

COSMOS

Career Opportunity Support Model
from Ochanomizu Scientists

MEXT Special Funds

International Research Program for the Advancement of
Women in Leadership (FY2010-2015)



COSMOS

Work Book

It's time to start supporting women researchers!



National University Corporation
Ochanomizu University

Greetings

Ochanomizu University (Ochadai) was established a new Center for the Promotion of Gender Equality in FY2011 as a university-wide organization. Based on the university's more than 130-year legacy of training women personnel, this new center comprehensively verifies all aspects of education, research and organizational management from the viewpoint of gender equality. The Center aims at presenting a model as a research and education institution in Japan.

The Ochadai Index: A 50-Item Checklist to Help Build a Better Work Environment for Women and the **COSMOS Work Book** were created with the intention of proposing indices and techniques for organizational improvement. These were prepared under the Support Program for Women Researchers which Ochanomizu University implemented from FY2006 to FY2008 with a Special Coordination Funds for Promoting Science and Technology grant from the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Ever since their publication, the Index and **Work Book** have prompted many inquiries and visits from universities and institutions of all sorts, including study delegations from overseas universities. We are very grateful that this program has drawn such a great response, and we plan to take your opinions into account as we continue to propose specific policies for supporting and training women researchers, and promoting women's successful participation in society.

At present, 13.0% of the faculty members at national universities are women (according to a 2011 survey by the Japan Association of National Universities; excluding assistants). Since promoting the success of women researchers is an effective use of educational investment and 41.5% of university students are women (according to MEXT's "Basic Survey of Schools"), it is clear that many possibilities remain for tapping the latent capabilities of women.

Reforming workplace systems and employee awareness are important factors in promoting success for women. In implementing the Support Program for Women Researchers, the Ochanomizu project was named "Building a Model Work Environment for Women Researchers" to focus on both direct support for women researchers and the workplace environment. Based on the results of this project, we want to investigate, analyze and present the conditions for workplaces where women can be successful and where men and women can easily work together.

We ask for your continued guidance and support.



Sawako Hanyu

President, Ochanomizu University
2012

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Appendix: The Ochadai Index



I. The Objectives of Supporting Women Researchers

Why do women researchers need support?

Let's begin by looking at the present conditions of women researchers. Even though the number of women researchers in Japan is increasing, the percentage is still low compared with foreign countries. Childbearing, child-rearing and care for elderly family members are often mentioned as major reasons for this. Other causes that have been noted include insufficient workplace environments, a lack of role models and the low level of awareness in society.

Increasing the number of women researchers and providing environments in which they can make use of their diverse abilities is necessary, not only for enabling the activities of the researchers themselves but also for ensuring the prosperity of Japanese society.

Childcare centers where mothers can entrust their children without concern, family cooperation, and the arrangement of workplaces that support child-rearing are considered good ideas if women are to devote themselves to both work and child-rearing.

To what extent has your institution arranged an employment environment that allows employees to achieve work-life balance? This *Work Book* presents and proposes methods for assessing the employment environment and diverse support methods in accordance with varied conditions, based on the results of the Support Program for Women Researchers, "Building a Model Work Environment for Women Researchers (FY2006-2008)" financed by Special Coordination Funds for Promoting Science and Technology.

We hope this *Work Book* will prove useful in recognizing that achieving work-life balance is necessary not only for women researchers but for society as a whole, and in arranging suitable work environments.

It is not easy to set up a work environment that facilitates working and raising children at the same time. However, even one step forward in arranging such an environment will make everyone's lives more fulfilling.

We hope you will give it a try!



II. The Results and Effects of Supporting Women Researchers

Input: Arrange a Work Environment and Systems

Organizational systems reforms and support structures	Systems reforms to encourage active recruitment of women
	Appoint women to decision-making positions
	Establish a Women's Support Office and Women's Advancement Office
Work systems (systems that allow employees to go home freely at a set time)	Works improvement and greater efficiency
	Set days when workers can go home at a set time
	Reassess the system for meetings
	Revise the system for setting meeting times
Support structure for women researchers	Support for research and education
	Information support
	Efforts to train the next generation
	Efforts to raise awareness
Systems reforms (reforming systems and awareness)	

Ochanomizu University has been investigating and verifying methods of constructing a comfortable work environment in research and education institutions from a variety of viewpoints. The Ochadai Model is a graphic representation of those efforts, and the Ochadai Index was created as a specific measurement index.

Throughput: Make Effective Use of the Arranged Environment

Research and Education Support	A reduced work duties system	
	A mentoring system	
	Assignment of research assistants	
	Provision of childcare facilities	
	Establishment of women's lounges	
	Provision of a room for nursing babies	
	Support for participation in international programs	
	Provision of housing	
	Reassessment of the evaluation system	
	Childcare for children recovering from illness	
	After-school childcare and childcare for schoolchildren during long vacations	
	Career development for assistants	
	Information support (construction of an information bank)	Collection and accumulation of information for research assistants
		Creation of support pamphlets
Opening and administration of a website		
Collection, accumulation, and dissemination of information about role models		
Efforts to train the next generation	Child-rearing support scholarships system	
	Creation of a DVD about role models	
	Programs for training women leaders	
	Hold events for middle school and high school girls	
Efforts toward raising awareness	Hold symposiums	
	Questionnaire surveys	
	Raising awareness of men	
	Hold networking events inside and outside the educational institution	

The Ochadai Model

Arrange a work environment, make effective use of it and obtain the maximum effect.

Output: Obtain Effects from the Arranged Environment

Achievement of work-life balance
Achievement of diversity
Achievement of gender equality
Through obtaining and training skilled human resources:
• Improvement of the male-female ratio
• Improvement of the retention rate
• Improvement of research results

<Input> Arrange a Work Environment and Systems

The entire educational institution needs to get involved in efforts to arrange a work environment and systems. Under the strong leadership of the president, Ochanomizu University implemented systems reforms through the three support mechanisms: (1) organizational systems reforms and support structures, (2) work systems that allow workers to go home freely at a set time, and (3) support structure for women researchers.

<Throughput> Make Effective Use of the Arranged Environment

Next, enhance the support structures to make effective use of the environment arranged through institution-wide systems reforms. A multi-faceted viewpoint is required to respond to the diverse sets of circumstances surrounding women researchers. The benefits gained from the support provided are enjoyed not only by the women researchers themselves, but also by those around them. These kinds of efforts led to the creation of the Ochadai Index.

<Output> Obtain Effects from the Arranged Environment

Once the work environment has been arranged and talented personnel are in place, fostering their development will lead to a higher percentage of successful women researchers and improved research results, which will advance Japan's international competitiveness. Research and education institutions in Japan today are still having difficulty achieving work-life balance, diversity, and gender equality. The increase in the number of universities and research institutions that support women researchers and widely publicizing the effect of such support in society will bring about greater awareness among the general public.

III. Implementation Procedure

© Four Steps for Supporting Women Researchers

* Step 1 PLAN (Planning)

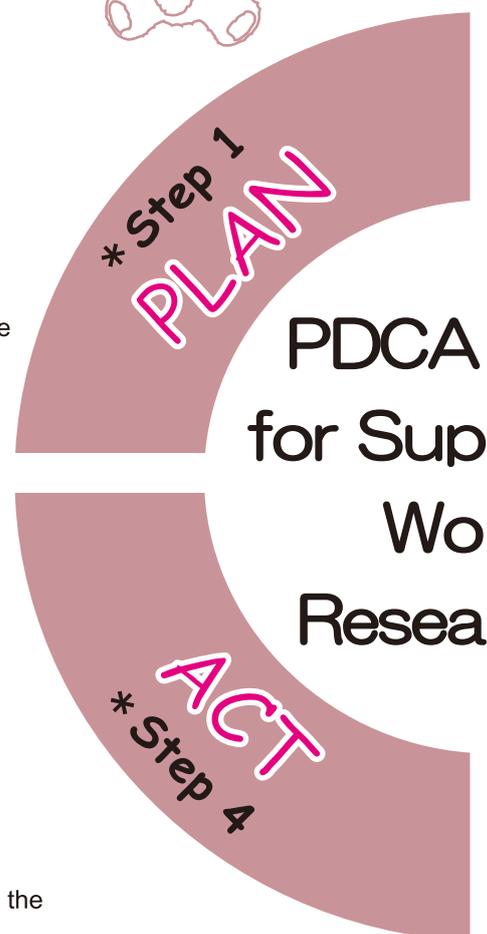
Understand and grasp the current conditions and plan the support methods

In Step 1, you will gain an overall understanding of the current state of the work environment at your institution and the feelings (awareness and degree of satisfaction) of the people who work there. You will use this information as the basis for formulating your plan to support women researchers.

You will use the Ochadai Index, which was compiled after verifying the effects of the support measures that Ochanomizu University actually implemented, to grasp the current state of the work environment at your institution. Let's use the Index to identify the recommended sequence for your institution now.

In Step 4, you will review the activities implemented so far, and examine proposals for improvement based on the support effects and problems grasped in Step 3. You will also objectively review the conditions at your own institution by studying the efforts at other institutions.

Finally, you will refine your plan to a higher level considering the activities implemented so far and good examples from other institutions, and proceed to the next stage.



* Step 4 ACT (Adjustments and improvements)

Reassess the support methods

* Step 2 DO (Implementation)

Implement the support activities according to the plan

Step 2 introduces specific implementation examples, classified by degree of difficulty, for each of the support sequences in Step 1.

This step is designed with a Foundation Sequence for solidifying the support foundations, an Advancement Sequence to advance and bring greater vitality to support activities already being implemented, and an Establishment Sequence to firmly establish the support activities so your institution can build up a comfortable work environment for women over time, sequentially progressing to higher levels.

In Step 3, you will check whether the support activities you implemented in Step 2 are proceeding smoothly, how they are being utilized, and their effects.

