<Summary of the Three-Year Program for Comprehensive Evaluation>
As of March 15, 2013

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Public University Model for Lively and Active Female Researchers

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I. Management

(1) Steering Committee and Management Committee

- Steering committee: Merged with the committees of some other programs in fiscal 2011, one year ahead of the original schedule.
- Management committee: Increased the number of committee members from the university's science-related organizations in fiscal 2011.

(2) Center for Women in Research

- Center for Women in Research: Increased the number of clerical staff every fiscal year, with the number of staff in fiscal 2012 being six.

II. Establishing Environment to Support Female Researchers

(1) Assignment of research support personnel (Table 1)

- Assignment process: In fiscal 2010, interviews and investigations were conducted for eligible persons.
  In and after fiscal 2011, applications were invited and then the applicants were investigated. (An explanation of this scheme was presented to new female science researchers.)
- Assigned organization: Applications were submitted from all the university's organizations with female science researchers; research support personnel were assigned to all such organizations.
- No. of research support personnel assigned: 24 research support personnel were assigned to a total of 19 researchers in three years.
- Needs satisfaction: There was one case this fiscal year where despite the submission of an application, support could not be provided. In this case, a very high level and special skill was required. Although we spent a few months and did our best to find a way to provide appropriate support through the scheme, we could not secure research support personnel who would satisfy the needs of the applicant. This point, which needs to be dealt with in and after the next fiscal year, is to be discussed by the next management committee.

Table 1. Assignment of research support personnel

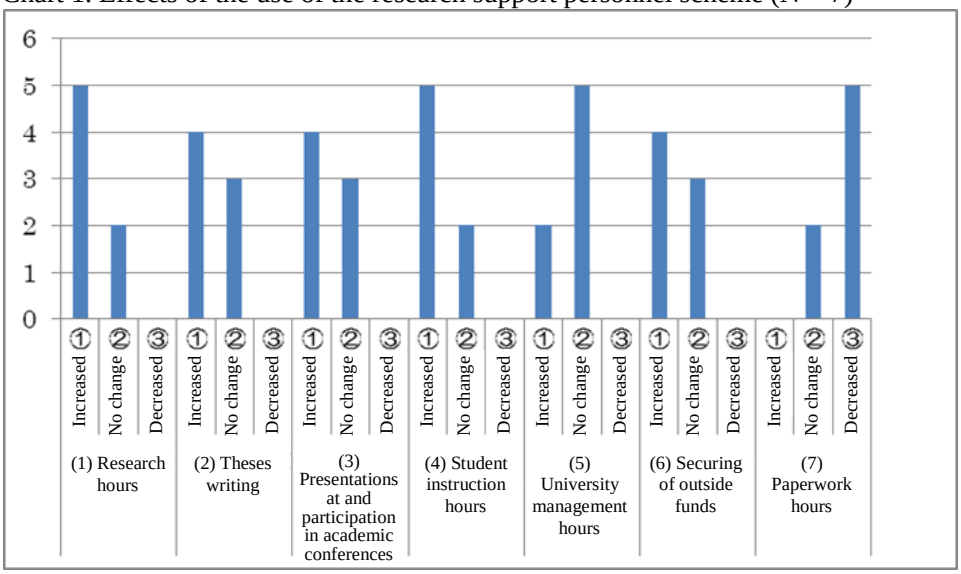
Fiscal Year	No. of Researchers Using the Scheme	No. of Research Support Personnel			
		Special Support Personnel "B"	Engineering Support Personnel	Clerical Support Staff	Total
2010	6	4	2	2	8
2011	7	5	1	2	8
2012	6	3	2	3	8
Total	19	12	5	7	24

- Achievements through the use of research support personnel: 17 cases involving securing outside funds, 88 cases involving writing theses /giving presentations at academic conferences, five cases of publishing books, and three cases of receiving awards.
- Effects of the use of research support personnel: A questionnaire was distributed at the comprehensive evaluation symposium (Chart 1).

One staff member gave a presentation on the scheme results.

- Items in which a clear increase was identified: “Research hours” and “Student instruction hours”
  The research support personnel scheme is effective not only for research but also for education. Considering that students in science-related majors are expected to play significant roles as researchers or engineers in the future, the increase in the time for instructing students contributes to the development and support of the next generation of researchers.
- Items in which a decrease was identified: “Paperwork hours”
  In a questionnaire distributed at the university before we applied for selection as the Model Program to Support Female Researchers subsidized by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) (in fiscal 2009), many respondents requested the university to implement some measures to reduce the time that they had to spend on paperwork. In this regard, the decrease in time spent on paperwork is evaluated as meeting the needs.
- Items in which a slight increase was identified: “Theses writing” “Presentation at and participation in academic conferences” and “Securing outside funds”
  As for these items, increase or decrease in the relevant time does not produce an immediate effect; achievements involving the item are made through the compilation of the relevant time. Given the period of use of this scheme, as indicated in the above figures, certain achievements are being made. In order to gain clearer results, it is necessary to continue this scheme. It takes time for research support activities to generate appropriate results, which would not be achieved without a continuous support scheme.
- Points indicated by a few respondents: Increase in the “University management hours”
  This scheme is used mainly by young researchers, who are relatively free from the burden of university management. It is presumed that this is why the majority of respondents selected “No change” for this item. However, some researchers with mid-level careers at the university had no option but to be engaged in university management while raising their children. This scheme provides effective support for such researchers.

Chart 1. Effects of the use of the research support personnel scheme (N = 7)



- Next fiscal year: A draft has already been prepared by three female members of the management committee, and approved by the management and steering committees. The scope of eligibility will be expanded. The scheme will be implemented through the ordinary expenses. (As of February 28, a decision to employ the university’s currently enrolled faculty members in fiscal 2013 was made.) Meanwhile, the Graduate School of Science will start its own support scheme to complement this scheme in fiscal 2013, using the school’s budget.

(2) Support for working at home

- No. of support cases: a total of seven
- Effect: It was reported that the combined use of the above research support personnel scheme and this scheme has a good effect on student instructions, conference participation, and research activities.
- Next fiscal year: Support will continue.

