを形成することができ、今回のワークショップ開催のきっかけとなりました。

今回のワークショップでは APRU 加盟大学以外にも輪を広げ、全国から 16 大学・機関の 50 名が参加しました。日本の文化的背景を踏まえた内容とするために、コロンビア大学の J. タカムラ教授に基調講演をお願いしました。また、2 日間にわたる活発な議論の結果を「品川提言」にまとめることができました。今後、APWiL では、加盟大学が各々の状況に即した独自の具体的な取り組みを進めるとともに、課題を話し合ったり、ベストプラクティスを共有したりするためのワークショップを開催していく予定です。

APWiL の開始にあたって、加盟大学の実情を比較する Gender Gap Report を作成しましたが、日本の大学は教職員の女性比率、中間管理職の女性比率、上層部の女性比率のいずれにおいても、加盟大学の最下位となっています。近い将来、これらの比率が改善され、日本の大学において女性の活躍の場が大きく広がることを祈念しています。

Towards the Asia-Pacific Women in Leadership (APWiL) Workshop

I am very pleased that Kyoto University kindly hosted the APWiL special workshop on leadership development in July. I am especially grateful for the contributions by Profs. Mori, Inaba, and Takezawa, and for the hard work by the administrative staff of Kyoto University's International Affairs Division.

The APWiL (Asia-Pacific Women in Leadership) is a major program formally adopted by the Association of Pacific Rim Universities (APRU) at its Annual Presidents' Meeting in June 2013. APRU, which was established in 1997, is an association of forty-five universities from the Americas, Asia, and the Pacific region, including six Japanese universities, namely Tohoku, Tokyo, Keio, Waseda, Kyoto, and Osaka. The objectives of APWiL are: 1) to create a platform for sharing best practices, 2) to promote diversity in leadership, and 3) to contribute to the planning of strategies and policies to bridge the gender gap in higher education. These objectives seek to enhance the competitiveness of the APRU member universities and support the activities of women in academia.

Prior to the present workshop, a pilot workshop on negotiation and leadership by Prof. Geraldine Richmond of the University of Oregon was organized at the University of Tokyo in June 2013. Its participants included twenty faculty members from five universities. During that workshop, women faculty members shared their experiences concerning the problems they face and an inter-university network was created, which provided the impetus for organizing the present workshop.

The scope of the present workshop was not limited only to the member universities of APRU, and fifty people from sixteen universities and research institutions throughout the country participated. Professor Jeanette Takamura from Columbia University was invited to give a keynote lecture discussing the cultural background of Japan. Following Prof. Takamura's lecture, two days of fruitful discussions were summarized in the form of the Shinagawa Statement.

Within the APWiL program, the participating universities will further promote their own specific initiatives in accordance with their individual situations, and at the same time, we plan to hold more workshops in the future for the sharing of best practices.

When APWiL was launched, a Gender Gap Report was compiled in order to compare the actual situations of the participating universities. The report indicated that the Japanese universities had the lowest proportion of women among faculty members, middle management, and top management among the participating universities. I hope that in the near future, this situation will improve, and that there will be more opportunities for women to play an active role in Japanese universities.

Address

H.E. Ms. Kumiko Bando

Deputy Minister of Education, Culture, Sports, Science and Technology

Prof. Inaba, vice-president of Kyoto University, Prof. Takamura, dean of the School of Social Work at Columbia University. Ladies and gentlemen, it's a great pleasure for me to extend a few words at the opening of this workshop for women leaders in Pacific Rim countries, supported by the Association of Pacific Rim Universities APWiL. First of all, I would like to express my congratulations to Prof. Inaba on her winning the L'Oreal–UNESCO Award for Women in Science. It is a great honor for all Japanese women.

As you already know, in Japan, the participation of women in society by international standards is ranked 105th out of 136 countries according to the World Economic Forum Global Gender Gap Index. The ability of women is very high, but the opportunities to utilize and demonstrate that ability in society, and participate in decision-making processes, are far from sufficient. This is mainly because of the difficulties in maintaining both work and family lives, and because of gender job-stereotyped ideas.

The proportion of women in science and engineering is also insufficient. The numbers and percentage of female researchers in Japan has been increasing, but the ratio is only 14.4%, the lowest percentage among developed countries. The ratio in the United States is 34.3%, more than double the ratio in Japan. Furthermore, very few women occupy higher positions. In the engineering field, we cannot find a female dean in any Japanese universities, and the percentage of female professors is just 3.1%. The proportion of female students in science and engineering majors is also very small. For example, only 12.3% of engineering undergraduate students and 26.2% of science undergraduate students. It is not lack of talent, but is due to hurdles such as gender bias or stereotyped ideas and insufficient conditions for life–work balance. MEXT has been making efforts to improve the systems and conditions for women to participate and succeed in science and engineering, but more efforts are needed to enhance these activities and enable women to occupy leadership positions.

But a great chance has come, Prime Minister, Abe regards women's power, as the largest potentiality in our society, and he is very eager to promote women's activities. Utilization of women's power is a key factor for economic growth. Diversity is essential for accelerating innovation and creation. Japan's revitalization strategy, which is the Abe

administration's strategy for economic growth, set a target for the percentage of women occupying leadership positions to reach at least 30% by 2020. To reach that target, the government is providing incentives to companies promoting women's activities, and providing support to help women cope with different stages of life and diverse life events. The Japanese government is also developing working environments to promote work-life balance for both men and women. To encourage companies to appoint women to executive and management positions, government is now preparing legislation to oblige companies listed companies to publicize the situation of such appointments. Japan's revitalization strategy also includes efforts to support female researchers in maintaining academic careers while raising a family, such as preparing the environment and promoting research activities, and encouraging academic institutions to appoint women to leadership positions.

