

## “Childcare leave? Feel free to take it!”

Associate Professor Michiaki Omori (Division of General Education, National Institute of Technology(KOSEN), Nagaoka College)



### ○Reasons I took a five-month childcare leave

When my second child was born, I took a five-month paternity leave during April–August 2016. We were a family of four: parents and two children. Grandparents on whom we could rely did not live nearby. When I had my first child, I discovered the burdens, difficulty, and joy of parenting. I was thinking of taking planned childcare leave for my second child. I thought it would be hard if I did not share childcare and housework with my wife because the older child remained small. I decided to take paternity leave at the timing of leaving the class teacher position. Taking paternity leave from the subsequent academic year seemed to have a minimal effect on my workplace.

### ○During paternity leave

To be honest, I thought I would be able to have time for my research and self-improvement during my second child's paternity leave. That is true because I experienced taking care of my first child. It was the very year when I received a grant. In reality, I had little time for my research. Every day, I did diaper changes, cuddling, milk preparation, cooking, housework, picking up my older child, and so on. The day went by so fast. Fortunately, my second child slept well at night; it was easy to put the baby to bed. Thinking about it now, I had many things I could do. My leave ended all too soon.

### ○Reactions of surrounding people

I was blessed with an excellent work environment. There was a precedent for taking paternity leave in the Division of General Education. People in the English section in which I worked were open-minded and had no objection or complaint; this is typical of the English Section at NIT,NC. When I talked about paternity leave to then-president Watanabe, he encouraged me, saying, “Feel free to take it.” A substitute teacher during my absence was found quickly, even though it was a job only for the first semester, five

months, which is not sufficiently long to teach. Teachers and other staff members helped me during my leave. Particularly, I feel I owe people in the Section of Personnel a great deal for the procedures. Under the environment, I was lucky enough to take paternity leave. After a few decades, paternity leave will become nothing special in Japan (and I hope that the world will be like that). I myself want to be a person who can say, “Feel free to take it.”

## “Having taken two-week partial paternity leave”

Professor Noboru Yamada (Mechanical Engineering / Science of Technology Innovation, Nagaoka University of Technology)



### ○Reason I took partial paternal leave

I took paternity leave when my wife gave birth to our third child. She went to her parents' house when having our first and second child. However, her parents had become older. We were unable to keep our oldest child, who was in the sixth grade, out of school for many weeks. So she decided to give birth in Nagaoka. I took a two-week partial paternity leave immediately after the delivery in November. It was from that time she was in the hospital to the recuperation period after being discharged. The partial leave enabled me to go to work late in the morning and come back home early in the evening. My wife seemed delighted because I drove my child to kindergarten and did parenting and housework in general. This made me really think that I had to stay at home for as long as possible.

### ○Reactions of people around

At that time, I was an associate professor with a lab of my own. There was no professor or assistant professor. Therefore, I was able to take leave without worrying. If there is a professor who says, “I will get in trouble if you take days off suddenly,” it will be impossible to take leave. However, no one would say, “NO!” today. There might be an atmosphere of difficult being the first to bring up childcare leave, though. It was rather teaching that gave me a burden at the time. I spent my time and energy to prepare my lectures. My request for my department to reduce one of my lectures was approved with no trouble. It was a great help to me.

### ○Flexible childcare leave system that permits temporary attendance

In fact, I was going to take full paternity leave. However, doctoral screening was scheduled for third-year doctoral students for whom I served as a chief supervisor. I said that I would attend the screening, even being on leave. Nonetheless, a person in charge of administration replied that it would be difficult; as a result, I took partial leave. The person said that I was the first to take paternity leave,

even partial leave. If my temporary attendance were permitted, I would have taken paternity leave until March, the end of the academic year. These days, remote work has been possible. If flexible childcare leave is approved, more people, both men and women, will take childcare leave.