(3) Mentoring scheme

- Needs at the university: Few respondents replied "If available, I'll use it." Approximately 20% of science-related female faculty member respondents want this scheme.
- Until this fiscal year: We gathered information from other universities and examined the use of the role model bank.
  This fiscal year, we held seminars on the mentoring scheme. However, there were not many applications for these seminars. Even after we demonstrated some ingenuity by having the seminars double as a training session for "I'm a Researcher in Science" (IRIS), the team of female graduate students in science-related majors at the university, the number of applicants remained small. These seminars were favorably received by seminar participants, but we later found that neither the words "mentor" nor "mentoring" were actually well known at the university, which is a point that we need to deal with.
  Additionally, we examined the possibility of merging this mentoring scheme with the mentoring scheme implemented as part of the university's program (Leading University as a Base for Human Resource Development in Nanoscience and Nanotechnology). However, some problems involving the merger were revealed: mentoring is not available for all young researchers; and the university's female researchers serve as mentors for female mentees, increasing the burden on the female researchers.
- Next fiscal year: Three female members of the management committee and three female researchers on the comprehensive evaluation symposium executive committee examined once again what was appropriate as the university's mentoring scheme. A draft is now being prepared with the focus on cooperation from the university's male and female researchers, the role model bank, the university's network with women working actively in outside research institutes and companies, and the human resource bank for the university's alumni. We are hoping to implement this draft in fiscal 2013.[1]

(4) Counseling office and health counseling office of the Center for Women in Research

- Counseling office at the Center for Women in Research:
  - No. of counseling cases: 18 in fiscal 2012, and 51 in three years
  - Profile level: In fiscal 2012, more than 50%. Of the respondents, 75.0% of female faculty members and 64.9% of female staff knew about the office.
  - Next fiscal year: Efforts to increase the profile will continue. Additionally, counseling office services will be provided also at Rinku Campus and Habikino Campus on a regular basis. Moreover, in the next fiscal year, this counseling office will begin to cooperate with the counseling office for female researchers established in the Personnel Section of the General Affairs Division. The latter counseling office was established at the time of adoption of the program "Leading University as a Base for Human Resource Development in Nanoscience and Nanotechnology." This program is subsidized from the Ministry of Education, Culture, Sports, Science and Technology's Special Coordination Funds for Promoting Science and Technology.
- Women's health counseling (Table 2. The figures for fiscal 2012 are as of the end of February 2013):
  - Mini seminars: Although the number of participants for each round is small, the numbers are steadily increasing.
  - Next fiscal year: We are planning to continue to provide these services after examining the services with the Student Affairs Section (Health Management Center) and the General Affairs Division.

[1] Draft: After receiving applications, the center's coordinator will assign mentors. At least one person will be nominated as a member of the mentor scheme working group by each graduate school. The person will provide advice on the assignment of coordinators and the improvement of the scheme. No monetary rewards will be paid. After being registered, mentors will participate in a guidance session. Regulations on confidentiality and other issues will be established.

Table 2. Women's health counseling services from fiscal 2010 to fiscal 2012

Fiscal Year	Individual Counseling	Mini Seminar	Total
2010	6	-	6
2011	9	79	88
2012	14	126	140
Total	29	205	234

(5) Network of female researchers

- Casual gatherings for female researchers: A total of six rounds (with 51 participants) were held voluntarily. The number of rounds decreased after the establishment of the following SNS.
- SNS to support female researchers: Established in fiscal 2012, with 63 persons now being registered
- Next fiscal year: Taking advantage of the transfer of the center's website server onto the university's server, we are now preparing to use the university's portal site.
- Network with outside organizations: See the following "**V. Cooperation with Local Communities – Contributing to Local Communities**."

(6) Operation of Tsubasa Nursery, an in-house nursery (program exempted from subsidy coverage)

- Enrollment: At the end of the second year after the establishment of this nursery, the number of children enrolled in the nursery almost reached its capacity (10 children). (Table 3)
  The number of children enrolled to receive a basic nursery service has not reached capacity yet, enabling the nursery to accept all those who wish to be enrolled in the nursery, as long as they meet certain requirements. Additionally, some of the temporary nursery service users are part-time faculty members of the university, contributing to the development of their career path.

- Review of expenditure: Last fiscal year, the first year after the nursery was established, many babies aged 0 years were enrolled in the nursery, forcing the nursery to drastically review its expenditure simulation carried out before its establishment. However, considering that expectations of the nursery are high at the university, and that the nursery assumes responsibility as an in-house facility different from a public nursery, the increase in expenditure for the nursery was authorized.

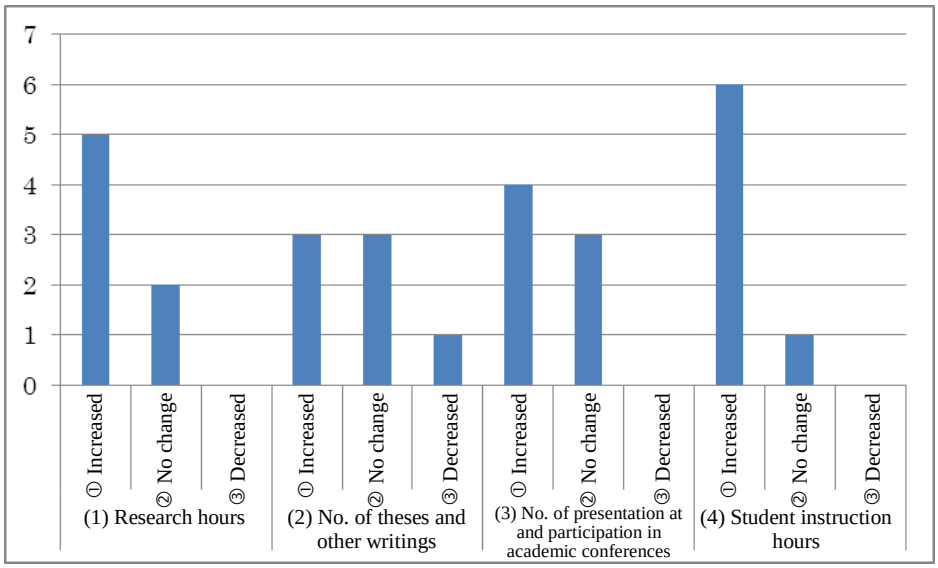
Table 3. Users of the in-house nursery from fiscal 2011 to fiscal 2012 (Figures are for the beginning and end of each fiscal year.)

Fiscal Year	Basic Nursery Service	No. of Temporary Nursery Service Users
Beginning of 2011	1	3
End of 2011	5	9
Beginning of 2012	7	11
End of 2012	8	16

- Profile level: In fiscal 2012, 86.6%, the highest from all the efforts promoted under our program. The nursery functions as the symbol of the program.
  The nursery is a welfare facility for all the university's faculty members, staff, etc. The use of the facility by male faculty members and staff has a considerable impact on the people around them and their work environment. There were cases where even science-related male faculty members who did not use the nursery were pleased that their male coworkers went to the nursery to pick up their children in the evening. There was also a report that at one science-related department, considering that its female faculty members using the nursery needed to pick up their children at the evening, the start time for meetings had been moved forward. As these episodes show, on top of functioning as the symbol, the nursery has an influence on university faculty members' awareness of their work-life balance.