MEXT has established a work force to advance the policies for accelerating women's activities this year. Learning, networking, and action are important for women's empowerment. This workshop is a good chance to learn from each other, construct a women leaders' network, and strengthen collaboration. I hope all the participants will be able to get fruitful results from this workshop. Lastly, I would like to express my appreciation to the distinguished promoters of the workshop, and acknowledge the support provided by the Kyoto University staff to realize this workshop. Thank you very much.

Small Group Discussion

Results of small group discussion on successful examples and challenging issues with regard to the institutional or structural strategies at the university level with executives, leaders, and potential leaders from different universities, as well as general discussion led by Prof. Takezawa.

All the participants have been divided into six groups, at first they had some time to discuss the main points within the group, and after that one representative from each group presented the outcomes of in-group discussion to the audience. The main discussion points have been summarized by Prof. Takezawa and divided into two categories: “successful examples” within different universities, and “issues” which still remain and have to be dealt with in the nearest future.

Successful examples

Group 1:

- The WLB environment has not been provided on the full scale for women researchers some seven or eight years ago, but we can say that now universities have the groundwork to build and environment on it.
- There are many associate professors, but the number of women is also increasing, as well as that of young researchers.
- Example: “speed-up activities” at Tohoku University. Women who have been employed on a tenure track basis have a chance to move to other university, and do not stay at one place all the time.

Group 2:

- There is a higher possibility of recruiting an excellent woman researcher if the open recruitment is made for women only (there is a tendency to prefer positions with more possibilities and higher level of stability).
- Example: approximately 80 applications have been made for a position in science discipline at Tokyo University, and there were so many excellent applicants that it was extremely difficult to choose one among them.

Group 3:

- An institution for promotion of gender equality has been created, and there has been progress in creating a necessary environment (facilities such as nursery rooms and ladies' rooms, meetings (tea parties) at which the professors can give advice to young female faculty staff etc.)

Group 4:

- Women-only recruitment
- Example: there has been an opening for 5 competitive positions at Kyushu University. Around 170 people applied for it, but there were so many excellent researchers among them that 10 people have been hired. This means that there are enough candidates, but a continuous effort is needed to find them.
- Leadership skills of the President (or people in top administrative positions).
- Example: at Kyushu University, the President showed much understanding towards the support system for women during delivery and childcare period, and a system has been created so that when a woman in the position of assistant or lecturer gives birth to a child, another person of the same position is recruited within that department for a period of 3-5 years.

Group 6:

- Selection for “speed-up activities”, specifying a “positive action” plan.

Remaining issues

Group 1:

- The number (of women) within administrative and leadership positions is small, there is a strong need to increase it.
- The number of professors who might become leaders is still very small.
- Because the term of office of associate professor is decided, it is quite difficult for an assistant professor to enter the “class” of leaders. The know-how about how to become a leader is not widely disseminated, and as a result new leaders are not created.
- Not so many people desire to become leaders, because after you do, the number of administrative duties increases, and this affects research as well.

Group 2:

- There is a possibility that some people do not apply for a common recruitment open position, even if they can do so.
- The number of (women researchers) is small, which leads to difficulties with creating women network.
- Women do not come into the spotlight even if they have some academic achievements. So there is an urgent need to create networks of women researchers.

Group 3:

- Young people from child-raising generation are being employed, but the problem is that it is difficult to take a maternity leave.
- People in Human Resource and Recruitment positions are men in most cases, so women are not employed that much.

Group 4:

- There is a need to “visualize” the presence of women.
- How can we bring up young female leaders?
- How can we establish a system of regular women support? What kind of support shall the administrative staff provide in order to increase and raise up the number of female researchers?

Group 5:

- What are the possible ways for motivating the development of programs for raising up future leaders?
- There is a need to promote female leaders to stages higher than just “symbolic presence”.

Group 6:

- There are examples where the formulations of the positive action texts were made less direct.
- Do we really need to mention directly the “percentage of women”? How should we answer to criticism concerning the “reverse discrimination?”
- If we do not employ a quota system, how can we increase the recruitment of women?

- ・ An “octopus pot” (foxhole)-style open recruitment should be replaced by creating “women-only” positions, and this, in turn, should be done in as many spheres as possible.

グループ別の議論：

ワークショップ参加者は6つの班に分かれ、それぞれの班内に研究機関としての戦略または成功例および残された課題に関して討論を行い、その後竹沢教授のファシリテーションにより全体討論を行った。その成果の概要は下記のとおり(日本語版)

成功例：

グループ1：

- ・ 7-8年前は女性研究者のWLB環境が整ってなかったが、少なくとも大学として取り組める素地ができた。
- ・ 准教授が多いものの女性が増えてきている、若手教員が増加した。
- ・ 事例：東北大学の加速事業。テニユアトラックで採用された女性が大学だけにとどまらず他大学へも転出している。

グループ2：

- ・ 女性限定公募をした方が優秀な女性が集まる(可能性・安定性が高い方を好む傾向)。
- ・ 事例：東京大学の理系のポストに約80名の応募があり、1人に決めきれないほど優秀な人が多かった。