These checks are conducted using questionnaire surveys and interviews to measure support use, application ratios, and effects. The contents of the checks performed here are then used as base data for the adjustments, revisions and reforms of the activities implemented in Step 4.

* Step 3 CHECK (Grasping the status and effects)

Check the status and effects of the support

Cycle
porting
men
rchers

* Step 2
DO

CHECK
* Step 3



IV. Step 1 PLAN (Planning)

*The first step before planning the support methods is to understand and grasp the current conditions at your institution.

1. Grasp the Current Conditions of the Work Environment

Use the Ochadai Index in the appendix to evaluate the current work environment at your institution.

(1) Overall Rating of the Work Environment at Your Institution

◎ Confirm whether your institution has a women-friendly work environment

① Check
Place a checkmark in the column (I, II or III) that corresponds to the current situation at your institution for each check item.

② Calculate the Total Points
Add up the number of checkmarks under each column, multiply these by the multipliers for each column, and then calculate the total points.

③ Determine the Overall Rating
Evaluate whether your institution has a women-friendly work environment.

Overall Rating

A: The institution provides an exceptionally full range of support, and may be considered to have a women-friendly work environment.

B: The institution provides a full range of support, and has mostly constructed a women-friendly environment.

C: The institution should provide further support with the aim of constructing a women-friendly environment.

D: The support system is somewhat insufficient, and the institution should make an effort to construct a women-friendly environment.

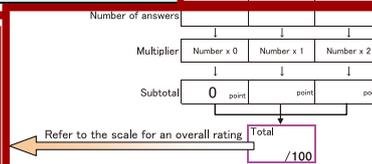
E: The support system is insufficient, and the institution needs to focus energies on constructing a women-friendly environment.

Check Item	Ochadai Index		
	I	II	III
1 Established an organization to support women researchers	No	Doing now	Yes
2 Established an external evaluation committee	No	Doing now	Yes
3 Introduced a highly fair and transparent hiring system	No	Doing now	Yes
4 Introduced a system to objectively evaluate performance	No	Doing now	Yes
5 Introduced a system to actively recruit women	No	Doing now	Yes
6 Introduced a system to promote women to management positions	No	Doing now	Yes
7 Set targets for hiring women researchers by research field	No	Doing now	Yes
8 Grasped the ratio of women researchers by research field and job position	No	Researching now	Published
9 Allocated a budget to support child-rearing	No	Doing now	Yes
10 Made efforts to increase work efficiency	No	Trying now	Yes
11 Created meeting rules (e.g., no meetings scheduled or extended past 5:00 p.m.)	No	Doing now	Yes
12 Created a set day when staff or faculty can go home at a fixed time	No	Doing now	Yes
13 Publicized the fact that men can actively use the paternity leave system	No	Doing now	Yes
14 Conducted a survey on actual working hours	No	Doing now	Yes
15 Surveyed all faculty and staff regarding work-life balance	No	Doing now	Yes
16 Created a women's lounge	No	Doing now	Yes
17 Created a multi-purpose restroom and baby nursing room	No	Doing now	Yes
18 Created a childcare facility	No	Doing now	Yes
19 Created (independently or cooperatively) a childcare facility for sick and recovering children	No	Doing now	Yes
20 Created (independently or cooperatively) an after-school childcare facility	No	Doing now	Yes
21 Created (independently or cooperatively) on-campus accommodations to support child-rearing	No	Doing now	Yes
22 Created flexible work systems during child-rearing	No	Doing now	Yes
23 Introduced a reduced work duties system during child-rearing	No	Doing now	Yes
24 Created a ubiquitous communication environment (Internet, teleconferencing system)	No	Doing now	Yes
25 Publicized the Action Plan to Support the Development of the Next Generation	No	Doing now	Yes
26 Created a performance evaluation system that considers childbearing and child-rearing	No	Doing now	Yes
27 Created a consultation service to support child-rearing and research	No	Doing now	Yes
28 Created a child-rearing scholarship system for undergraduate and postgraduate students	No	Doing now	Yes
29 Assigned research assistants to support women researchers during child-rearing	No	Planning now	Yes
30 Created a mentoring system to assist women researchers	No	Doing now	Yes
31 Supported the career development of women researchers who are raising children	No	Planning now	Yes
32 Supported the career development of research assistants	No	Planning now	Yes
33 Disseminated information via websites	No	Planning now	Yes
34 Created booklets to support child-rearing	No	Doing now	Yes
35 Built a human resource databank to support researchers who are raising children	No	Doing now	Yes
36 Disseminated information on role models to support women researchers	No	Planning now	Yes
37 Cooperated with other campuses, other institutions, and local communities to support women researchers	No	Planning now	Yes
38 Created a network among women researchers	No	Planning now	Yes
39 Held sample lectures on and off campus for middle school and high school girls	No	Planning now	Yes
40 Disseminated information on role models for middle school and high school girls (DVD, websites, booklets)	No	Planning now	Yes
41 Held networking events with role models for middle school and high school girls	No	Planning now	Yes
42 Held symposiums and other events for middle school and high school girls	No	Planning now	Yes
43 Informed all staff about support for women researchers (via e-mail, newspapers, notice boards, etc.)	No	Planning now	Yes
44 Held study meetings and networking events related to child-rearing	No	Planning now	Yes
45 Implemented measures to prevent harassment	No	Doing now	Yes
46 Raised awareness among men of support for child-rearing	No	Doing now	Yes
47 Raised management awareness of support for child-rearing while working	No	Doing now	Yes
48 Raised awareness about gender equality	No	Doing now	Yes
49 Raised awareness to understand diversity	No	Doing now	Yes
50 Raised awareness toward realizing work-life balance	No	Doing now	Yes

USE OF THE OCHADAI INDEX

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Overall rating	Total points
A	80~100
B	60~79
C	40~59
D	20~39
E	0~19



(2) Evaluation of Support Sufficiency by Category

◎ Confirm the balance of support

① Calculate the Points by Category

Add up the number of checkmarks under columns I, II, and III respectively for each of the following categories: Organization, Work System, Child-Rearing Support, Research and Education Support, Information Support, Next-Generation Development, and Raising Awareness.

② Evaluate the Support Sufficiency

Evaluate each category by the number of points as follows:

If you have the most points under "I" ... the support is insufficient.
If you have the most points under "II" ... more support is needed.
If you have the most points under "III" ... the support is sufficient.

2. Survey the Awareness and Satisfaction of Faculty and Staff

What do the people affiliated with your institution think about support for women researchers? Use the following procedure to find out. If it is not feasible to conduct a survey, try asking the people around you a few simple questions.

① **Decide whom you will survey**

Examples: Only women researchers; faculty and staff raising children (including pregnant women); all faculty and staff; etc.



② **Determine the survey items**

Examples: Basic attributes; organization for supporting women researchers; facilities and equipment to support child-rearing; research and education support; information support; next-generation development; raising awareness; work-life balance, etc.

③ **Conduct the survey**

Examples: Group survey; distributed survey (survey distributed and collected later); face-to-face survey (interview); etc.

④ **Aggregate and analyze the survey results**

Examples: Create graphs and tables after applying analytical methods such as simple tabulation, cross tabulation, statistical testing and multivariate analysis.

⑤ **Consider and summarize the survey results**

Examples: Read the results from the graphs and tables, then consider them based on the circumstances at each institution, and identify the problems and characteristics; etc.

* Work Sheet *

◇ **Summarize the characteristics of your institution's work environment.**

(1) Overall Evaluation

Total points	points
Overall rating	

(2) Evaluation of Support Sufficiency

(check the column with the largest number of checkmarks)

Support Category	I	II	III
Organization			
Work system			
Child-rearing support			
Research and education support			

Support Category	I	II	III
Information support			
Next-generation development			
Raising awareness			

◇ **Survey the awareness and satisfaction level of faculty and staff, and create a simple summary of the current problems and characteristics of your workplace.**

If it is not feasible to conduct a survey, summarize the opinions of the people around you and your own thoughts.

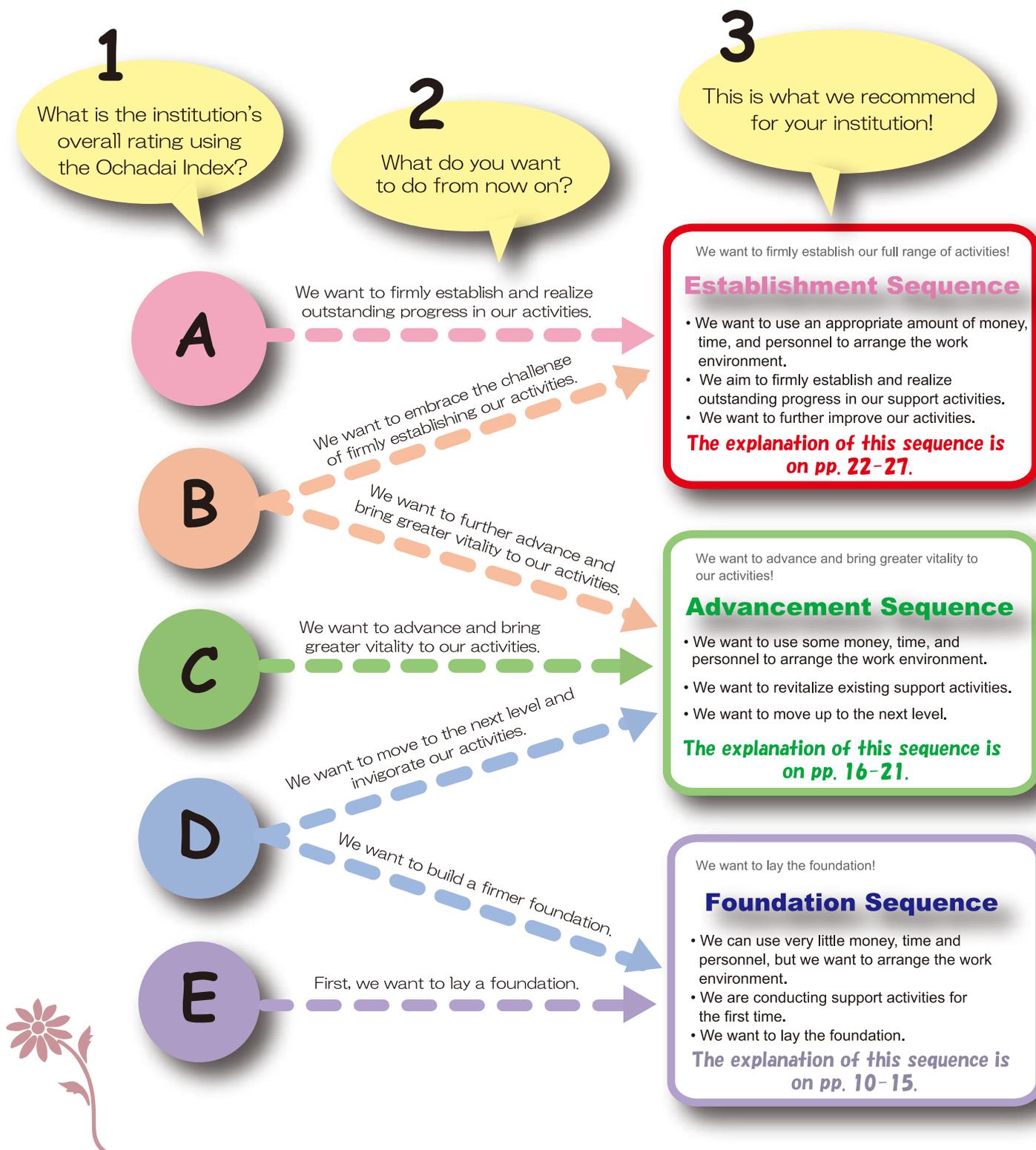
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-
-
-
-