- Use effect: The trend in the response contents is almost the same as the response contents for the question regarding the assignment of research support personnel (Chart 2).

Chart 2. Effect generated by use of the nursery (N = 7)



All the respondents replied that use of the nursery has a positive impact on the time they had available to relax mentally and physically and their family lives. Many of them also commented on the significant increase in their research hours, increase in their research efficiency as a result of them having more time to relax mentally and physically, and the convenience of picking up their children due to the proximity of the in-house nursery. Moreover, male faculty members using the nursery wrote about the positive effect the nursery was having, even on the work of their wives.

- Other campuses: Although there were requests to open a similar nursery even on other campuses, it was financially difficult. Taking advantage of the characteristics of a public university, however, the center recommended using nurseries in prefectural hospitals with which the university has alliance agreements. In fiscal 2012, one science-related female faculty member on the Rinku Campus used the nursery for staff at the hospital closely located to her campus. If there is a request, we will negotiate with the prefectural hospital adjacent to the Habikino Campus, in order to ensure that campus staff can use the hospital's nursery.

- Interest from both inside and outside: Visit to the nursery from outside the university (Table 4). As a form of cooperation by the university's faculty members and students, at classes of early child and care education at the Department of Social Welfare, the School of Humanities and Social Sciences, faculty members for the classes (members of the nursery management committee) and students were engaged in improving the childcare environment, including playground equipment. (Details of these improvements will be submitted in the next fiscal year by the childcare facility management committee.)

Table 4. Visit to the in-house nursery from fiscal 2011 to fiscal 2012 (as of March 1, 2013)

Fiscal Year	No. of Visits	Breakdown of Visitors
2011	8	Japanese university (twice), overseas university (once), JST (twice), child rearing support company (once), national university's junior high school (once), and in-house members wishing to participate in the tour and the mayor of Sakai City (once)
2012	4	Japanese university (twice), MEXT (once), and JST (once)

(7) Alliance with excellent foreign universities and other organizations

- Ewha Women's University, Korea: Inter-university exchange agreement (In fiscal 2012, the person responsible for the exchange was the Director of the Center for Women in Research, who is also a member of the Graduate School of Engineering and the Graduate School of Humanities and Social Sciences.)
- Next fiscal year: We will demonstrate further ingenuity, such as cooperation with international exchange research institutes, to ensure that the Science Café and seminars will be held when researchers who could serve as a role model visit the university.

III. University-wide Awareness Reform

(1) Seminars

- Unification of seminar categories: When we applied for selection for the Model Program to Support Female Researchers subsidized by MEXT, our seminars were categorized into the following two groups: seminars open to citizens of the prefecture, with lecturers not being limited to women in science-related fields; and seminars for the university's undergraduate and graduate students with lecturers being limited to researchers in science-related fields and engineers. The latter seminars were regarded as role model seminars with the purpose of developing the students' career paths. As the seminars were held, however, it was found that some people from science-related courses later selected a non-science related career, while people with non-science related educational background were deeply engaged in a science-related career. In addition, in fiscal 2012, the College of Sustainable System Sciences was established as the university's new educational organization under a combination of humanities and sciences. This made it even more difficult to present a clear definition of "students in science-related majors," the main target of the seminars. In this regard, in fiscal 2012, all the seminars were unified as role model seminars and held for the university's students, researchers, and staff. When there was room in the venues, the seminars were open to persons from outside the university.

- Ingenuity to attract more participants: As a result of inviting applications from across the university at the beginning of the fiscal year, we achieved cooperation in using class hours. This led to a dramatic increase in the number of student participants (Table 5). Actually, 98% of the participants were students.

- Cooperation from both inside the university and outside: Even after we finished inviting applications from across the university, there were proposals from the university's faculty members and executive directors, as well as management committee members. Also, there were requests from outside organizations. As result, many more seminars were held, which had not been planned originally. This indicates that our program was highly valued both within the university and outside.

Table 5. Numbers of rounds and participants in seminars from fiscal 2010 to fiscal 2012, and ex-post evaluation

(Total numbers of public seminars and role model seminars, excluding two seminars to be held in March and the comprehensive evaluation symposium)

Fiscal Year	No. of Rounds	No. of Participants	Evaluation in the Ex-post Questionnaire (Total of "Very good" and "Good" responses)
2010	2	163	100%
2011	6	238	99%
2012	7	837	96%
Total	15	1238	

(2) Comprehensive evaluation symposium

- Executive committee: To ensure that the process of preparing for the symposium would lead to university-wide awareness reform, an executive committee consisting of the university's faculty members and clerical staff was established as an official organization.
- Participation by all the university's organization leaders: The executive committee requested all the university's organization leaders (graduate school deans, research organization directors, and an executive director in charge of general affairs) to give addresses at the event. Our request to each of these leaders was made at a meeting attended by the center's director, the university's section manager in charge of comprehensive strategy, management and executive committee members of the relevant organizations, and coordinators. As a result, all the organization leaders accepted our offer for them to extend a message in support for our program at the comprehensive evaluation symposium. It seems that people were very impressed by their participation in the symposium. Actually, at the time that they all appeared on the platform at the venue, the audience suddenly increased, leading to a shortage of available seats.
- Other speakers: After discussion in the executive committee, it was decided to invite speakers from MEXT, which would be beneficial in learning about various measures; Mie University, which was ranked "S" in our program; and SHARP CORPORATION (headquarters in Osaka Prefecture), where many of the university's graduates work and which is renowned as a company where female employees play a significant role.
  Other speakers included university members using services provided under our program. All of these speakers were selected after thought was given to impartiality in terms of their gender and science-related specialties, enabling the symposium to make an impression as a university-wide effort.
  The symposium concluded with the university's President & Chairman confirming that our program would continue in the next fiscal year, which gained the agreement of event participants.
- Participants: 167 (of which 151 were university members, and of those 151, 108 were university faculty members and staff.) According to the questionnaire distributed after the event, the event's first half featuring lectures by outside speakers was evaluated as "Very good" by 67% of respondents and "Good" by 33%, while the second half featuring lectures by university members was evaluated as "Very good" by 69% and "Good" by 27%.

(3) Science Café

- Participants: Although the number of rounds the event made increased because of cooperation within the university, the number of participants was small (Table 6).

- Next fiscal year: We will make renewed efforts. Through closer cooperation with the university's graduate schools and research organizations, we will try to increase not only the number of rounds the event makes, but also the number of participants.