グループ3：

- ・ 男女共同参画の組織が出来、環境の整備が進んだ(託児所、女性トイレなどの施設、教授がメンターとなって若手女子教員の相談にのるミーティング(茶話会)等)。

グループ4：

- ・ 女性限定の採用
- ・ 事例：九州大学の部局間競争による採用。競いあって応募者を募った結果、募集5名のところに約170名が応募、優秀な人が多かったため10名採用。→候補者がいないわけでは無く、探す努力が必要。
- ・ 総長(トップ)のリーダーシップ
- ・ 事例：九州大学、出産育児期の支援に理解のある総長、1名女性(助教か講師)が出産→その部局ではもう1名同じ職位の教員を3~5年採用できる制度。

グループ 6:

- ・ 加速事業に採択、ポジティブ・アクションを明記している。

課題:

グループ 1:

- ・ 役員・リーダー層が少ない、数を増やしていく必要。
- ・ リーダー層になれる教授層が少ない。
- ・ 准教授は任期付きなので、リーダー層になりにくい。リーダーとしてのノウハウを教授しきれず、つながらない。
- ・ リーダー層になると雑務増え、研究に支障が出るので、なりたがらない。

グループ 2:

- ・ 応募できるのに、普通枠には応募していない可能性。
- ・ 人数が少ないため、女性のネットワークを作ることができない。研究業績があるにもかかわらず、表舞台に女性が立てない。→女性のネットワークを作る必要性。

グループ 3:

- ・ 採用された人は若い世代で子育て世代だが、産休が取りにくい。
- ・ 採用人事担当が男性である場合がほとんどなので、女性が採用されない。

グループ 4:

- ・ 女性の存在の「見える化」。
- ・ 若手女性リーダーをどう育成していくか。
- ・ 開設された女性支援の制度をどう定着させていくか。
- ・ 女性研究者を増やす、育成する事務側のサポートとは。

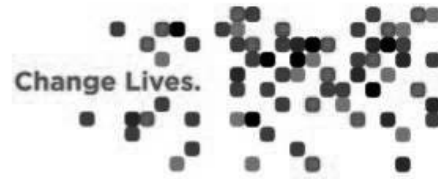
グループ 5:

- ・ 将来のリーダーを育むプログラムの発展、どうモチベーションを与えるか。
- ・ 女性のリーダーを「お飾り的な存在」以上の段階に進める必要性。

グループ 6:

- ・ ポジティブ・アクションの文言を弱める例も。内容、どう明記するのか共通認識がない。
- ・ 「女性枠」に関して、文言明記すべきか？「逆差別」という批判にどう答えるか？
- ・ クォーター制を設けないならばいかに女性の採用を増やすのか。
- ・ 応募者が少ない「タコツボ」公募→「女性枠」を設けることは、なるべく広い分野に広げること。

Lecture by Professor Takamura



Securing Japan's Best Future

**Association of Pacific Rim Universities
Asia-Pacific Women in Leadership
Tokyo, Japan
July 2014**

Jeanette C. Takamura, Ph.D.
Dean and Professor
Columbia University School of Social Work



The Necessity of Transformation



Japan's Best Future

Japan's urgent challenges within a global context:

- **Economic power:** eclipsed by China, soon India, others
- **Demographics:** aging, marital status, births
- **Academic leadership:** China highly competitive
- **Shift in leadership and influence:** digital, youthful, competitive execs who embrace and stimulate change

Japan's solution: Break the Bamboo Ceiling

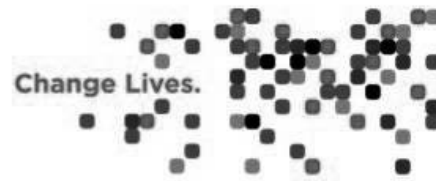
- OECD & World Economic Forum research on the status of women and Goldman Sachs, Deloitte, McKinsey reports
- Women are Japan's Supervitamin



Japan's Best Future

National/Global Vision and Aspirations

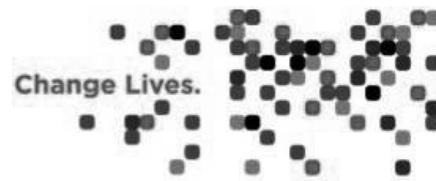
- A revitalized nation
- A stronger economy
- A competitive global power
- More resources and opportunities for all
- Pride in Japan and global respect
- Requires the empowerment of women, diversity
- Requires evidence of respect, appreciation, and rewards (women hold up half the sky)



Japan's Best Future

Japanese Women: Perceptions

- As capable as men, more adaptable, more “cosmopolitan”
- Strong, long-suffering experts at *gaman*
- Held back by pervasive, troubling gender discrimination
- At risk of sexual harassment, domestic violence, and self-injury



Japan's Challenges in General



Japan's Best Future

Women's empowerment initiative calls for:

- Increasing women in the workforce by 30%
- Increasing women in leadership positions by 30%
- Reforming child care (improve quality) and other policies

Initiative necessitates that women:

- Add more to their responsibilities
- Be involved in developing meaningful policies, programs, incentives, and rewards
- Be convinced and have choices and support to prevent burden and feeling used and disregarded



Japan's Best Future

Evidence of General Progress in Corporate Japan

- Gender equality is a conscious corporate initiative
- More women are rising to leadership positions
- Baselines, benchmarks, and timelines are being used more
- Next steps, Japan's women (and men) must:
 - Protect women's rights and life options
 - Incentivize, prepare, and reward women
 - Support men and boys to make positive changes or depression, alcoholism, and domestic violence could increase