*Make a support plan based on the current situation at your institution.

3. Support Plan

Money and staff are required to support women researchers. Planning support activities that can be implemented without too much difficulty is also important for support continuity.

To start, use the check sheet below to find the support sequence recommended for your institution.



Support Activities Mean Repeatedly Moving Up to the Next Stage

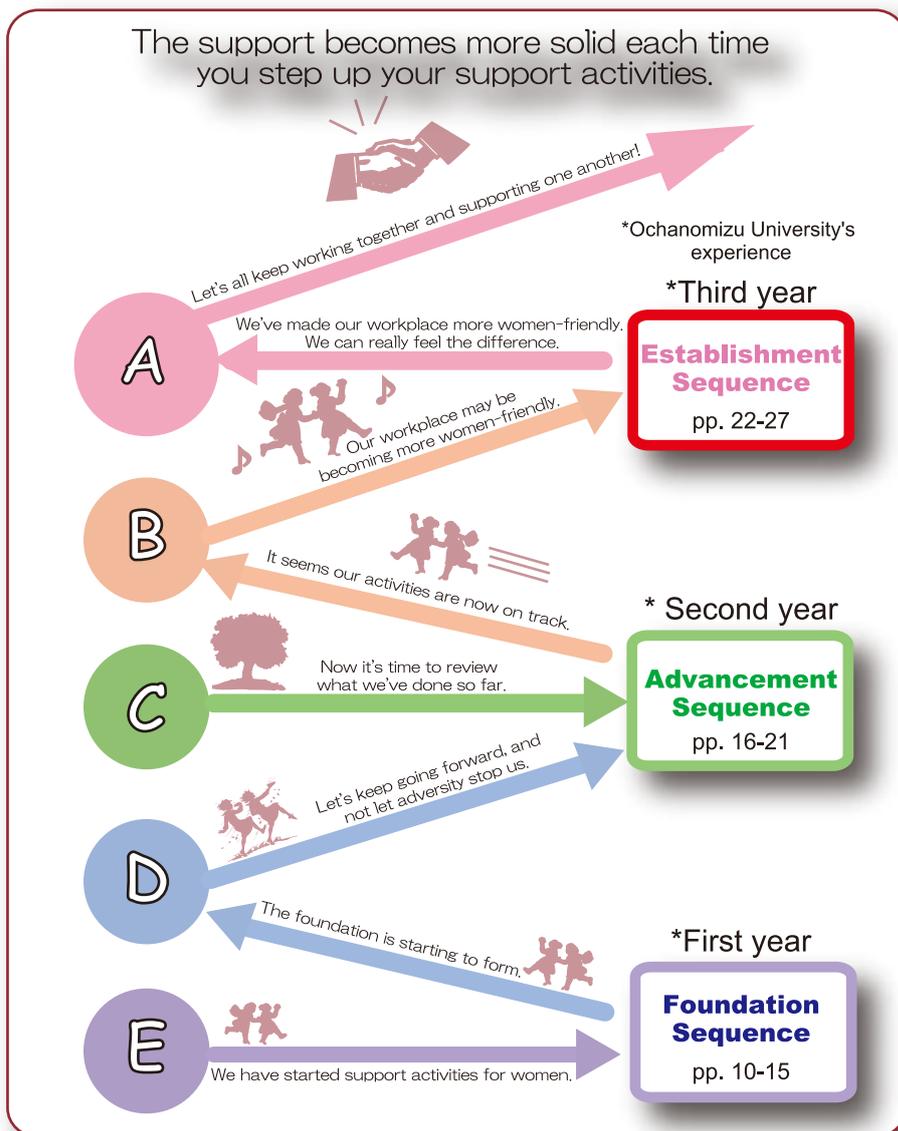
Even if your institution's overall rating on the Ochadai Index is "E", this is your opportunity to establish a firm foundation for support. To begin with, you should take your time in laying a firm foundation for supporting women researchers.

If your institution's overall rating is "B", "C", or "D", you should take on the challenge of moving up to the next stage. It is also fine to look back and focus efforts on laying a firm foundation and revitalizing existing activities.

If your institution's overall rating is "A", then it is also important to maintain a workplace atmosphere and climate that is friendly not only to women researchers but to all employees.

While Ochanomizu University has made these efforts over a period of three years, your activity contents and time allotment should be tailored to your own institution.

The first thing to do is to initiate support. Then work step by step toward creating a worker-friendly workplace.



*** Work Sheet ***

◇ **What kinds of results (outputs) await you once you have constructed a women-friendly environment at your institution? Write down any ideas that occur to you.**

★ **Let's get started right away! Proceed to the pages for your sequence and begin supporting women researchers.**

V. Step 2 DO (Implementation)

(1) The Foundation Sequence

◎ This sequence is the one recommended for institutions that say,

- "We can use very little money, time and personnel, but we want to arrange the work environment."
- "We would like to implement a support program for women for the first time, but we don't know where to start."

Combining the results verified from the Ochanomizu University model of a working environment suitable for women researchers with favorable examples from other universities, we have compiled materials which concentrate on what is needed for support.

* Conduct examinations in accordance with the following procedure 1-3, and write the implementation contents on the *Work Sheet* on page 15.

1

Decide
which items to
implement
first

This Foundation Sequence takes 17 items from the Ochadai Index especially needed for laying a firm foundation, and presents implementation examples by degree of difficulty. Begin by looking at the Index items on the next page and deciding which items to implement first.

* You can start with those items deemed insufficient in the Ochadai Index support sufficiency evaluation conducted in Step 1.

◎ Institutions that are instituting support programs for the first time should give priority to implementing the following items.

- (1) Establish an organization to support women researchers
- (8) Grasp the ratio of women researchers by research field and job position
- (43) Inform all staff about support for women researchers
- (44) Hold study meetings and networking events related to child-rearing

The numbers inside parentheses are the Ochadai Index numbers

2

Determine the
implementation
contents from the
implementation
examples

After deciding which Index items you want to implement, look at the implementation examples and determine the specific contents of the support you will provide. Of course, you do not have to implement the items in the same way as in the examples. You should customize them to fit the circumstances at your own institution.

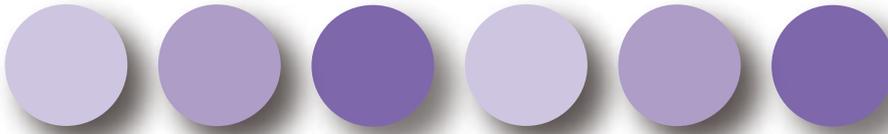
* Decide on the basis of the current conditions of the work environment as measured in Step 1, and the feelings of the people who work there.

3

Write the
implementation
contents on the
Work Sheet on
page 15

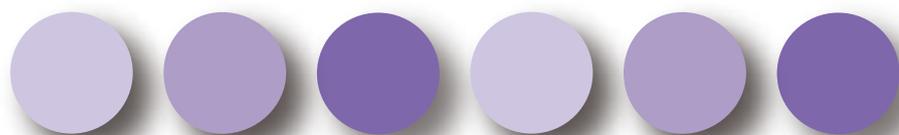
Once you have decided the specific implementation contents, write them down on the *Work Sheet* on page 15, and then review those contents once again.

* With this, all the preparations are in place. Let's get started right away!