Table 6. Numbers of rounds made and participants in Science Café from fiscal 2010 to fiscal 2012, and ex-post evaluation

Fiscal Year	No. of Rounds	No. of Participants	Evaluation in the Ex-post Questionnaire (Total of "Very good" and "Good" responses)
2010	**3**	**33**	**100%**
2011	**3**	**30**	**100%**
2012	**7**	**37**	**98%** (for only five rounds)
Total	**11**	**100**	

(4) PR and campaign

- Newsletter: So far, seven issues have been published. The seventh issue, the final issue in the adoption period, was distributed at the same time as the comprehensive evaluation symposium.
- Information distribution through the university's portal site: We began to use the site in fiscal 2010 to invite applications for our events.
- In-house PR: Signboards, brochures, the center's website, and the university's website
- Provision of information to management committee members and external evaluation committee members: In the second half of fiscal 2011, we began to send out emails with the next month's events schedules.
- Website: Since the establishment of the center's website, there had been a problem with accessing the website from the university's website. (See the results of the in-house questionnaire.)
- Next fiscal year: We decided to transfer the site from the current outside server to the university's server. With cooperation from the university's Public Affairs Section, the center's website was redesigned to make access from the university's website easier. Transfer of the website was completed on March 13, 2013.
- Campaigns: We started the "Childcare Support Badge/Seal" Campaign in fiscal 2010, and the "Meetings to End at Five" Campaign in fiscal 2011.

(5) In-house cooperation

- Meetings with the university's graduate school deans and executive directors: Held every spring.
- Cooperation with local communities with the commitment of the university's executive directors
  This fiscal year, the university's executive directors in charge of education and research, PR, and management and planning cooperated with companies headquartered in the Kansai region. (See below "**IV. Developing a Career Path and Expanding the Foundation")** Meanwhile, in fiscal 2012, Osaka Prefecture College of Technology was merged with the university group as Osaka Prefecture University College of Technology. As a result, one of the university's executive directors assumed the position of Principal of the college, which enabled smooth cooperation with the college. Taking advantage of these valuable opportunities, we will make efforts to cooperate more with local companies and organizations during and after the next fiscal year. (As for the cooperative activities in fiscal 2012, see "**V. Cooperation with Local Communities – Contributing to Local Communities.**)
- Examples of in-house cooperation for various events (Table 7)

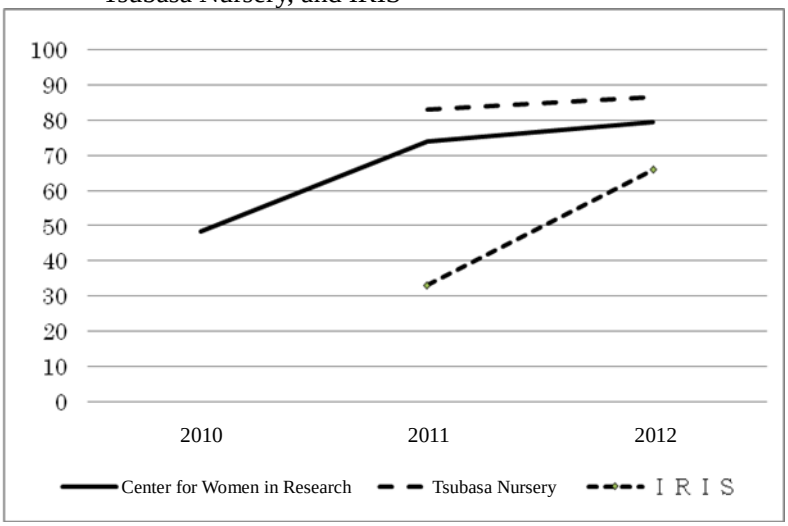
Table 7. In-house cooperation for the Science Café and seminars from fiscal 2010 to fiscal 2012

Fiscal Year	Science Café			Open Seminars & Role Model Seminars			Total		
	No. of Event Rounds	No. of Event Rounds with In-house Cooperation	%	No. of Event Rounds	No. of Event Rounds with In-house Cooperation	%	No. the Event Rounds	No. of Event Rounds with In-house Cooperation	%
2010	3	3	100.0	2	1	50.0	5	4	80.0
2011	3	3	100.0	7	7	100.0	10	10	100.0
2012	7	7	100.0	9	8	88.9	16	15	93.8
Total	13	13	100.0	18	16	88.9	31	29	93.5

(6) In-house questionnaire (For details, such as the questionnaire period, see document 1-1.)

- Challenges: The number of response forms collected was 1,088 (collection rate: 30.8%), demonstrating no improvement over the previous year.
  A comparison with the population suggested that more than 60% of female staff and more than 50% of male staff would reply to the questionnaire, indicating high interest among the university's staff.
  The group for which the response rate was the lowest was graduate school students in non-science-related majors (women: 14.1%; and men: 6.0%). We need further demonstrate to this group that our program will contribute to improving the university-wide research environment.
- Profile level: Unlike fiscal 2011, when the profile rates for only Tsubasa Nursery and the Center for Women in Research were very high, the profile rates for IRIS, seminars, the Public University Model for Lively and Active Female Researchers were also high at more than 50%, with rates for many other efforts recording around 40%. These figures indicate a steady increase in recognition at the university (Chart 3).
  Of particular note is the profile rate for IRIS, which almost doubled in the past one year.
  In the questionnaire, the profile rates for casual gatherings, the SNS, "the basic policy on promoting recruitment of diverse human resources," and some other articles remained low, indicating the need to make continuous efforts.
  No big change was observed in the profile rates for the articles on various measures and numerical targets. We will make efforts to ensure that the trend in the measures, along with our program, become better known across the university.
- Use of the results: There was much demand for the support scheme and the counseling office service. These demands will be utilized to improve the research support personnel scheme in the next fiscal year. IRIS, which had a high profile, was highly valued, enabling the organization to continue its activities.

Chart 3. Change in the profile levels for the Center for Women in Research, Tsubasa Nursery, and IRIS



IV. Developing a Career Path and Expanding the Foundation

(1) Organizing female graduate school students in science-related majors (IRIS) and expanding the foundation for female researchers through use of the organization

- Organization: There were applications from students in all the year grades from all the science-related graduate schools. Members were selected from among them after a screening process (Table 8).
  Considering that there were many participants from the Graduate School of Engineering, where the number of female students was especially small, it is expected that this effort will generate further achievements in the future.
- Use of measures: Mainly using measures on the promotion of gender equality (Table 9. For details, see the document 1-1 "Fiscal 2012 Achievements and Plans.")
- No. of participants: fiscal 2012 - 1,564; total number from fiscal 2010 - 2,942
- Achievements: Held at many municipalities in Osaka Prefecture (municipalities with "★" in Chart 4)
- Ex-post evaluation: Favorably received (Chart 5). Both the center and IRIS made sure that they conducted an ex-post review to enable further improvements.
- Ingenuity: Bearing in mind the possibility that this effort will continue in and after the next fiscal year, systematic operation was implemented with the use of local government measures. This also enabled these government organizations involved in promoting gender equality to utilize IRIS more easily. At the same time, this helped members of IRIS strike the balance between their research activities and their IRIS-related activities more easily.
- Next fiscal year: Implemented as part of the support program. We will invite applications for the third batch of members from the middle March 2013 to the middle of April.
  After the end of the IRIS activity report meeting on March 6, an explanatory session was held for the Children's Science Campus for the next fiscal year. (As was done this fiscal year, the second explanatory session for IRIS activities in fiscal 2013 will be held at the time of the appointment ceremony to be held in the spring of the next fiscal year).