Gender Equity Challenges within Higher Education



Japan's Best Future

Empowerment of Women in Academia

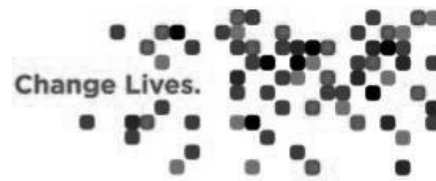
- The conservative nature of universities impedes progress
 - Tenure thwarts motivation for change
 - Highly structured gender-biased environments are the norm
 - Networks and informal processes overpower and reinforce the status quo
 - Funding empowers and privileges certain researchers, certain foci, research methods
 - Generational differences pose significant impediments
- Intentions alone cannot not reverse impediments
- Strategic actions are needed for desired impact and outcomes



Japan's Best Future

Impediments to Gender Equity in Higher Education

- The faculty and executive recruitment processes
- Lack of access to essential resources (for childrearing)
- Discomfort with pioneering, few role models or templates
- Lack of or poor mentoring
- Lack of a legitimized and enduring “place” and “voice”
- Lack of strong networks and informal support in and out of department, isolation
- Multiple responsibilities curb productivity and pace needed for advancement



Japan's Best Future

The Case for More Women in Higher Education

- Japan's global future, its economy, and well-being
- Demographic revolution is changing the market for higher education
- Younger generations expect the status of women to be on par with men
- Scholarship and knowledge building require women's perspectives (half the sky)



Japan's Best Future

Academic Leaders Can Contribute to Transformation

- CEOs of corporations in Japan are improving the status of their female employees to secure their corporations' futures
- University Presidents are also CEOs and must do the same
- Only the president of a university can provide the vision, set the direction, and introduce transformative initiatives
- University presidents can assure the competitiveness and thus the future of their institution and its students, alumni, faculty, and staff
- But university presidents cannot succeed alone, without viable ideas for initiatives, and help with implementation



The Recruitment, Retention, and Promotion of the Status of Women in Higher Education



Japan's Best Future

Recruitment

- Establish a Target of Opportunity Program (TOP) to recruit women faculty, researchers, leaders, and promising post-doctoral fellows
- Appoint mostly women to a University Gender Equity Committee
- Have the Committee monitor TOP results by each department
 - Issue annual reports and reminders of hiring targets
 - Base chair's merit increase partially on the results produced
- Require at least 1/2 of each department's recruitment and selection committee to be female (from all over the University if needed)
- Partner with secondary schools to set up a pipeline for the future



Japan's Best Future

Supportive Recruitment Packages for Women

- Offer salary and research support to depts for recruitment packages
 - Include a signing bonus that can be carried forward when not used
 - Provide research assistant(s)
 - Provide access to research methods/statistical consultation
 - Provide travel funds to present research at conferences
 - Provide a multi-year flex scheduling alternative
- Provide an exemption from teaching duties for a semester to year to give the new member time to advance her research
- Organize cohorts from across the university to prevent isolation
- Provide a thorough, outcomes and success-focused orientation



Japan's Best Future

Mentoring and Integration Program

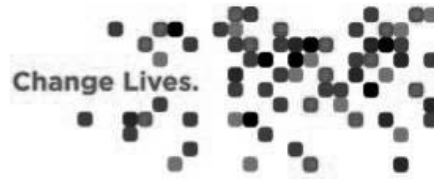
- Provide departments with funding for the provision of a defined mentoring support and integration program to new faculty
- Engage successful senior faculty member(s) to mentor and integrate new recruits into the department(the “post-resume” opportunity)
- Tie mentors’ annual merit increases/additional compensation to new recruits’ successes
 - Ask new faculty members for mentor preferences (may be in another department)
 - Train mentors on what quality mentoring is and is not
 - Monitor and evaluate mentors



Japan's Best Future

Mentoring and Integration Program

- Host special cross-university meetings to discuss and make tenure and promotion requirements and strategies transparent
- Provide seminars and workshops on research and teaching methods
- Host networking lunches for women faculty to encourage collaborative research and publications
- Ensure that women faculty are on policy and other governance committees and, if possible, provide workload credit for serving on committees that have substantial work



Japan's Best Future

Steer New Faculty toward National/Global Prominence

- Have new faculty members develop focused research agendas with their mentors
- Have them identify the most influential scholars and publications to reach
- Have mentors work with faculty on a plan for their scholarship development (collaborative work, consultation from statisticians, critical review of publications, etc.) and monitor accomplishments regularly
- Help them reach international scholarly circles



Japan's Best Future

Strive to Ensure Work-Life Balance

- Have the Gender Equity Committee review and enhance child care, elder care, flex time, and other essential supportive benefits
- Seek the input of faculty members in the generational cohorts that are most impacted
- Reward and give visibility to department chairs for supportive initiatives that foster a favorable work-life balance (note mindsets tied to generations)
- Have the Gender Equity Committee monitor, assess, and report on work-life quality