Index Item		Support Implementation Example		
		Easy		Difficult
Organization	1	<p>Establish an organization to support women researchers</p> <p>*Create an organization to support women researchers.</p> <ul style="list-style-type: none"> Form a working group or committee Establish a women's support window (consultation window) 	<ul style="list-style-type: none"> Establish a women's support office (center or promotion office) 	<ul style="list-style-type: none"> Assign full-time faculty or staff to the women's support office, as a core for women's support and gender equality planning at the institution Establish women's support offices (centers or promotion offices) at each campus
	7	<p>Set targets for hiring women researchers by research field</p> <p>*Set targets (number of persons, ratios) for hiring women researchers by research field.</p>	<ul style="list-style-type: none"> Hire women researchers so that at least 10% of the researchers in each research field are women 	<ul style="list-style-type: none"> Hire women researchers so that at least 25% of the researchers in each research field are women Hire women researchers so that at least 50% of the researchers in each research field are women
	8	<p>Grasp the ratio of women researchers by research field and job position</p> <p>*Survey and grasp the ratio of women in each research field and job position.</p>	<ul style="list-style-type: none"> Survey, grasp and analyze the ratio of women by arts versus sciences, by department and by job position (Assistant Professor and higher), 	<ul style="list-style-type: none"> Survey, grasp and analyze the ratio of women by department and division, and by job position (including specially appointed professors and assistants)
Work System	10	<p>Make efforts to increase work efficiency</p> <p>*Conduct diverse efforts to increase work efficiency within the institution.</p> <ul style="list-style-type: none"> Simplify documents and prepare paperwork procedure manuals Hold idea contests Clearly specify and publicize works closing times 	<ul style="list-style-type: none"> Check for unreasonableness, waste and unevenness in works Construct a system which allows information sharing via the Internet Construct electronic approval and other systems 	<ul style="list-style-type: none"> Consolidate or abolish, and restructure organizations and works Review personnel placement and allocation
	15	<p>Survey all faculty and staff regarding work-life balance</p> <p>*Conduct a survey of all faculty and staff at the institution regarding the actual situation and awareness of work-life balance.</p>	<ul style="list-style-type: none"> Survey the work-life balance and awareness of parents and non-parents by gender 	<ul style="list-style-type: none"> Survey the work-life balance and awareness throughout the institution (including limited-term and part-time staff), and utilize the findings for measures to realize work-life balance

Index Item		Support Implementation Example		
		Easy		Difficult
Child-Rearing Support	16	<p>Create a women's lounge</p> <p>*Provide a room which women can use comfortably when they need a brief rest because they feel unwell, etc.</p> <ul style="list-style-type: none"> Use an unused room at the institution just as it is Provide facilities (bed, futon, blankets, etc.) so users can lie down 	<ul style="list-style-type: none"> Remodel an unused room at the institution, and use it as a lounge Provide facilities (microwave oven, mini-kitchen, etc.) so women in early pregnancy can eat snacks, etc. 	<ul style="list-style-type: none"> Construct a new lounge at the institution Install a hotline for emergency communications with the infirmary, hospitals, etc.
	17	<p>Create a multi-purpose restroom and baby nursing room</p> <p>*Provide a room where mothers can nurse comfortably and a restroom that mothers and children can use together.</p> <ul style="list-style-type: none"> Use an unused room at the institution just as it is, as a baby nursing room Provide a thermos for preparing formula, a crib, etc. Provide a child toilet seat for a Western-style adult toilet 	<ul style="list-style-type: none"> Remodel an unused room at the institution, and use it as a nursing room Provide a microwave oven and water heater for preparing formula, toys and a play mat for infants Provide a training toilet for small children and a diaper changing table 	<ul style="list-style-type: none"> Construct a new baby nursing room at the institution Install a hotline for emergency communications with the infirmary, hospitals, etc. Install a toilet for young children and a multi-purpose rest room
Research and Education Support	22	<p>Create flexible work systems (shortened working hours, working from home, etc.) during child-rearing</p> <p>*Introduce flexible work systems beyond the legally mandated systems, so women can work without interruption during child-rearing.</p> <ul style="list-style-type: none"> Set core working hours Offer exemptions from committee and other posts 	<ul style="list-style-type: none"> Introduce a flexible working hours system Introduce a shortened working hours system Give consideration to schedules (no duty shifts after 5:00 p.m.) Cutoff for new work requests one hour prior to the end of work (the time the employee normally leaves to return home) 	<ul style="list-style-type: none"> Introduce a system prohibiting work requests among faculty and employees after 4:00 p.m. System for exemptions from attending meetings Introduce a work from home system
	25	<p>Publicize the Action Plan to Support the Development of the Next Generation</p> <p>*Draft an Action Plan to Support the Development of the Next Generation, and broadly present and publicize the plan to the public.</p> <ul style="list-style-type: none"> Post and publicize the plan contents within the institution 	<ul style="list-style-type: none"> Release the plan contents to the general public on the institution's website, in brochures, etc. 	<ul style="list-style-type: none"> Broadly publicize the plan contents in the media and throughout international society (prepare an English-language version)
	27	<p>Create a consultation service to support child-rearing and research</p> <p>*Establish a window to provide consultation regarding child-rearing and research.</p> <ul style="list-style-type: none"> Establish a window which arranges consultations with heads of divisions and departments 	<ul style="list-style-type: none"> Counseling by part-time, limited-term contract counselors (specialists) Highly anonymous consultation via an Internet bulletin board 	<ul style="list-style-type: none"> Counseling by full-time specialist counselors Establish an exclusive consultation room



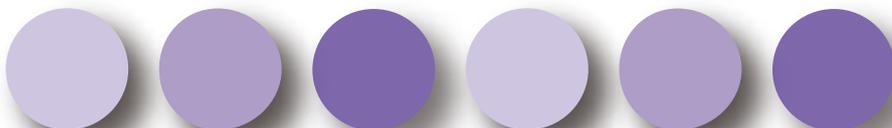
Let's determine the implementation contents after thinking carefully, without rushing.

Index Item		Support Implementation Example			
		Easy <input type="checkbox"/>		Difficult	
Information Support	33	<p>Disseminate information via websites</p> <p>*Broadly disseminate information regarding women researcher support to the public via websites.</p>	<ul style="list-style-type: none"> Form a websites committee (determine the designer and person in charge) Determine websites opening procedures and place design orders Post implementation contents, event information, child-rearing information and other useful information 	<ul style="list-style-type: none"> Post information regarding the area around the institution and hospital information Post event participation application forms, etc. 	<ul style="list-style-type: none"> Open a community site Post job openings information and role model information (streaming distribution)
	34	<p>Create booklets to support child-rearing</p> <p>*Produce and distribute booklets to support child-rearing.</p>	<ul style="list-style-type: none"> Produce flyers and posters introducing support contents 	<ul style="list-style-type: none"> Produce leaflets and pamphlets introducing support contents 	<ul style="list-style-type: none"> Produce booklets and books introducing support contents
Next-Generation Development	39	<p>Hold sample lectures on and off campus for middle school and high school girls</p> <p>*Hold sample university science classes for middle school and high school girls.</p>	<ul style="list-style-type: none"> Hold guidance counseling meetings by faculty for middle school students, high school students and students currently enrolled at the educational institution Hold campus tours for middle school and high school students Have faculty present visiting lectures for middle school and high school students (lecture format only) 	<ul style="list-style-type: none"> Have faculty present trial laboratory, practice and exercise classes for middle school and high school students Hold lecture meetings by alumni role models for middle school students, high school students and students currently enrolled at the educational institution 	<ul style="list-style-type: none"> Hold public events (science festivals, etc.) for middle school and high school students Produce booklets to raise awareness among the next generation
	41	<p>Hold networking events with role models for middle school and high school girls</p> <p>*Hold networking events to deepen exchange between role models (advisors) and middle school and high school girls.</p>	<ul style="list-style-type: none"> Hold networking events with role models and researchers raising children 	<ul style="list-style-type: none"> Hold networking events with role models who are active within Japan 	<ul style="list-style-type: none"> Hold networking events with role models who are active internationally

Index Item		Support Implementation Example			
		Easy		Difficult	
Raising Awareness	43	<p>Inform all staff about support for women researchers (via e-mail, newspapers, notice boards, etc.)</p> <p>*Disseminate information regarding support for women researchers (via e-mail, newspapers, notice boards, etc.).</p>	<ul style="list-style-type: none"> Disseminate information regarding support for women researchers to all faculty and staff via intra-university e-mail or other systems at least once per year 	<ul style="list-style-type: none"> Disseminate information regarding support for women researchers to all faculty and staff via intra-university e-mail or other systems at least two or three times per year 	<ul style="list-style-type: none"> Disseminate information regarding support for women researchers to all faculty and staff via intra-university e-mail or other systems at least every other month or every month
	44	<p>Hold study meetings and networking events related to child-rearing</p> <p>*Hold study meetings and networking events to gain useful information related to child-rearing.</p>	<ul style="list-style-type: none"> Hold study meetings and networking events on campus (kick-off meetings, etc.) 	<ul style="list-style-type: none"> Hold training workshops inviting outside experts 	<ul style="list-style-type: none"> Hold symposiums and forums for people inside and outside the educational institution
	45	<p>Implement measures to prevent harassment</p> <p>*Implement measures to prevent academic, power, sexual and other forms of harassment.</p>	<ul style="list-style-type: none"> Disseminate information regarding harassment via e-mail, notice boards, etc. Hold lecture classes within the institution using specific examples of harassment 	<ul style="list-style-type: none"> Invite outside lecturers, and hold trainings on campus to prevent harassment Incorporate design measures to prevent harassment in buildings, doors, facilities, etc. (making the inside of offices and rooms visible, etc.) 	<ul style="list-style-type: none"> Hold trainings outside the educational institution Have external evaluations of harassment prevention systems, and upgrade the systems

Are the activities proceeding smoothly?

Use the checklist on the right-hand page to mark the items you have implemented. To grasp the situation and confirm the effects of the items you have marked, go to Step 3 **CHECK on page 28** and then proceed to Step 4 **ACT on page 29**. When you have checked about 80 percent of the 17 items, proceed to the **Advancement Sequence on page 16** to advance and bring greater vitality to the foundation which was solidified in this Foundation Sequence.



* Work Sheet *

- ◇ Enter the support contents and place a checkmark in the Support Implemented column for those items that have been implemented. For the items you have marked, go to Step 3 CHECK on page 28 and then proceed to Step 4 ACT on page 29.