Table 8. No. and breakdown of IRIS female graduate school students in science-related majors from fiscal 2011 to fiscal 2012

Fiscal Year	Program	Graduate School of Engineering	Graduate School of Life and Environmental Sciences	Graduate School of Science	Total
2011	Masters	6	3	4	13
	Doctors	1	2	1	4
	Total	7	5	5	17
2012	Masters	15	7	7	29
	Doctors	2	3	1	6
	Total	17	10	8	35

Table 9. No. of participants in IRIS foundation expansion efforts from fiscal 2010 to fiscal 2012, and measures utilized
(Including the programs promoted by female graduate students in science-related majors in fiscal 2010 before the establishment of IRIS)

Fiscal Year	Measures Utilized		Others				The University's Programs			
	Gender Equality Promotion	Science Education & After- School Programs	PTA	Children's Associations	Child Rearing Support NPO	Others (incl. Chamber of Commerce and Industry)	Open Campus	Research Organization for University-Community Collaboration Program	SSH Project	Others
2010	—	-	-	-	-	-	1 (130)	-	-	2 (104)
2011	3 (111)	2 (719)	-	1 (52)	-	-	1 (153)	-	3 (40)	1 (69)
2012	8 (279)	2 (317)	2 (169)	2 (72)	1 (15)	1 (322)	1 (275)	1 (35)	2 (40)	1 (40)
Total	11 (390)	4 (1036)	2 (169)	3 (129)	1 (15)	1 (322)	3 (558)	1 (35)	5 (80)	4 (213)

Chart 4. Municipalities whose measures were used by IRIS

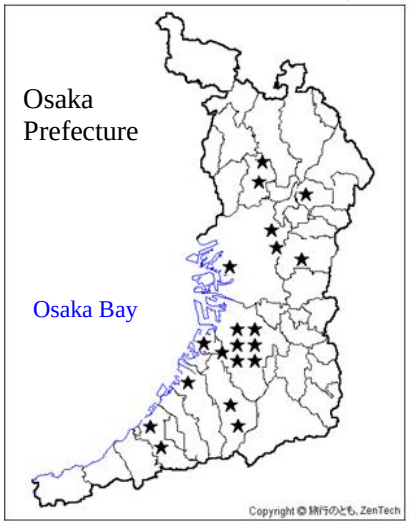
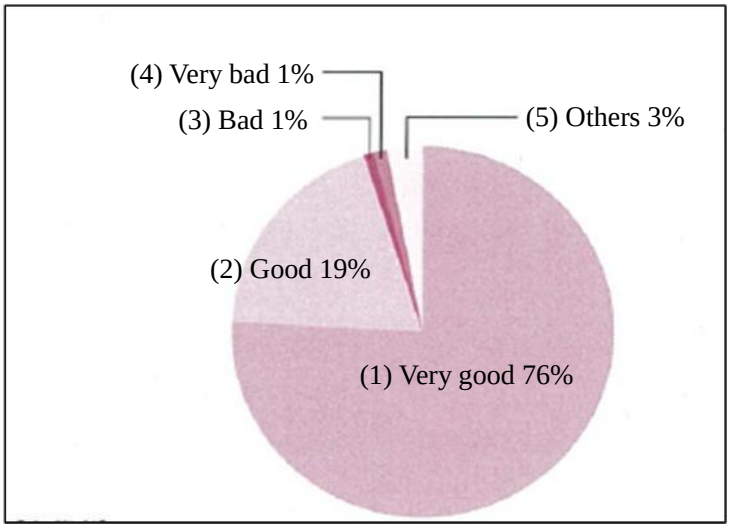


Chart 5. Evaluation by participants



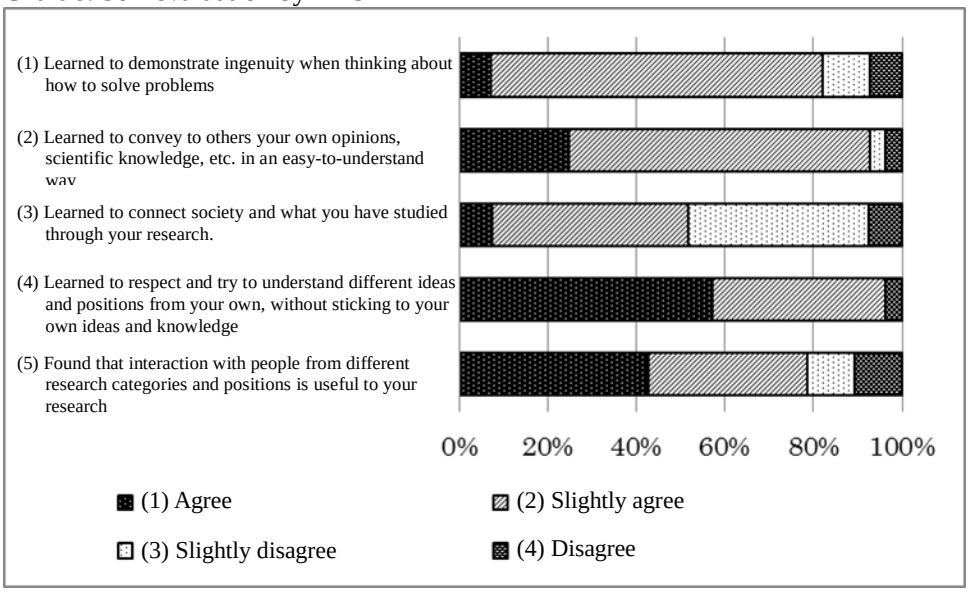
- Voluntary activities: IRIS café, a voluntary activity, was held six times this fiscal year. In addition, a research interaction meeting was held twice. Two persons were engaged as editors for the planning, data collection, and editing of *IRIS Activity Report II*. Specific proposals for improving various activities to be implemented in the next fiscal year were presented at an IRIS activity report meeting. The planning of an association for old girls of IRIS is underway.

- Corporate seminars: With the cooperation of the university's executive directors, three seminars were held (at Shimadzu Corporation, Panasonic Corporation, and Shiseido Company, Limited). The seminars included visits to the companies, explanatory sessions, and interaction with the university's female alumni working as researchers and engineers. According to an ex-post evaluation, the seminars were evaluated as "Very good" by 73.9% and "good" by 26.1%.