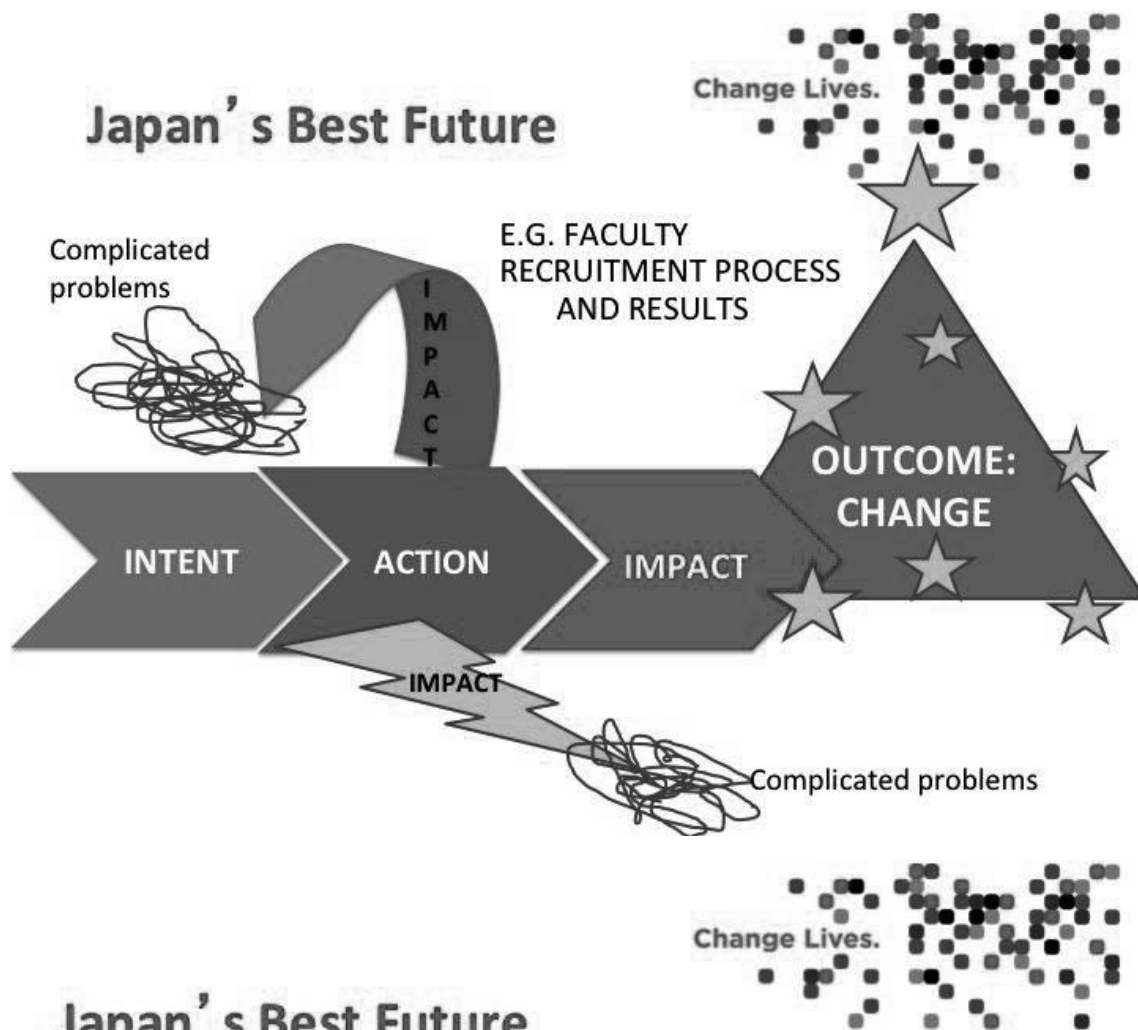
Japan's Best Future

Appoint Women to Executive Positions

- Recruitment strategy is similar to recruitment of female faculty
- Provide intensive leadership and management training and orientation
- Develop a future leaders program
 - Offer leadership and management training and orientations to the structure and functions of the University's administrative units
 - Have each participant design and complete an administrative project addressing a real need
 - Work with them on developing a career plan in academia



Strategic Approaches



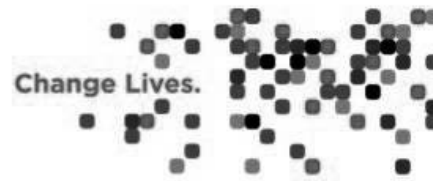
Japan's Best Future

Transformation within Universities

- A **"tipping point"** (critical mass) must be reached for a new trend or mindset to emerge (Malcolm Gladwell, 2000)
- **Three "laws"** related to trends or social epidemics:
 - The Law of the Few the people who make trends happen
 - The Stickiness Factor how memorable an idea is
 - The Context the influence of the environment

The Law of the Few: Those who enable trends to emerge:

- "Connectors" know and connect lots of people
- "Mavens" link people to new information
- "Salespersons" persuade others

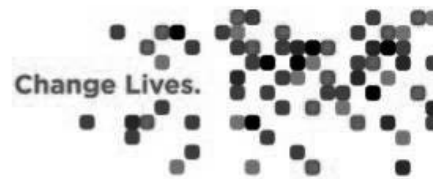


Japan's Best Future

The Challenge of Mindsets - very deep beliefs

- ***Kangae-kata*** (style or way of thinking)
- A paradigm; e.g., the world is flat, women are inferior beings, women leaders are not feminine
- The “lens” through which one sees the world, limitations, opportunities
- Example from *Whistling Vivaldi* by Claude Steele, social psychologist (“stereotype threat”)

What should the mindset about women be in Japan's universities?

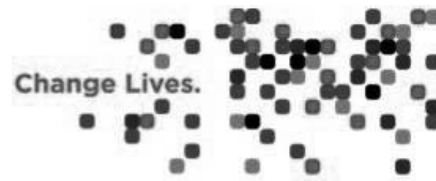


Japan's Best Future

Mindsets can be transformed, how so in academia?