Index Item			Support Implementation	
			Support Contents	Support Implemented (place a checkmark)
Organization	1	Establish an organization to support women researchers		
	7	Set targets for hiring women researchers by research field		
	8	Grasp the ratio of women researchers by research field and job position		
Work System	10	Make efforts to increase work efficiency		
	15	Survey all faculty and staff regarding work-life balance		
Child-Rearing Support	16	Create a women's lounge		
	17	Create a multi-purpose restroom and baby nursing room		
Research and Education Support	22	Create flexible work systems (shortened working hours, working from home, etc.) during child-rearing		
	25	Publicize the Action Plan to Support Development of the Next Generation		
	27	Create a consultation service to support child-rearing and research		
Information Support	33	Disseminate information via websites		
	34	Create booklets to support child-rearing		
Next-Generation Development	39	Hold sample lectures on and off campus for middle school and high school girls		
	41	Hold networking events with role models for middle school and high school girls		
Raising Awareness	43	Inform all staff about support for women researchers (via e-mail, newspapers, notice boards, etc.)		
	44	Hold study meetings and networking events related to child-rearing		
	45	Implement measures to prevent harassment		

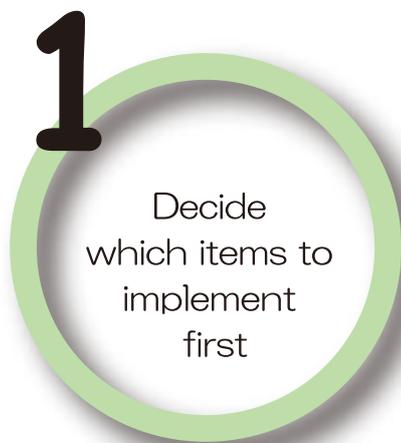
(2) The Advancement Sequence

◎ This sequence is the one recommended for institutions that say,

- **"We want to use some money, time, and personnel to improve the work environment."**
- **"We are already implementing a support program for women, and we want to advance it and make it more vibrant."**

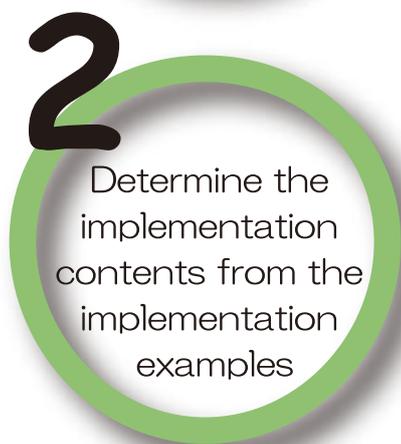
Combining the results verified from the Ochanomizu University model of a working environment suitable for women researchers with favorable examples from other universities, we have compiled materials that concentrate on what is needed for support.

* Conduct examinations in accordance with the following procedure 1-3, and write the implementation contents on the *Work Sheet* on page 21.



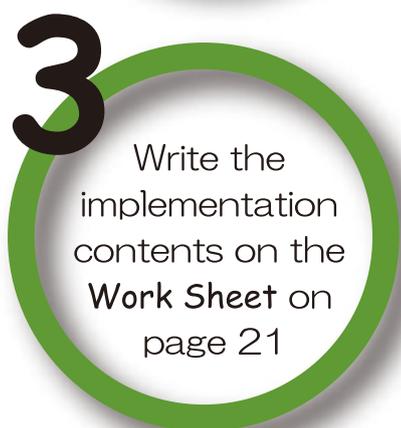
This Advancement Sequence takes 17 items from the Ochadai Index especially needed for advancing and making support activities more vibrant, and presents implementation examples by degree of difficulty. Begin by looking at the Index items on the next page and deciding which items to implement first.

* You can start with those items deemed insufficient in the Ochadai Index support sufficiency evaluation conducted in Step 1.



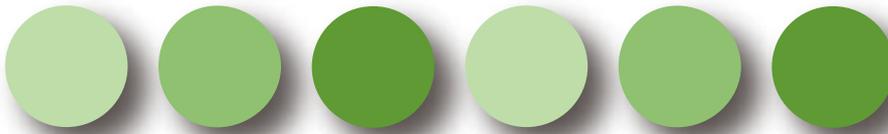
After deciding which Index items you want to implement, look at the implementation examples and determine the specific implementation contents. Of course, you do not have to implement the items in the same way as in the examples. You should customize them to fit the circumstances at your own institution.

* Decide on the basis of the current conditions of the work environment as measured in Step 1, and the feelings of the people who work there.



Once you have decided the specific implementation contents, write them down on the *Work Sheet* on page 21, and then review those contents once again.

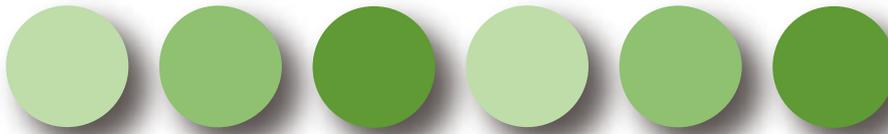
* With this, all the preparations are in place. Let's get started right away!



Index Item		Support Implementation Example			
		Easy <input type="checkbox"/>		Difficult	
Organization	2	<p>Establish an external evaluation committee</p> <p>*Request evaluation of the support situation by persons outside the institution (by a third-party organ).</p>	<ul style="list-style-type: none"> Form an external evaluation committee (up to around five members) 	<ul style="list-style-type: none"> Follow up on the evaluation results Form an external evaluation committee (five or more members) Publicly disclose the external evaluation results 	<ul style="list-style-type: none"> Hold periodic meetings of the external evaluation committee Hold meetings of the external evaluation committee open to the general public Request evaluation by foreign experts
	3	<p>Introduce a highly fair and transparent hiring system</p> <p>*Propose and introduce a hiring system that is impartial and unbiased.</p>	<ul style="list-style-type: none"> Post job openings announcements on the institution's website Post job openings announcements on the "ReaD" website administered by the Japan Science and Technology Agency Include a statement that the institution "does not discriminate based on gender, age, nationality, etc." together with job openings announcements 	<ul style="list-style-type: none"> Prepare objective evaluation indices regarding hiring Disclose selection procedures 	<ul style="list-style-type: none"> Introduce international hiring system Announce selection results
	5	<p>Introduce a system to actively recruit women</p> <p>*Propose and introduce methods to actively recruit women.</p>	<ul style="list-style-type: none"> Expressly state that the institution "positively encourages applications by women" together with job openings announcements Positively recruit women as members of research groups and committees 	<ul style="list-style-type: none"> Set and decide targets for the employment of women faculty 	<ul style="list-style-type: none"> Add the perspectives of gender equality and women's support to the selection committee Subsidize the personnel expenses and research expenses of academic departments and research centers that hire women Give preference to hiring women among candidates with equal performance until women's hiring targets are achieved
Work System	11	<p>Create meeting rules (e.g., no meetings scheduled or extended past 5:00 p.m.)</p> <p>*Set rules stipulating that official meetings will not be scheduled or extended past 5:00 p.m.</p>	<ul style="list-style-type: none"> Give prior notice of agenda and reporting items Review meeting holding times and shorten meetings 	<ul style="list-style-type: none"> Consolidate or abolish, and restructure various meetings Introduce a system for ending official meetings by 5:00 p.m. 	<ul style="list-style-type: none"> Introduce a representative system Introduce TV conference systems
	14	<p>Conduct a survey on actual working hours</p> <p>*Conduct a survey of all employees working at the institution regarding their actual working hours.</p>	<ul style="list-style-type: none"> Survey actual working hours of parents and non-parents by gender Conduct the survey once a year Hold discussions regarding the survey findings 	<ul style="list-style-type: none"> Survey actual working hours by administrative department, academic department and division Feed back the survey findings to improve works, etc. 	<ul style="list-style-type: none"> Conduct a detailed survey of all faculty and staff regarding actual working hours Conduct the survey every 2-3 months Release the survey results to the general public on websites, etc.

V. Step 2 DO (Implementation)

Index Item		Support Implementation Example			
		Easy		Difficult	
Child-Rearing Support	18	<p>Create a childcare facility</p> <p>*Create a facility that provides day care for children inside the institution.</p>	<ul style="list-style-type: none"> Use an unused room at the institution just as it is Provide care for children from 6 months to 3 years old Provide care on weekdays only, until 5:00 p.m. Provide care for up to around 10 children (small-scale childcare facility) 	<ul style="list-style-type: none"> Remodel an unused room at the institution Provide care for children from 6 months to 3 years old, in particular full care for children under 1 year old Provide care for up to around 30 children 	<ul style="list-style-type: none"> Construct a new childcare facility at the institution Provide care for children from 6 weeks until entering school, in particular full care for children under 1 year old Provide care after 5:00 p.m. and on Saturdays Allow nearby residents to use the facility
	19	<p>Create (independently or cooperatively) a childcare facility for sick and recovering children</p> <p>*Create a facility that provides day care for children who are sick or recovering from illness.</p>	<ul style="list-style-type: none"> Survey and cooperate with nearby childcare facilities for sick and recovering children Reform awareness regarding the necessity of childcare for sick and recovering children 	<ul style="list-style-type: none"> Assign nurses and/or pediatricians Arrange a work system for when children are sick or recovering from illness 	<ul style="list-style-type: none"> Install a hotline for emergency communications with the infirmary, hospitals, etc. Construct a new childcare facility for sick and recovering children at the institution Provide care for children from 6 months through early elementary school
Research and Education Support	23	<p>Introduce a reduced work duties system during child-rearing</p> <p>*Introduce a system which reduces work duties during child-rearing (including pregnancy).</p>	<ul style="list-style-type: none"> Change the courses the faculty member is responsible for to intensive lectures, etc. Share the work the staff member is responsible for within the administrative department, and provide support 	<ul style="list-style-type: none"> Reduce the meetings, committees, entrance examinations, business trips and other duties of the faculty member Reduce the meetings, committees, entrance examinations, business trips and other duties of the staff member 	<ul style="list-style-type: none"> Reduce the number of classes the faculty member is responsible for and employ (part-time) substitute faculty Reduce the works the staff member is responsible for and employ (part-time) substitute staff
	24	<p>Create a ubiquitous communication environment (Internet, teleconferencing system)</p> <p>*Prepare the environment for working from home.</p>	<ul style="list-style-type: none"> Introduce a system permitting work via e-mail and telephone 	<ul style="list-style-type: none"> Permit participation in meetings and conferences via webcams 	<ul style="list-style-type: none"> Introduce a system providing a real time grasp of workplace conditions at home
	28	<p>Create a child-rearing scholarship system for undergraduate and postgraduate students</p> <p>*Introduce a child-rearing scholarship system for undergraduate and postgraduate students who are studying while raising children.</p>	<ul style="list-style-type: none"> Introduce a system to partially subsidize tuition based on income, etc. 	<ul style="list-style-type: none"> Introduce a system to partially subsidize childcare fees based on income 	<ul style="list-style-type: none"> Introduce a system for partial exemption from childcare fees Introduce a system for partial exemption from tuition fees



Let's determine the implementation contents after thinking carefully, without rushing.