- Points to be improved: Since these corporate seminars were planned after the beginning of this fiscal year for the first time, they were from the autumn onwards. Actually, one of the seminars was held during the period of the term-end examinations and the preparation of masters' theses. From the next fiscal year, we will move the schedule forward to facilitate participation and also will ensure that the seminars help the university's students find jobs.

- Effects on IRIS: Contributing to research and improving communication skills (Chart 6)

Chart 6. Self-evaluation by IRIS



(2) Career development events for researchers and graduate school students (such as English theses writing seminars)

- Eligible: Mainly for female science researchers, although male researchers and graduate school students were also accepted when the number of applicants was below the venue capacity.
- English theses writing seminar: Held first in fiscal 2011, the seminar was favorably received. In fiscal 2012, the seminar was held twice mainly for the university's science-related organizations (Table 10).
- Support for obtaining outside funds: Two events were held in fiscal 2012 for the first time (and one more event will be held in March.) These events were held through cooperation with the university's executive director in charge of education and research (who also serves as Director of the Research Organization for University-Community Collaborations in charge of support for obtaining outside funds).

Table 10. Numbers of rounds and participants in English theses writing seminars from fiscal 2011 to fiscal 2012, and ex-post evaluation

Fiscal Year	**No. of Rounds**	**No. of Participants**	**Evaluation in the Ex-Post Questionnaire (Total of "Very good" and "Good" responses)**
2011	1	30	(No ex-post questionnaire was distributed in fiscal 2011)
2012	2	90	100% (only for the first round)
Total	3	120	

(3) Award scheme for graduate school students (program exempted from subsidy coverage) - Female Graduate Students in Science Awards

1) Next fiscal year: After the dispatch of this fiscal year's awardees, the scheme will be discontinued.
Reasons
(1) There is a question about this excellent scheme being limited only to female graduate school students in science-related majors. There is a request to expand the scope of the eligibility.
(2) The current screening system is too much work for those concerned, making it difficult to handle if the number of applicants increases.
(3) In addition to this scheme, there is a competitive system to help the university's graduate school students study abroad.
(4) Revision of the university's regulations in fiscal 2012 has enabled several ordinary expenses to be classed as travel subsidies for the university's graduate school students.

2) Response by the management committee: Since this scheme was highly evaluated at the university, the committee will present a recommendation that the scheme should be used as a reference for developing the university's graduate school students.

Table 11. No. of applicants for the award scheme from fiscal 2010 to fiscal 2012, and their travel destinations (incl. scheduled destinations)

Applications invited in [FY]	Year of Travel [FY]	Round	No. of Applicants	No. of Awardees		Achievements		Notes
				No. of Top Prize Winners	No. Awarded Outstanding Recognition Prize	No. Traveling Abroad	Destinations	
2010	2011	First	4	1	3	4	U.S., Taiwan, Italy, and China	
2011	2011	Second	9	1	3	4	Malaysia, Czech Republic, and the U.S	One of the winners travelled abroad using another fund.
	2012	Third	5	1	4	5	Korea, Australia, Spain, and Canada	One of the winners travelled abroad using another fund.
2012	2012	Fourth	11	1	5	6	Germany (two persons), U.S., Japan, Czech Republic, and the U.K.	The "No. of those traveling abroad" and their "Destinations" in the boxes on the left are as of the time of application.

(4) Role model program

1) Role model bank

No. of those registered with the bank: 33 (of which 7 are university faculty members. For achievements, see Table 12.)

Next fiscal year: Taking advantage of the website server transfer, we will make the registration procedure easier. We will also revise articles regarding cooperation. We are planning to introduce role models as needed on the website. Also, we are now confirming the willingness of those registered with the bank and will ensure that the role model bank is useful.

Table 12. Achievements of the role model bank (The figures in parentheses are for fiscal 2012.)

No. Engaged as Lecturers in Role Model Seminars	No. Featured in Role Model Reports	No. Featured in Newsletters	No. Engaged in Interactions Between High School Students and IRIS	No. Who Worked as IRIS Members	Others
5 (2)	9	6	1 (1)	2	Total no. who used support services: 12 (4) No. employed by the center: 1

2) Publication of role model reports

- Publication: Report II and Report III. We requested cooperation from all those registered with the role model bank other than those featured in the previous reports.
  The reports featured all those who consented to the request. In three years, a total of 35 persons were featured in three reports. (Of those 35, 21 were the university's female science researchers, with 64% of the university's female science researchers being featured.)
- Impact: The reports were received very favorably both within and outside the university.
- Next fiscal year: We will use the website to disseminate information.

V. Cooperation with Local Communities—Contributing to Local Communities

(1) Cooperation with local governments

1) Cooperation in event planning

- Gender Equality & Civic Collaboration Section, Osaka Prefecture:
  Support for the kick-off symposium (fiscal 2010)
  Support for the comprehensive evaluation symposium (fiscal 2012)
  Cooperation with role model seminars (fiscal 2012)
- Gender Equality Promotion Section, Sakai City:
  Support for the kick-off symposium (fiscal 2010)
  Cooperation with Science Café (fiscal 2011)
  Support for the comprehensive evaluation symposium (fiscal 2012)
- Osaka Gender Equality Foundation:
  Cooperation for seminars by IRIS (fiscal 2011)
  Cooperation with role model seminars (fiscal 2011 - fiscal 2012)
  Joint organization of the Children's Science Campus (fiscal 2012)
- Board of Education, Sakai City:
  Organization of the Children's Science Campus at Sakai-ence, a scientific event for children (fiscal 2011 - fiscal 2012)
  Support for the comprehensive evaluation symposium (fiscal 2012)

2) Cooperation and contribution through the IRIS foundation expansion program (See above IV (1).)

The establishment of IRIS drew very wide attention both within and outside the university. By making active use of measures for science education and gender equality promotion, we are now promoting activities to ensure that many more people in the local communities know more about science and role models of female science researchers and students. According to questionnaires conducted by Osaka Prefecture and Sakai City on people's awareness of gender equality, there is a gender gap in terms of educational background expected of children, and lower expectations are placed on girls to become strong financial supporters or work actively in society. The university's efforts in which female graduate students in science-related majors serve as role models present a useful role model to local government organizations promoting gender equality. It is thought that now is the time for these organizations to review their planning to deal with the increase in the ages of people eligible for their programs, the

increase in the number of double-income households among younger generations, and the increase in the number of people remaining single. In this regard, the university's Children's Science Campus, which draws a wide range of generation, specifically children and their parents, is very attractive to these organizations. Moreover, as indicated in the Third Basic Plan for Gender Equality, men and children are the mainstay for promoting gender equality. At many of the university's events, participating children are accompanied by their fathers, which contributes to gender mainstreaming.