- **A threat to survival and leadership** -Demographics – also in higher education
-BRIC's rise
- **Charismatic leadership and direction**-Abe - also needed
- **A significant event** -2020 Olympics
Like Beijing
- **Peer or significant pressure** -Other nations
- **New and different experiences** -Work or study abroad
- **Systematic training programs** -Human resource training

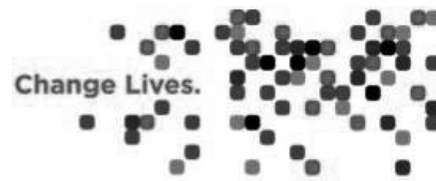
AT TIPPING POINT → “An Idea Whose Time Has Come”



Japan's Best Future

Tri-Level Strategy

- Pick your battles strategically, know where, how, when
- What would motivate your President? Your Dept. Chair?
- What is your shared common ground?
- To whom would he listen?
 - An individual?
 - A group? What group? Where are there allies?
 - Can you be allies and form a guild or league?
- What would your message be? Survival, demographics, the future



Japan's Best Future

Micro Aggressions, Micro Insults

- Hostile comments and actions by a person to another
- Micro aggressions may be unconscious or subconscious; micro insults usually are not
- Micro aggressions are rude, insensitive, or cruel behaviors

Examples:

- A male faculty member ignores a female faculty member's attempt to speak in a meeting.
- A male faculty member says, "Women should just stay home and have babies."



Change Lives.

Japan's Best Future

Dealing with Micro Aggressions, Micro Insults

- Prevent micro aggressions, micro insults through University-wide trainings by the Gender Equity Committee to foster a culture of civility and respect
- Give publicity to positive examples
- Provide information on what micro aggressions are and how they work against productivity and the climate of the workplace
- Have Gender Equity Committee track these incidents

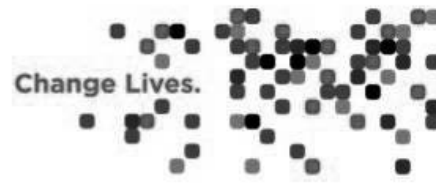


Change Lives.

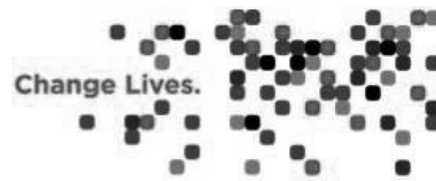
Japan's Best Future

Dealing with Micro Aggressions, Micro Insults

- Figure out whether, where, when, and how you will deal with the micro aggression.
- Describe what happened. It felt like _____. Ask for clarification. Was that your intention?
- Use their name and say _____. Please do not do that again. I would like us to work well together.



Next Steps



Japan's Best Future Multi-Level Strategy

- Organize a guild or a league
- Find allies with whom you can figure out your University strategy and collaborate (connectors, mavens, and salespersons)
- Be clear about the business case for women at your university
- Look for an opportunity to meet with your president, suggest initiatives that would enhance his leadership
- Role play dealing with micro aggressions
- Find mentors and develop a career plan



Japan's Best Future

Develop Essential Skills (Men also)

- Dealing with fixed mindsets
- Dealing with micro aggressions, micro insults
- The art of disagreement and negotiations
- Leading and speaking with confidence, grace, respect
- Meeting management and participation
- New behaviors for a gender-neutral, diverse, global workplace; in contexts other than Japan
- Performance management and feedback



Japan's Best Future

A nation that enables women and men to realize their full potential and be the best that they can be is one that has a promising future.

**Securing Japan's Best Future
Association of Pacific Rim Universities
Asia-Pacific Women in Leadership
Tokyo, Japan
July 2013**

**by
Jeanette C. Takamura, Ph.D.
Dean and Professor
Columbia University School of Social Work**

Notes

Please do not use this without the citation above.

This presentation is all about the necessity of transforming the status of women in Japan's society in order to achieve Japan's best future.

There are urgent challenges confronting Japan within our increasingly global context.

These include:

- Challenges to Japan's economic competitiveness. Japan has been eclipsed by China, will soon be eclipsed by India as well, and other nations that are on the rise.
- Japan has demographic challenges. Its population is the most aged in the world. Its women are no longer as interested in marrying or having children. Hence, its replacement rates are of concern.
- There are challenges as well to Japan's academic leadership in Asia. China is a determined nation, pouring considerable resources into building its academic, arts, and cultural institutions.
- There has been a shift in leadership and influence driven by a digital age, populated by competitive young wizards in India, China, and Korea who are driving technological advances and who embrace and stimulate change.

One of Japan's solutions is to "break the bamboo ceiling."

- There is ample evidence based upon OECD and World Economic Forum research on the status of women and reports from Goldman Sachs, Deloitte, and McKinsey that the Japan's economic future will depend upon the empowerment and inclusion of women in leadership circles.
- Women are Japan's "supervitamin".

A national/global vision and aspirations have been articulated by Prime Minister Abe and others. This vision is aimed at achieving a revitalized nation and a stronger economy. It strives to continue as a competitive global power in order to ensure that there are more resources and opportunities for all, pride in Japan, and global respect.

However, this requires the empowerment of women and a new appreciation of the opportunities that diversity presents. It requires evidence of respect, appreciation, and commensurate rewards for women. To quote Mao Tse Tung, who was able to establish a central role for women in revitalizing China, “Women hold up half the sky.” In Japan, women have held up at least half the sky. It is time now for them to be acknowledged and enabled to contribute publicly and fully to build Japan’s future.

Japan’s women are perceived to be as capable as men, ore adaptable, and in many cases more “cosmopolitan”. They have been strong, long-suffering experts at *gaman*. They have been held back by pervasive, troubling gender discrimination, and it is well known that Japanese women are often at risk of sexual harassment, domestic violence, and self-injury.