[Edited and published by]

The Section for Research Environment Diversity  
(Trilateral Secretariat Office), Nagaoka University of Technology  
1603-1 Kamitomiokamachi Nagaoka Niigata 〒940-2188  
TEL.0258-47-9911 (telephone extension 9911, 2170)  
Email:danjo@com.nagaokaut.ac.jp

[Editorial note]

We had a workshop via Zoom for the first time, which attracted many participants. This issue features paternity leave. Participation in child care is the important first step toward building a close relationship with your children. We are encouraging the appearance of the first person who takes paternity leave at NUT. It is to create an environment in which everyone feels free to take childcare leave and receive Kurumin certification by the Ministry of Health, Labour and Welfare. (August 2020)



# DIVERSITY



2019 MEXT ( Ministry of Education, Culture, Sports, Science and Technology) Funds for the Development of Human Resources in Science and Technology, Initiative for Realizing Diversity in the Research Environment (Driving Type)



Company Profile  
**eTRUST Co., Ltd.**

eTRUST Co., Ltd. was founded in 1935 as a motor repair business in Nagaoka City, and currently has 190 employees who are engaged in businesses ranging from the installation of electrical and communication equipment to the development of disaster prevention systems. We have our head office in Tokyo and a flagship store in Nagaoka.

### Greeting

## "Diversity is important for building safety and security"

This is the second year that we have been involved in this project together with Nagaoka University of Technology and National Institute of Technology(KOSEN), Nagaoka college. I am very grateful for the opportunity to be involved in this project, which is very valuable.

Our company works on building prevention systems in the field of renewable energy using telecommunications technology, which we have developed over many years. Our river monitoring system developed in Nagaoka has been used throughout Japan and abroad to improve resilience to disasters. Global warming is intensifying natural disasters year by year. In July this year, heavy rains severely damaged areas from Kyushu to Tohoku. Under such circumstances, river monitoring is becoming more important than ever before.

Through our work abroad, extending into newly developing countries such as Bangladesh, the Philippines, Myanmar, and Brazil, we have introduced systems, recognizing that different ways of thinking exist about disasters and human lives. Based on our experience, first, we have placed a premium on fostering trust relationships with people of local communities. In addition, we try to meet their demands flexibly using our advantages as a mid-sized business. We also have female engineers working actively on-site.

In constructing disaster-prevention systems, we have been conducting joint research with female researchers at the Nagaoka University of Technology. Taking advantage of the project, we will actively send our female engineers to joint studies and various seminars so that they can enjoy the challenges and interests of engineering development.

Project Director and Implementation Supervisor of the joint implementation facility  
Representative President of eTRUST Co. Ltd.

**Ryuichi Sakai**

## Notice of the Diversity Lectures

### “Diversity as a Growth Strategy: Effects and results of gender equality and women’s empowerment”

■ September 9 (Wed.) 15:30–17:00 ■ Open for all via Zoom (free of charge)

■ Everyone is welcome to participate

(those who can access and communicate via PC, smartphone or tablet)  
You need to install the Zoom application (communication fees are your responsibility).

■ The lecture will be in Japanese only.

### Lecture 1 “To Increase in Women Researchers: Learning from good examples”



Program Officer, Japan Science and Technology Agency

**Dr. Yasuko Yamamura**

She has been in charge of JST programs since 2010. She has been in charge of the “Research Activity Support Program for Women Researchers”, “Accelerated Reform of Female Researcher Development System”, and “Diversity Research Environment Realization Initiative” of the Ministry of Education, Culture, Sports, Science and Technology(MEXT). She has been in charge of the “Project to Support Women’s Research Activities”, the “Accelerated Reform of Female Researcher Development System”, and the “Diversity Research Environment Initiative” of MEXT, and has been in charge of promoting the activities of women researchers.



### Lecture 2

## “A Major Reform by Women’s Active Participation: Next-generation leaders’ work style reform”

President, MK Seiko Co., Ltd.

**Mr. Shoichi Maruyama**

After working as a full-time visiting researcher at Daiwa Institute of Research and Keio University, He was appointed to the current position in 2012. He has been promoting women's activities, work-life balance, and health management. Received the highest award in the “2018 Future Generation Support Company Awards”. Certified as a “Health Management Excellent Corporation 2020 (White 500)”.