(2) Cooperation with companies

1) Corporate seminars by IRIS (See the above **IV** (1).)
2) Executive Association of Small and Medium-Sized Enterprises in Osaka Prefecture:
Meetings with the association's secretariat and personnel in charge of women's issues. We are now arranging a schedule of meetings with companies where female employees fully demonstrate their abilities and companies that want women to do so.
3) Large companies:
With the cooperation of SHARP CORPORATION, we are now planning to conduct an email questionnaire mainly for female employees in science-related fields on the possibility of establishing a network and obtaining support from the university.
4) Other organizations:
With the cooperation of the Kansai branch of the Japan Association for HEIB and Consumer Affairs Professionals in Business, four interviews were conducted for female employees in science-related fields regarding the possibility of establishing a network and obtaining support from the university (Nippon Meat Packers, Inc., Suntory Wellness Limited, Kao Professional Services Co., Ltd., and Mizkan Group Corporation).

(3) Other forms of cooperation

1) Osaka Prefecture University College of Technology:
Meetings with the college's principal and instructors. Persons were designated to be in charge of cooperation with the college.
We launched activities to share information, establish a network, promote interaction (among those concerned, including the university's undergraduate and graduate students, such as IRIS members, and the college's students), and increase the number of college participants in the university's events. In fiscal 2012, we implemented the following activities: 1) invited the college's instructor as a lecturer at the seminar held in September with the theme of mentoring, 2) held a Science Café at the IRIS activity report meeting held in March, and 3) held an interaction event for the university and college's students at the IRIS activity report meeting in March. In addition, those concerned with the college are allowed to participate in an English thesis writing seminar and other events, which will contribute support for the college's female researchers.
2) The Technology Research Institute of Osaka Prefecture:
Meetings with the institute's president and instructors. Persons were designated to be in charge of cooperation with the institute.
We plan to share information, establish a network, promote interaction between the institute and the university's researchers, increase the number of institute participants in the university's events for improving various skills, and organize opportunities for IRIS members to visit the institute. In addition, we are planning to incorporate promotion of gender equality as one of the articles in the comprehensive cooperation agreement between the institute and the university. We are finalizing the details and will put them into effect in fiscal 2013.
3) Female alumni on the Material Science and Engineering Course of the Graduate School of Engineering:
We are preparing for interviews on the possibility of establishing a network and obtaining support from the university.

VI. General Articles

① Has support for female researchers been achieved?

See above II, IV (2).

② Has university-wide awareness reform generated the desired results?

See above III, and the in-house questionnaire results (document 1－1).

③ Has there been progress in university-wide system reform to ensure that measures to support female researchers will continue even after the end of our program?

See the above articles "Next fiscal year."

The general framework is as follows:

- In November 2012, the steering committee approved that, under the Basic Policy on the Promotion of the Development of Diverse Human Resources, measures to support female researchers would continue constructively as a university-wide effort. One of the university's vice-presidents was appointed to be in charge of the ongoing measures.
- The Center for Women in Research will continue to exist under its present name. It will be staffed by one coordinator and two clerical staff members (one full-time and one part-time) who work exclusively for the center. As was the case until this fiscal year, a management committee will be formed as a university-wide organization consisting of members selected from all the graduate schools.

Program I Establishing the environment (welfare)

① Establishing a counseling office (deciding on working hours, support for persons working at home, and other efforts)

Implemented through cooperation between the coordinator of the Center for Women in Research and the university's Personnel Section.

② Increasing awareness and improvements

Implemented through a wide range of activities promoted by the Center for Women in Research.

③ Assignment of research support personnel

According to in-house questionnaire results and those who actually use this scheme, many people want the scheme and it has produced many positive results – some researchers were able to continue their education/research thanks to the scheme. In this regards, this scheme will continue with a budget cap. Those who wish to use the scheme will be graded according to the level of difficulty in continuing their education/research, and screened objectively, before the appointment of research support personnel.

- Budget: 5 million yen per year
- Eligible: male and female faculty members from all the university's organizations
- When to use the scheme: For pregnancy, childbirth, child care and family care. This condition has been set with reference to the Child Care and Family Care Leave Law and other universities' support programs. Priority will be given to pregnancy, childbirth, and child care.

Program II Researcher development

① Female researcher development

Disseminating information on support programs promoted by the national government and other entities, as well as providing mentoring services through the network formed as part of this program.

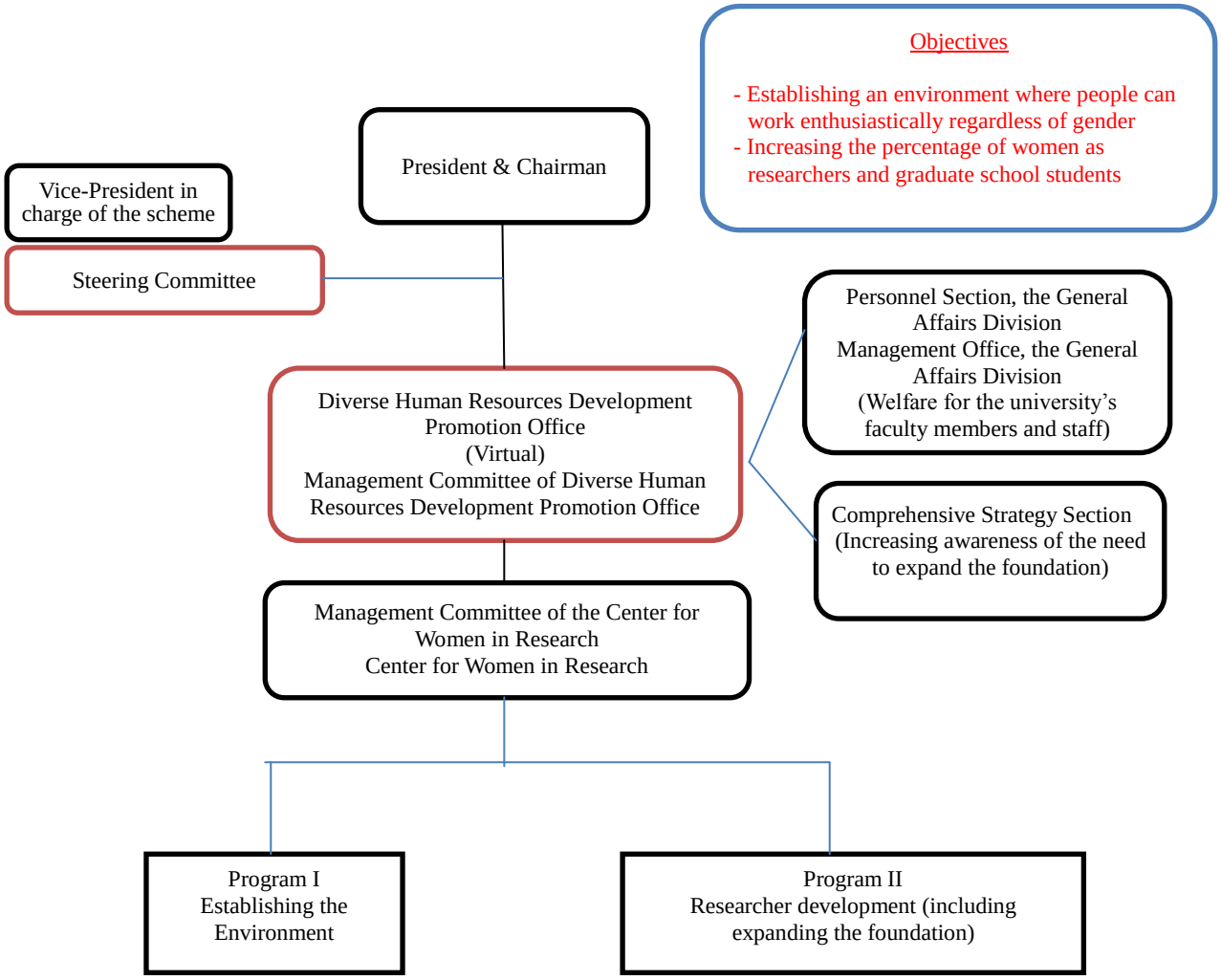
Providing information through cooperation with the Research Organization for University-Community Collaborations, as well as offering support as liaison and coordinator for researchers' voluntary efforts.