The women’s empowerment initiative advanced by Prime Minister Abe has called for:

- increasing women in the workforce by 30%
- increasing women in leadership positions by 30%
- reforming child care (improving the quality of child care) and other policies.

This initiative, unfortunately, necessitates that women:

- add more to their many existing responsibilities
- be involved in developing meaningful policies, programs, incentives, and rewards
- be convinced to participate more, but they will need to have both choices and support to prevent feelings of burden , of being used, and of being disregarded

The good news is there appears to be evidence of general progress in corporate Japan, particularly in Western corporations with a presence in Japan. In many such corporations:

- gender equality is a conscious corporate initiative
- more women are rising to leadership positions
- baselines, benchmarks, and timelines are being used more to ensure objective processes

Japan's women and men must work together to:

- protect women's rights and life options
- incentivize, prepare, and reward women
- support men and boys to make positive changes. The alternative is that there will likely be increases among men in depression, alcoholism, and domestic violence.

Within higher education, the empowerment of women is not easily accomplished, but it is essential. The inherently conservative nature of universities impedes progress. Among the challenges are the following:

- Tenure thwarts motivation for change
- Highly structured gender-biased environments are the norm
- Networks and informal processes overpower and reinforce the status quo
- Funding empowers and privileges certain researchers, certain research foci, and certain research methods
- Generational differences in values and expectations tied to gender and other variables among faculty members also pose significant impediments for younger academics

It is important to bear in mind that intentions alone cannot reverse the impediments identified. Strategic actions are needed to achieve desired impact and outcomes.

Other impediments to gender equity in higher education include:

- The faculty and executive recruitment processes
- The lack of access to essential resources, such as assistance with quality child care
- The discomfort that both women and men have with pioneering women's empowerment as there are few role models or templates
- The lack of or poor mentoring of women in academia
- Women lacking a legitimized and enduring "place" and "voice"
- The lack of strong networks and informal support in and out of a member's department, which results in feelings of isolation
- Multiple responsibilities held by women that curb the academic productivity and pace essential for their advancement in higher education

There are reasons why there is a need for more women and more women in leadership positions in higher education. These include:

- Women are essential contributors to ensuring Japan's global future, its economy, and well being
- Japan's demographic revolution is changing the market for higher education. There are fewer young people who are potential higher education students
- Younger generations of women expect the status of women to be on par with that of men
- Scholarship and knowledge building require women's perspectives to capture an accurate representation of the world

Japan's academic leaders can contribute to their nation's essential transformation.

- CEOs of corporations in Japan are improving the status of their female employees to secure their corporations' futures
- University presidents are also CEOs and must do the same
- Only the president of a university can provide/represent the vision, set the direction, and introduce transformative initiatives
- University presidents can assure the competitiveness and thus the future of their institution and its students, alumni, faculty, and staff
- But university presidents cannot succeed alone, without viable ideas for initiatives, and help with implementation

In order to recruit, retain, and promote women in higher education, the following are important to consider:

- Recruitment
 - Establish a Target of Opportunity Program (TOP) to recruit women to faculty, research, leadership, and post-doctoral positions
 - Appoint mostly women to a University Gender Equity Committee
 - Have the University Gender Equity Committee monitor TOP results by each department:
 - Require at least ½ of each department's recruitment and selection committee to be female (draw members from across the University in order to have the composition be at least ½ female)
 - Partner with secondary schools to set up a pipeline for young women to enter academia and eventually become faculty, researchers, leaders
- Supportive recruitment packages for women
 - Offer salary and research support to departments for recruitment packages

- Include a signing bonus that can be carried forward when not used
 - provide research assistant(s)
 - provide access to research methods/statistical consultation
 - provide travel funds to present research at conferences
 - provide a multi-year flexible scheduling alternative
- Provide an exemption from teaching duties for a semester to a year to give the new member time to advance her research
- Organize cohorts of women from across the university to prevent isolation
- Provide a thorough, outcomes and success-focused orientation
- Mentoring and integration program
 - Provide departments with funding for the provision of a defined mentoring support and integration program to new faculty
 - Engage successful senior faculty member(s) to mentor and integrate new recruits into the department (the “post-resume” opportunity)
 - Tie mentors’ annual merit increases/additional compensation to new recruits’ successes
 - Ask new faculty members for mentor preferences (they may prefer a mentor for another department)
 - Train mentors on what quality mentoring is and is not
 - Monitor and evaluate mentors
 - Host special cross-university meetings to discuss and make tenure and promotion requirements and strategies transparent
 - Provide seminars and workshops on research and teaching methods
 - Host networking lunches for women faculty to encourage collaborative research and publications
 - Ensure that women faculty are on policy and other governance committees and, if possible, provide workload credit for serving on committees that have substantial work
- Steer new faculty towards national/global prominence
 - Have new faculty members develop focused research agendas with their mentors
 - Have them identify the most influential scholars and publications to reach them
 - Have mentors work with faculty on a plan for their scholarship development (collaborative work, consultation from statisticians,

- critical review of publications, etc.) and monitor accomplishments regularly
 - Help faculty reach international scholarly circles
- Strive to ensure work-life balance
 - Have the Gender Equity Committee review and enhance child care, elder care, flex time, and other essential supportive benefits
 - Seek the input of faculty members in the generational cohorts that are most impacted
 - Reward and give visibility to department chairs for supportive initiatives that foster a favorable work-life balance (note mindsets tied to generations)
 - Have the Gender Equity Committee monitor, assess, and report on work-life quality
- Appoint women to executive positions
 - Recruitment strategy is similar to recruitment of female faculty
 - Provide intensive leadership and management training and orientation
 - Develop a future leaders program
 - Offer leadership and management training and orientations to the structures and functions of the University's administrative units
 - Have each participant design and complete an administrative project addressing a real need
 - Work with faculty on developing a career plan in academia

In order to have transformations or changes that increase the number of women in leadership positions occur in higher education, it is important as faculty are recruited to have clearly identified intentions (objectives) that are actionable, and that generate the right impact. If the intentions and actions are not clearly determined and well-focused, the impacts that could result might be unproductive and lead to complicated problems.