◀Click here for the application form.

## Workshop on Unconscious Bias Held with 188 Participants

### Our cooperative institutions held a workshop on unconscious bias (Zoom meeting) on July 22 (Wed.).

Lecturer : Ayako Nishihara (Specially Appointed Asst. Professor Niigata Univ. HQ for Management Strategy Gender Equality Office)

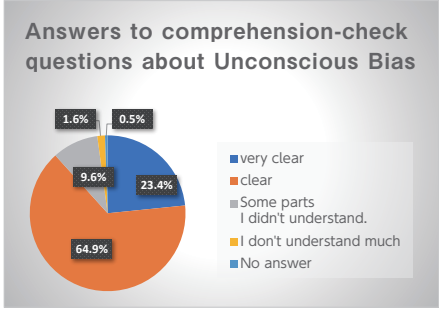
A total of 188 people (132 from Nagaoka University of Technology, 29 from National Institute of Technology(KOSEN), Nagaoka Collage, and 27 from eTRUST Co.LTD. attended and responded to the comprehension check afterwards.

#### Main points of the workshop

- 1. What is unconscious bias?**  
It is a prejudice that anyone might have.
- 2. Necessity of promoting diversity and inclusion**  
It is a management technique that connects institutional development with individuals' active participation and growth.
- 3. Gender equality and unconscious bias**  
We try to detect bias and eliminate social barriers so that equal opportunities can be provided, irrespective of gender.
- 4. When recruiting and appointing**  
Achievement of diversity in selection requires that diversity of selection committee members and responsible persons be ensured, along with formation of consciousness, and establishment of selection criteria (evaluation criteria that appropriately evaluate studies of those who have suspended their research because of life events).
- 5. SDGs and diversity**  
“Goal 5: Achieve gender equality and empower all women and girls” is one SDG. It is important to be free from unconscious bias to address SDGs in diverse areas and attributes of research.

#### Participants' comments and opinions

- I've never heard the term “unconscious bias.” I want my actions to reflect my use of what I've learned.
- It is difficult to escape from deeply seated bias. However, it will be possible to act consciously.
- I realized that I have unconscious bias.



### 2020 Support for Joint Research with Women Principal Investigators (Seven Selected Projects)

After careful consideration on January 14, 2020 (Tues.), we chose to support the following seven joint research projects.

	Name of Institution / Name of Faculty		Title	Principal Resercher	Title of Research	Comprny/ Institution of Co-researchers	No. of women and men
1	NUT	Department of Mechanical Engineering	Associate Professor	MIZOSHIRI Mizue	Femtosecond laser direct writing using reductive sintering and surface oxide assistance for fabrication of microdevices	Nakamura(NIT,NC) Kamisaka(Gifu univ.) Miyabe(Osaka univ)	Female2 Male2
2	NUT	Materials Science and Technology	Associate Professor	TAKAHASHI Yukiko	Effect of phenolic and sulfur compounds on photobleaching of organic pigments	Okumura(NIT,NC)	Female2 Male2
3	NUT	Materials Science and Technology	Assistant Professor	NISHIKAWA Masami	Application of a combinatorial method to an excimer-laser assisted metal organic deposition process for fabrication of functional films 2.	Murakami(NIT,NC) Ishibashi(NUT)	Female1 Male2
4	NUT	Department of Bioengineering	Associate Professor	YAMAMOTO Maki	Elemental technology development of bird and wildlife damage countermeasure system utilizing AI and ICT.	KAMIMURA,YANO, WAKUI(NIT,NC) SHIRAI(CRIEPI) SAKAI(eTRUST) WADA(SANSEI)	Female1 Male7
5	NUT	Nuclear System Safety Engineering	Assistant Professor	Do Thi Mai Dung	Characteristics of cesium silicate compounds	KOIDE(NIT,NC)	Female1 Male1
6	NIT,NC	Materials Engineering	Associate Professor	OKUMURA Hisako	Study on activity evaluation of chemically modified catechin for material utilization	TAKAHASHI(NUT)	Female2
7	NIT,NC	Materials Engineering	Associate Professor	KAWAMOTO Emi	Regional distribution of GLUT1 in immobilized rat skeletal muscles visualized by immunohistochemistry	SHIMODA(NUT)	Female1 Male1

# What is Mentoring?

## — To be a mentor fostering youth —

Setsuko Yamada of Manners, Inc. was invited as a lecturer, and a mentoring workshop (transmitted via Zoom) was held with cooperating organizations and partner institutions.