Index Item		Support Implementation Example			
		Easy <input type="checkbox"/>		Difficult <input type="checkbox"/>	
Research and Education Support	30	<p>Create a mentoring system to assist women researchers</p> <p>*Introduce a mentoring system to receive advice from senior faculty and staff members with extensive experience.</p>	<ul style="list-style-type: none"> Select candidates and appoint mentors (within the educational institution) Thoroughly publicize the mentoring system contents and how to use the mentoring system within the educational institution Stipulate the contact window Appoint a mentor for women faculty and staff during child-rearing 	<ul style="list-style-type: none"> Appoint a mentor in each administrative department, academic department and division, etc. Hold interviews with mentors on a regular basis Publish booklets and books compiling consultation examples 	<ul style="list-style-type: none"> Introduce multiple mentors as needed Post consultation examples on websites for widespread dissemination to the public Accept anonymous consultations via websites, etc.
	35	<p>Build a human resource databank to support researchers who are raising children</p> <p>*Accumulate and utilize human resource data to support women researchers who are raising children.</p>	<ul style="list-style-type: none"> Register alumni as supporters Consider the information registration contents for research assistants 	<ul style="list-style-type: none"> Register alumni as supporters (solicit supporters using websites, alumni publications, ML, etc.) Disclose (anonymous) information on registered supporters within the institution, and make introductions after arranging matches with those seeking support 	<ul style="list-style-type: none"> Register supporters outside the educational institution (solicit supporters using websites, PR publications, etc.) Broadly disclose (anonymous) information on registered supporters, and make introductions after arranging matches with those seeking support
Information Support	36	<p>Disseminate information on role models to support women researchers</p> <p>*Collect, accumulate and broadly disseminate to the public information on women researchers who are role models.</p>	<ul style="list-style-type: none"> Interview faculty and staff within the institution who are role models Disseminate role model information only within the institution (text and photo data) 	<ul style="list-style-type: none"> Interview alumni who are role models (high achievers and recent graduates) Disseminate role model information inside and outside the educational institution (text and photo data) 	<ul style="list-style-type: none"> Produce a role model DVD Streaming distribution of role model information Produce role model information booklets
	42	<p>Hold symposiums and other events for middle school and high school girls</p> <p>*Hold symposiums for middle school and high school girls to help them decide their route after graduation and goals.</p>	<ul style="list-style-type: none"> Hold symposiums as opportunities to hear from women a few years senior (university students and graduates) Hold symposiums to help students decide their route after graduation Hold sample university classes and workshops 	<ul style="list-style-type: none"> Hold joint symposiums of middle school and high school girls and research and education institutions Hold symposiums as an opportunity to hear from women who are active within Japan 	<ul style="list-style-type: none"> Hold international symposiums for exchange among middle school and high school girls from around the world Hold symposiums to develop women leaders
Next-Generation Development					

Index Item		Support Implementation Example			
		Easy <input type="checkbox"/>		Difficult	
Raising Awareness	46	<p>Raise awareness among men of support for child-rearing</p> <p>*Provide child-rearing information to men and raise awareness.</p>	<ul style="list-style-type: none"> Hold study meetings and networking events within the institution 	<ul style="list-style-type: none"> Hold training workshops inviting outside experts 	<ul style="list-style-type: none"> Hold symposiums and forums for people inside and outside the educational institution
	47	<p>Raise management awareness of support for child-rearing while working</p> <p>*Raise awareness of managers at each organ regarding child-rearing while working.</p>	<ul style="list-style-type: none"> Hold study meetings and networking events within the institution 	<ul style="list-style-type: none"> Hold training workshops inviting outside experts 	<ul style="list-style-type: none"> Hold symposiums and forums for people inside and outside the educational institution
	48	<p>Raise awareness about gender equality</p> <p>*Raise awareness toward building a better society through gender equality.</p>	<ul style="list-style-type: none"> Hold study meetings and networking events within the institution 	<ul style="list-style-type: none"> Hold training workshops inviting outside experts 	<ul style="list-style-type: none"> Hold symposiums and forums for people inside and outside the educational institution

Are the activities proceeding smoothly?

Use the checklist on the right-hand page to mark the items you have implemented.

To grasp the situation and confirm the effects of the items you have marked, go to

Step 3 **CHECK on page 28** and then proceed to Step 4 **ACT on page 29**.

When you have checked about 80 percent of the 17 items, proceed to the

Establishment Sequence on page 22 to firmly establish the activities that were advanced and made more vibrant in this Advancement Sequence.



* Work Sheet *

- ◇ Enter the support contents and place a checkmark in the Support Implemented column for those items that have been implemented. For the items you have marked, go to Step 3 CHECK on page 28 and then proceed to Step 4 ACT on page 29.

Index Item		Support Implementation Example	
		Support Contents	Support Implemented (place a checkmark)
Organization	2	Establish an external evaluation committee	
	3	Introduce a highly fair and transparent hiring system	
	5	Introduce a system to actively recruit women	
Work System	11	Create meeting rules (e.g., no meetings scheduled or extended past 5:00 p.m.)	
	14	Conduct a survey on actual working hours	
Child-Rearing Support	18	Create a childcare facility	
	19	Create (independently or cooperatively) a childcare facility for sick and recovering children	
Research and Education Support	23	Introduce a reduced work duties system during child-rearing	
	24	Create a ubiquitous communication environment (Internet, teleconferencing system)	
	28	Create a child-rearing scholarship system for undergraduate and postgraduate students	
	30	Create a mentoring system to assist women researchers	
Information Support	35	Build a human resource databank to support researchers who are raising children	
	36	Disseminate information on role models to support women researchers	
Next-Generation Development	42	Hold symposiums and other events for middle school and high school girls	
Raising Awareness	46	Raise awareness among men of support for child-rearing	
	47	Raise management awareness of support for child-rearing while working	
	48	Raise awareness about gender equality	

(3) The Establishment Sequence

◎ This sequence is the one recommended for institutions that say,

- **"We want to use as much money, time and personnel as necessary to improve the work environment."**
- **"We are already implementing a support program for women, and we want to firmly establish it."**

Combining the results verified from the Ochanomizu University model of a working environment suitable for women researchers with favorable examples from other universities, we have compiled materials that concentrate on what is needed for support.

* Conduct examinations in accordance with the following procedure 1-3, and write the implementation contents on the *Work Sheet* on page 27.

1

Decide
which items to
implement
first

This Establishment Sequence takes 16 items from the Ochadai Index especially needed for firmly establishing support activities, and presents implementation examples by degree of difficulty. Begin by looking at the Index items on the next page and deciding which items to implement first.

* You can start with those items deemed insufficient in the Ochadai Index support sufficiency evaluation conducted in Step 1.

2

Determine the
implementation
contents from the
implementation
examples

After deciding which Index items you want to implement, look at the implementation examples and determine the specific implementation contents. Of course, you do not have to implement the items in the same way as in the examples. You should customize them to fit the circumstances at your own institution.

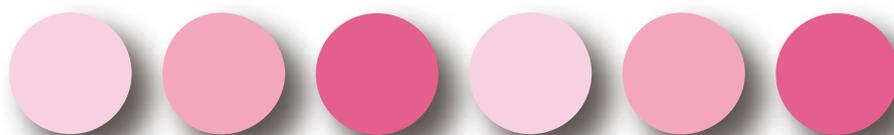
* Decide on the basis of the current conditions of the work environment as measured in Step 1, and the feelings of the people who work there.

3

Write the
implementation
contents on the
Work Sheet on
page 27

Once you have decided the specific implementation contents, write them down on the *Work Sheet* on page 27, and then review those contents once again.

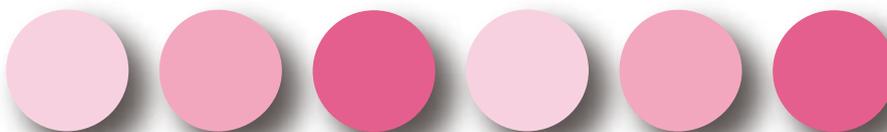
* With this, all the preparations are in place. Let's get started right away!