Transformation in Japan's universities will occur when:

- A tipping point is reached, whether this is in the number of female faculty or female academic leaders. A tipping point (critical mass) must be reached for a new trend or mindset to emerge (Malcolm Gladwell, 2000).
- Three laws related to trends or social epidemics are observed and used:
 - The Law of the Few: that is, there are a few people who make trends happen. Among these individuals are those who are:
 - Connectors: they know and connect lots of people

- Mavens: they link people to new information
- Salespersons: they persuade others
- The Stickiness Factor: this is about the extent to which an idea is memorable or “sticks”
- The Context: the influence of the environment

There are challenges that are inherent. One of these challenges is “mindset”—very deep beliefs or *kangae-kata* (style or way of thinking). Mindsets are:

- paradigms; e.g., that suggest that the world is flat, that women are inferior beings, women leaders are not feminine — all beliefs that are patently untrue but become part of a belief system
- the lens through which one sees the world, limitations, and opportunities
- In *Whistling Vivaldi*, Claude Steele, a social psychologist talks about “stereotype threat”
- *What should the mindset about women be in Japan’s universities?*

Mindsets can be transformed. How might this be in academia?

- By recognizing that there are threats to the survival of higher education institutions as we know them and thus to the leadership of universities.
 - The demographic profile of Japan clearly points to a diminishing number of young people who might attend universities
 - At the same time, the BRIC nations are on the rise, so they may strive to build their own academic strength and intellectual capacity
- By taking advantage of charismatic leadership and direction, such as Prime Minister Abe is attempting to provide
- By using significant events, as China did when it hosted the Beijing Olympics. Japan will have this opportunity when it hosts the 2020 Olympics. At that point, the world will discount Japan if it has not transformed the status of its women
- By using peer or significant external or internal pressures as those from competitor nations
- By the lessons learned through the acquisition of new and different experiences, as through work or study abroad
- Through systematic training programs that provide women and men the knowledge and skills necessary to bring forward the improvement of the status of women within higher education.

One could contend that Japan is at a tipping point: the empowerment of women is “an idea whose time has come”.

Women in any institution, and higher education institutions are no exception, experience “micro-aggressions” and “micro-insults”.

- These are hostile comments and actions by one person directed at another (man to a woman, for example)
- Micro-aggressions may be unconscious or subconscious, micro-insults usually are not
- Micro-aggressions are rude, insensitive, or cruel behaviors
- Some examples include:
 - A male faculty member ignores a female faculty member’s attempt to speak in a meeting
 - A male faculty member says, “Women should just stay home and have babies.”

To deal with micro-aggressions and micro-insults:

- The best course is prevention by offering University-wide trainings by the Gender Equity Committee towards a culture of civility and respect
- Give publicity to positive examples
- Provide information on what micro-aggressions are and how they work against productivity and the climate of a workplace
- Have the Gender Equity Committee track these incidents
- Women faculty should figure out whether, where, when, and how you will deal with micro-aggressions
 - Describe what happened to the aggressor. Tell them, it felt like _____.
Ask for clarification. Was that what you intended?
 - Use their name and say _____
Please do not do that again. I would like us to work well together. When you do things like that it is disrespectful and does not encourage a good working relationship.

To deal with gender-based discrimination at a mezzo level:

- Organize a guild or a league
- Find allies with whom you can figure out your University strategy and collaborate with them. They could be connectors, mavens, and/or salespersons
- Be clear about the business case for women at your university

- Look for an opportunity to meet with your president and suggest initiatives that would enhance his leadership
- Role play how you would deal with micro-aggressions
- Find mentors and develop a career plan

It is important for women and men to develop essential skills that would enable them to:

- deal with or prevent fixed mindsets
- deal with micro-aggressions, micro-insults
- use the art of disagreement and negotiations
- lead and speak with confidence and grace and respect
- manage and participate productively in meetings
- behave in a gender-neutral, diverse, global workplace and in contexts other than Japan
- manage by focusing on performance
- provide skillful, objective feedback

Japan's Best Future is one in which the nation enables women and men to realize their full potential and be the best that they can be.

Closing Remarks

Junichi Mori
Vice President for International Relations
Kyoto University

I will try to make my concluding remarks very short. First of all, I would like to thank all the participants of this Workshop. I will not repeat what other people have said already, but I would especially like to thank Professor Takamura for her continuous efforts. Thank you very much, and I hope you'll have safe way back to your home.

And as for the Universities...As you might already know and as Professor Takamura mentioned, the University presidents are ready to help you. Very important thing is that you have to give a good advice to them and use them. As you should be strong no matter where you are come from.

I've learned from the discourse that we need to have in our minds two very important things, which are firstly - the vision, and secondly - strategy, right? Such position can be really called an "American pragmatism".

I learned very much and I hope you will apply these things to actual conditions at your home universities. As I have already told you, we are always ready to help you, that is the purpose of management staff.

Thank you very much!

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