A total of 54 people (26 from Nagaoka University of Technology, 8 from National Institute of Technology(KOSEN), Nagaoka Collage, 17 from eTRUST Co.LTD, and 3 from partner institutions) participated in the workshop. Those who attended both the first and second half of the course were issued a certificate of attendance.

### What is mentoring?

Mentoring is a set of activities used by people with rich knowledge and experience (mentors) to support inexperienced people (mentees) continually over a certain period from career development, psychological, and social perspectives.

#### Mentor

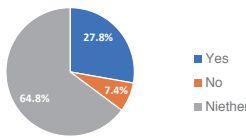
Mentors can review how work is done and review how to live by supporting a mentee.



#### Mentee

Mentees can understand themselves in-depth and take spontaneous actions with motivation by being supported.

If you were asked to be a mentor, would you accept?



#### ○First half (13:00–14:30)

##### 1. Introduction to mentorship

- 1) What is mentorship and mentoring?
- 2) The way and attitude of mentoring
- 3) Mechanisms of behavior modification

##### 2. Mentoring tailored to the person

- 1) Determine personality patterns
- 2) Understand the needs of each type
- 3) Ask to write “My Instruction Manual”

##### 3. Mentoring tailored to the situation

- 1) Understanding a mentee's current situation seen from the SLII model
- 2) Offering what the mentee wants
- 3) What the mentee wants in different situations

#### ○Second half (14:40–16:10)

##### 4. Mentoring processes:

- 1) Determination phase
- 2) Rapport-building phase
- 3) Support phase
- 4) Autonomy phase

##### 5. Mentoring skills I : Counseling techniques

- 1) Active listening
- 2) Summary and repetition
- 3) Exercises

##### 6. Mentoring skills II : Coaching techniques

- 1) Coaching processes
- 2) Questions leading to behavior modification
- 3) How to set goals

#### ○Participant comments

- I was able to realize my patterns again. I understand very well how to address mentees as a mentor. I want to practice mentoring both at my workplace and in my private life.
- I have realized again that understanding people's ways of thinking is important, avoiding decisions made solely based on my values.

## Participation in the 75 for UN75 “75 Minutes of Conversation: Rethinking Gender”

The talk featured five speakers, including the Executive Director of UN-Women. From Japan, Dr. Mami Katsumi, Education Administrator at Nagaoka University of Technology, participated in the webinar. NUT has been appointed as a United Nations Academic Impact (UNAI) Hub for SDG 9. She explained the country's situation and NUT's efforts.

#### 75 FOR UN75

### 75 MINUTES OF CONVERSATION: RETHINKING GENDER

10:00 A.M. - 11:15 A.M. EDT  
FRIDAY, 19 JUNE 2020



#### ○Japan's situation

Japan's overall achievement of the SDGs is ranked 15th out of 162 countries. However, Japan ranked 121st of 153 countries on the progress of SDG 5: Gender Equality. (Source: report conducted by the Sustainable Development Solutions Network (SDSN) in 2019 and the 2020 Global Gender Report)

Dr. Katsumi described the historical context of the disparity: men were presumed to work and women to take care of families during the rapid economic growth period after WW II. This caused women's participation in society to lag.

#### ○Government and university efforts

She introduced government efforts toward gender equality and women's empowerment, NUT's GIGAKU education and UNAI Hub for SDG 9, the efforts of the SDGs Promotion Office, the Program to Supporting Research Activities of Female Researchers, Kawaii Rika for elementary and middle school girls, informal gatherings with the president, and events related to gender equality.