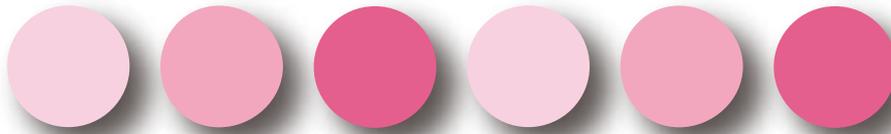


Index Item		Support Implementation Example		
		Easy	→	Difficult
Organization	4	<p>Introduce a system to objectively evaluate performance</p> <p>*Propose and introduce a method to objectively evaluate performance.</p>	<ul style="list-style-type: none"> Revise existing works evaluation systems 	<ul style="list-style-type: none"> Quantify the situation and performance of works within the institution, social contributions, etc. Prepare objective works evaluation indices reflecting opinions within the institution Conduct third-party performance evaluations
	6	<p>Introduce a system to promote women to management positions</p> <p>*Propose and introduce methods to promote women to managerial and other supervisory positions.</p>	<ul style="list-style-type: none"> Appoint women as group heads, supervisors, etc. 	<ul style="list-style-type: none"> Appoint women as leaders of large-scale projects Appoint women to decision-making positions (president, director, trustee and equivalent positions) Construct and introduce a system to promote women to management positions
	9	<p>Allocate a budget to support child-rearing</p> <p>*Allocate a budget for support related to child-rearing.</p>	<ul style="list-style-type: none"> Survey examples at other universities 	<ul style="list-style-type: none"> Allocate a budget to repair facilities and equipment for child-rearing Establish a reinstatement system for women who interrupted their research for birth and child-rearing Subsidize expenses required for substitute staff during pregnancy and child-rearing Allocate a budget to newly construct facilities and equipment related to child-rearing
Work System	12	<p>Create a set day when staff or faculty can go home at a fixed time</p> <p>*Create a set day when staff or faculty can go home at a fixed time to pick up their children or realize work-life balance.</p>	<ul style="list-style-type: none"> Set days when staff or faculty can go home at a fixed time at least once per month Post the set days on the annual events calendar 	<ul style="list-style-type: none"> Set days when staff or faculty can go home at a fixed time at least once per week Set weeks or months when staff or faculty should go home at a fixed time Establish a system whereby staff or faculty can go home at a fixed time every day without concern Introduce a system which turns lights off so staff or faculty can go home at a fixed time
	13	<p>Publicize the fact that men can actively use the paternity leave system</p> <p>*Make arrangements and publicize that the childcare leave system can be used by men as well as women.</p>	<ul style="list-style-type: none"> Hold seminars for men to raise awareness Publicize that the childcare leave system can be used by men on websites, via e-mail, etc. 	<ul style="list-style-type: none"> Set flexible working hours for male faculty and staff during child-rearing Collect and provide information regarding male role models who have used the childcare leave system Assign substitute staff when men take childcare leave Introduce a system for follow-up during and after childcare leave (training, information provision)

V. Step 2 DO (Implementation)

Index Item		Support Implementation Example			
		Easy		Difficult	
Child-Rearing Support	20	<p>Create (independently or cooperatively) an after-school childcare facility</p> <p>*Create a facility that provides childcare in place of parents or guardians after school and during long holidays.</p>	<ul style="list-style-type: none"> Use an unused room at the institution just as it is Provide care only during summer holidays and other long holidays Provide care on weekdays only, until 5:00 p.m. Provide care for children through the third grade of elementary school 	<ul style="list-style-type: none"> Remodel an unused room at the institution Provide care on weekdays only Provide care on weekdays and Saturdays Provide care for children through the sixth grade of elementary school 	<ul style="list-style-type: none"> Construct a new after-school childcare facility at the institution Provide care every week from Monday through Saturday Allow nearby residents to use the facility
	21	<p>Create (independently or cooperatively) on-campus accommodations to support child-rearing</p> <p>*Create on-campus accommodations where staff and faculty can spend the night with their children.</p>	<ul style="list-style-type: none"> Use an unused room at the institution just as it is Provide adult and child bedding Establish prior reservation system; use on weekdays only Give priority to staff and faculty with preschool children 	<ul style="list-style-type: none"> Remodel a staff dormitory or student dormitory for use as accommodations In addition to bedding, provide a mini-kitchen Provide Internet access (wireless LAN) Prepare an online reservation system 	<ul style="list-style-type: none"> Provide a toilet, bathing room, sink and a washing machine Install a hotline for emergency communications with the infirmary, hospitals, etc.
Research and Education Support	26	<p>Create a performance evaluation system that considers childbearing and child-rearing</p> <p>*Introduce a system that gives consideration to birth and child-rearing in performance evaluations.</p>	<ul style="list-style-type: none"> Examine the performance evaluation system Examine a system for special evaluation of research and education performance and works within the educational institution during childbearing and child-rearing 	<ul style="list-style-type: none"> Institute special evaluation of research and education performance and works within the educational institution during childbearing and child-raising Construct an evaluation system that considers not only the number of papers, but also the time devoted to efforts 	<ul style="list-style-type: none"> Improve evaluation of research and education performance and works within the educational institution during childbearing and child-raising Establish an evaluation system that respects diversity and motivates research and education
	29	<p>Assign research assistants to support women researchers during child-raising</p> <p>*Assign assistants to assist the research of women researchers who are raising children.</p>	<ul style="list-style-type: none"> Recruit and use spot supporters (part-time for short-term) 	<ul style="list-style-type: none"> Assign research assistants (RF, AA, technicians, etc.) by group, department and division 	<ul style="list-style-type: none"> Assign research assistants (RF, AA, technicians, etc.) to individual researchers





Let's determine the implementation contents after thinking carefully, without rushing.

Index Item		Support Implementation Example			
		Easy		Difficult	
Research and Education Support	31	<p>Support the career development of women researchers who are raising children (seminars, international activities, etc.)</p> <p>*Provide support so that the career development of women researchers will not lag because they are raising children.</p>	<ul style="list-style-type: none"> Support securing exclusive research time (with no miscellaneous works requests) 	<ul style="list-style-type: none"> Arrange the environment to secure exclusive research time Support participation in international activities Support for English-language proofreading (papers, etc.) by experts 	<ul style="list-style-type: none"> Provide support when holding international academic conferences, symposiums and meetings
	32	<p>Support the career development of research assistants</p> <p>*Provide support for the career development of not only researchers but also research assistants.</p>	<ul style="list-style-type: none"> Hold consultation meetings 	<ul style="list-style-type: none"> Open a career development consultation window Hold lecture classes, study meetings and trainings (on campus) for career development Provide career development information via e-mail and websites 	<ul style="list-style-type: none"> Support participation in career development training workshops (outside the educational institution, overseas) Support career advancement of research assistants (support for promotions and career development)
Information Support	37	<p>Cooperate with other campuses, other institutions, and local communities to support women researchers</p> <p>*Cooperate with many campuses, other institutions, and local communities to support women researchers.</p>	<ul style="list-style-type: none"> Address support issues at conferences (reports and agenda items) Hold women's support liaison meetings at least once per year (with the participation of at least one representative per campus, when there are multiple campuses) 	<ul style="list-style-type: none"> Assign at least one women's researcher support liaison at each campus 	<ul style="list-style-type: none"> Hold women's support liaison meetings about once per month (with the participation of at least one representative per campus, when there are multiple campuses) Cooperate on childcare and research support
	38	<p>Create a network among women researchers</p> <p>*Construct a network which facilitates information exchange among women researchers.</p>	<ul style="list-style-type: none"> Survey implementation examples at other universities (websites, telephone, visits), collect materials published by government organs 	<ul style="list-style-type: none"> Establish a network office Use the network to share childcare and research related information 	<ul style="list-style-type: none"> Hold on-campus training workshops (lecture meetings) inviting experts Use the network to hold symposiums and forums

V. Step 2 DO (Implementation)

Index Item		Support Implementation Example			
		Easy		Difficult	
Next-Generation Development	40	<p>Disseminate information on role models for middle school and high school girls (DVDs, websites, booklets)</p> <p>*Disseminate information for middle school and high school girls to help them decide their route after graduation and goals.</p>	<ul style="list-style-type: none"> Disseminate role model information within the institution (text and photo data) 	<ul style="list-style-type: none"> Broadly disseminate role model information inside and outside the educational institution (text and photo data) 	<ul style="list-style-type: none"> Produce a role model DVD Streaming of role model information Produce role model information booklets
	49	<p>Raise awareness to understand diversity</p> <p>*Conduct activities to raise awareness and deepen understanding of diversity.</p>	<ul style="list-style-type: none"> Hold study meetings and networking events within the institution 	<ul style="list-style-type: none"> Hold training workshops inviting outside experts 	<ul style="list-style-type: none"> Hold symposiums and forums for people inside and outside the institution
Raising Awareness	50	<p>Raise awareness toward realizing work-life balance</p> <p>*Construct a network which facilitates information exchange among women researchers.</p>	<ul style="list-style-type: none"> Hold study meetings and networking events within the institution 	<ul style="list-style-type: none"> Hold training workshops inviting outside experts 	<ul style="list-style-type: none"> Hold symposiums and forums for people inside and outside the institution

Are the activities proceeding smoothly?

Use the checklist on the right-hand page to mark the items you have implemented. To grasp the situation and confirm the effects of the items you have marked, go to Step 3 **CHECK on page 28** and then proceed to Step 4 **ACT on page 29**. When you have checked about 80 percent of the 16 items, your activities should be firmly established. Proceed to the **After the Environment Is Arranged on page 31**.



* Work Sheet *

- ◇ Enter the support contents and place a checkmark in the Support Implemented column for those items that have been implemented. For the items you have marked, go to Step 3 CHECK on page 28 and then proceed to Step 4 ACT on page 29.

Index Item		Support Implementation Example	
		Support Contents	Support Implemented (place a checkmark)
Organization	4	Introduce a system to objectively evaluate performance	
	6	Introduce a system to promote women to management positions	
	9	Allocate a budget to support child-rearing	
Work System	12	Create a set day when staff or faculty can go home at a fixed time	
	13	Publicize the fact that men can actively use the paternity leave system	
Child-Rearing Support	20	Create (independently or cooperatively) an after-school childcare facility	
	21	Create (independently or cooperatively) on-campus accommodations to support child-rearing	
Research and Education Support	26	Create a performance evaluation system that considers childbearing and child-rearing	
	29	Assign research assistants to support women researchers during child-rearing	
	31	Support the career development of women researchers who are raising children (seminars, international activities, etc.)	
	32	Support the career development of research assistants	
Information Support	37	Cooperate with other campuses, other institutions, and local communities to support women researchers	
	38	Create a network among women researchers	
Next-Generation Development	40	Disseminate information on role models for middle school and high school girls (DVDs, websites, booklets)	
	49	Raise awareness to understand diversity	
Raising Awareness	50	Raise awareness toward realizing work-life balance	

VI Step 3 CHECK (Grasping the status and effects)

Check 1. Grasp the Use Situation: Grasp the use of the support implemented

How many people have used the support implemented so far, and what types of people have made use of it?

Let's grasp the use situation.

*Procedure

- 1) Grasp the use of the support implemented from user records and other data.
- 2) Graph the use performance by number of persons, gender and other user attributes, and consider the results.

Check 2. Calculate Application Ratios: Grasp the coverage of the support provided

Investigate how many people are there who would like to make use of the facilities and equipment provided in support so far, and whether they are using these facilities and equipment as they please. This will indicate the extent to which use is being made of the facilities and equipment provided.

*Procedure

- 1) Calculate the coverage of the service being provided using the following equation.

$$\text{Application ratio (\%)} = \frac{\text{Number of users}}{\text{Number of persons desiring to use the facilities and equipment}} \times 100$$

- 2) Investigate which factors influence the application ratio.

Check 3. Measure the Support Effects: What are the effects of the support implemented?

Repeat the Survey of the Awareness and Satisfaction of Faculty and Staff conducted in Step 1 to examine the effects of the support implemented so far. The changes in awareness and satisfaction from the support can be grasped by comparing the results with those from the survey conducted before the support was implemented.

*Procedure

- 1) Conduct the same survey on page 7, Survey of the Awareness and Satisfaction of Faculty and Staff, to see the changes in awareness and workplace satisfaction after the support. If it is difficult to conduct a survey, ask people in your workplace.
- 2) Compare the results with those prior to giving support, and examine the various changes from the support.





Reassess the Support System

You have finally reached Step 4. In the previous steps you have planned methods of supporting women researchers, implemented them, and checked the work environment. Did you achieve the projected effects? Were there any unexpected effects? Perhaps various problems have also become visible.

In this Step 4, to further enhance support, we will review the women researcher support implemented to date, identify the effects gained and problem items, and reexamine and improve support methods.

- 1) Identify items to be revised and problems from the use situation, application ratios and support effects.
- 2) Prepare a draft revision plan referring to examples at other institutions, etc.

*** Work Sheet ***

- ◇ **What sort of changes have you seen at your institution since women researcher support was implemented? Review the support implemented to date, and summarize the effects.**
 -
 -
 -
 -
 -
- ◇ **What types of support activities does your institution plan to implement from now on? Describe the plans.**

☆ Let's record the activities to date on the self-assessment sheet on the following page.

Self-Assessment



You have come a long way!

It is now time to use the Ochadai Index once again to evaluate the work environment at your institution. Refer to page 6 for how to use the Ochadai Index.

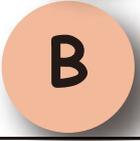
How was it? You are now approaching a work environment where not only women but all employees feel it has become more comfortable to work.

Along with activities that have proceeded smoothly, you may have had others that did not advance or gain understanding. Yet you may have slowly altered awareness by implementing these efforts. Those changes should emerge in time as greater changes.

Record the dates your institution achieved the overall ratings under the Ochadai Index and your impressions on the following Work Sheet. Track your efforts and the results achieved.

* Work Sheet *

◇ Check the overall ratings achieved under the Ochadai Index, and write your impressions in the comments column.

Ochadai Index Overall Rating	Achieved (checkmark)	Date Achieved (month/date/year)	Comments
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		

VIII. After the Environment Is Arranged

How is the work environment at your institution now?

We hope this **Work Book** has helped you make improvements at your institution and to initiate new reforms.



This **Work Book** has introduced the types of approaches that assist women researchers to achieve work-life balance and conduct full research activities while raising children, based on the activities at Ochanomizu University. We sincerely hope this **Work Book** will support the development of women researchers who can become international leaders, and also serve as a guideline for arranging a supportive environment for women researchers in Japan and for achieving work-life balance.

In the Special Coordination Funds for Promoting Science and Technology project Support Program for Women Researchers, Ochanomizu University worked to reform awareness throughout the university and to arrange a workplace environment that facilitates work-life balance.

The implementation period of the Support Program for Women Researchers was through the end of March 2008, but to expand and strengthen the results achieved through then and the university-wide support system, the works were transferred to the Center for Leadership Education & Research in April 2009. Ochanomizu University will establish Japan's first Center for the Promotion of Gender Equality in April 2011, which will continue to implement activities that contribute to realizing a gender-equal society and to the reform of Japan's overall science and technology research system.

So that women researchers can fully manifest their abilities as both women and researchers; so not only researchers but all of society can be happy; so that young people who see such researchers will decide to become researchers themselves; and so that superior women researchers can be sent out into society in every era ... These are the common goals and mission of future support for women researchers.



All for a brilliant future for humanity

International Research Program for the Advancement of Women in Leadership (FY2010-2015)

COSMOS Work Book

Publication date:

First edition: March 31, 2009

Revised edition, 1st printing(Japanese): March 31, 2011

2st printing(English) : July 31, 2012

Publisher: National University Corporation Ochanomizu University

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For research and education institutions: a checklist to help build a better work environment for women

The Ochadai Index

The Ochadai Index was created by Ochanomizu University to measure the level of support that research education institutions provide women researchers. This includes mentoring programs, child-rearing support, and promoting work-life balance. For each of the fifty items below, please circle the appropriate response (I-III) according to the situation at your institution. Your evaluation should be a general estimate. We hope this index will be a valuable reference in the future.

		Check Item	I	II	III
1. School-wide support system	Organization I II III <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 Established an organization to support women researchers	No	Doing now	Yes
		2 Established an external evaluation committee	No	Doing now	Yes
		3 Introduced a highly fair and transparent hiring system	No	Doing now	Yes
		4 Introduced a system to objectively evaluate performance	No	Doing now	Yes
		5 Introduced a system to actively recruit women	No	Doing now	Yes
		6 Introduced a system to promote women to management positions	No	Doing now	Yes
		7 Set targets for hiring women researchers by research field	No	Doing now	Yes
		8 Grasped the ratio of women researchers by research field and job position	No	Researching now	Published
		9 Allocated a budget to support child-rearing	No	Doing now	Yes
	Work system I II III <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10 Made efforts to increase work efficiency	No	Trying now	Yes
		11 Created meeting rules (e.g., no meetings scheduled or extended past 5:00 p.m.)	No	Doing now	Yes
		12 Created a set day when staff or faculty can go home at a fixed time	No	Doing now	Yes
		13 Publicized the fact that men can actively use the paternity leave system	No	Doing now	Yes
		14 Conducted a survey on actual working hours	No	Doing now	Yes
		15 Surveyed all faculty and staff regarding work-life balance	No	Doing now	Yes
2. Support for women researchers	Child-rearing support I II III <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	16 Created a women's lounge	No	Doing now	Yes
		17 Created a multi-purpose restroom and baby nursing room	No	Doing now	Yes
		18 Created a childcare facility	No	Doing now	Yes
		19 Created (independently or cooperatively) a childcare facility for sick and recovering children	No	Doing now	Yes
		20 Created (independently or cooperatively) an after-school childcare facility	No	Doing now	Yes
		21 Created (independently or cooperatively) on-campus accommodations to support child-rearing	No	Doing now	Yes
	Research and education support I II III <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	22 Created flexible work systems during child-rearing	No	Doing now	Yes
		23 Introduced a reduced work duties system during child-rearing	No	Doing now	Yes
		24 Created a ubiquitous communication environment (Internet, teleconferencing system)	No	Doing now	Yes
		25 Publicized the Action Plan to Support the Development of the Next Generation	No	Doing now	Yes
		26 Created a performance evaluation system that considers childbearing and child-rearing	No	Doing now	Yes
		27 Created a consultation service to support child-rearing and research	No	Doing now	Yes
3. Information support	Information support (Building an information bank) I II III <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	28 Created a child-rearing scholarship system for undergraduate and postgraduate students	No	Doing now	Yes
		29 Assigned research assistants to support women researchers during child-rearing	No	Planning now	Yes
		30 Created a mentoring system to assist women researchers	No	Doing now	Yes
		31 Supported the career development of women researchers who are raising children	No	Planning now	Yes
		32 Supported the career development of research assistants	No	Planning now	Yes
		33 Disseminated information via websites	No	Planning now	Yes
		34 Created booklets to support child-rearing	No	Doing now	Yes
		35 Built a human resource databank to support researchers who are raising children	No	Doing now	Yes
		36 Disseminated information on role models to support women researchers	No	Planning now	Yes
		37 Cooperated with other campuses, other institutions, and local communities to support women researchers	No	Planning now	Yes
4. Raising awareness	Next-generation development I II III <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	38 Created a network among women researchers	No	Planning now	Yes
		39 Held sample lectures on and off campus for middle school and high school girls	No	Planning now	Yes
		40 Disseminated information on role models for middle school and high school girls (DVD, websites, booklets)	No	Planning now	Yes
		41 Held networking events with role models for middle school and high school girls	No	Planning now	Yes
	Raising awareness I II III <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	42 Held symposiums and other events for middle school and high school girls	No	Planning now	Yes
		43 Informed all staff about support for women researchers (via e-mail, newspapers, notice boards, etc.)	No	Planning now	Yes
		44 Held study meetings and networking events related to child-rearing	No	Planning now	Yes
		45 Implemented measures to prevent harassment	No	Doing now	Yes
		46 Raised awareness among men of support for child-rearing	No	Doing now	Yes
		47 Raised management awareness of support for child-rearing while working	No	Doing now	Yes
48 Raised awareness about gender equality	No	Doing now	Yes		
49 Raised awareness to understand diversity	No	Doing now	Yes		
50 Raised awareness toward realizing work-life balance	No	Doing now	Yes		

USE OF THE OCHADAI INDEX

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Women-friendly work environment scale	
Overall rating	Total points
A	80~100
B	60~79
C	40~59
D	20~39
E	0~19