② IRIS

The activities of IRIS are contributing to the motivation and development of female graduate students in science-related majors, which leads to the expansion of the foundation for these students. In addition, IRIS is attracting very wide attention both within and outside the university, making a significant contribution to local communities. In this regard, the efforts regarding IRIS will continue.

- Inviting applications from the university's female graduate students in science-related majors to organize IRIS (with members being appointed by the university's president).
- Providing support for the development of a career path for members of IRIS, such as by promoting interaction with companies.
- Providing support for IRIS activities to contribute to local administrative measures, such as visiting lectures and open seminars, as well as support for IRIS PR efforts regarding the university's entrance examinations, such as open campus (serving as liaison and coordinator).

<Organizational Chart> (Draft)



④ Has a financial plan been prepared to ensure that measures to support female researchers will continue even after the end of our program?

See the above.

⑤ Has the mission statement been achieved?

(1) No. and percentage of female researchers[2] (Tables 13, 14, and 15)

1) Target declared in the mission statement regarding the increase in the number of female science researchers

- Target figure: 30%, up from 27 female science researchers at the time of application for selection as a Model Program to Support Female Researchers subsidized by MEXT (in fiscal 2009), specifically increase by 8.1 female science researchers
- No. of newly employed female science researchers: 4 in fiscal 2010, 4 in fiscal 2011, and 0 in fiscal 2012.

  Three more female science researchers will be employed on April 1, 2013, making the total 11.
- No. of female science researchers who were transferred to other universities: 2 (one of whom was transferred to a higher position, while the other was transferred to the same position)
- No. of female science researchers who will leave the university on reaching retirement age: 1 (in March 2013)

2 Hereinafter, the term "science-related" is used when the education/research is related to engineering, agriculture, or science. The relevant organizations in this case are the Graduate School of Engineering, the Graduate School of Life and Environmental Sciences, the Graduate School of Science, the College of Sustainable System Sciences (science-related field), the Research Organization for the 21st Century (science-related field), the Research Organization for University-Community Collaborations (science-related field), or the Organization for Higher Education Development (science-related field).

- Final figure for the increase: Fixed in fiscal 2013

Table 13. Change in the numbers and percentages of women out of all newly-employed researchers at the university (including those with fixed-term employment)

(The figures for fiscal 2012 are as of February 1.)

FY	Category	Professor		Associate professor		Lecturer		Assistant professor		Assistant staff		Gross		
		Woman	Total	Woman	Total	Woman	Total	Woman	Total	Woman	Total	Woman	Total	Women (%)
2009	Science-related	0	2	0	1	0	2	1	7	0	0	1	12	8.3%
	Nursing & medicine-related	0	0	4	4	1	1	4	6	0	0	9	11	81.8%
	Humanities & social science-related	0	0	0	0	0	0	0	2	0	0	0	2	0.0%
	Total at the university	0	2	4	5	1	3	5	15	0	0	10	25	40.0%
2010	Science-related	0	3	0	1	3	3	1	16	0	0	4	23	17.4%
	Nursing & medicine-related	1	2	1	1	0	1	5	6	0	0	7	10	70.0%
	Humanities & social science-related	0	1	2	8	0	0	0	0	0	0	2	9	22.2%
	Total at the university	1	6	3	10	3	4	6	22	0	0	13	42	31.0%
2011	Science-related	0	7	1	5	0	2	3	23	0	0	4	37	10.8%
	Nursing & medicine-related	0	0	3	3	0	0	13	17	0	0	16	20	80.0%
	Humanities & social science-related	0	2	2	2	0	0	0	0	0	0	2	4	50.0%
	Total at the university	0	9	6	10	0	2	16	40	0	0	22	61	36.1%
2012	Science-related	0	0	0	4	0	2	0	3	0	0	0	9	0.0%
	Nursing & medicine-related	1	2	4	4	0	0	3	3	0	0	8	9	88.9%
	Humanities & social science-related	0	0	1	5	0	0	0	0	0	0	1	5	20.0%
	Total at the university	1	2	5	13	0	2	3	6	0	0	9	23	39.1%

2) Measures for female science researchers

- Measures promoted at the Graduate School of Engineering with the smallest number and lowest percentage of female researchers in the university
  - At the time of application for selection as a Model Program to Support Female Researchers subsidized by MEXT, there were no female professors at the Graduate School of Engineering. As a result of personnel changes at the university in fiscal 2011, however, a female professor was transferred to the Graduate School of Engineering. This was the first time for the university's Graduate School of Engineering to have a female professor.
  - Various efforts were also made to increase the number of female associate professors and female faculty members in lower positions. Of particular note is the position of assistant professor; the number of female assistant professors increased from one at the time of the application to four in fiscal 2012. In addition, as a result of the decision made in fiscal 2012 regarding personnel changes at the university, two more assistant professors will be employed on April 1, 2013, making the total six. This means that there will be a six-fold increase in the number of female assistant professors at the university.
  - As a result of the above efforts, the total number of female researchers at the university has increased from two at the time of application to seven this fiscal year (3.5-fold). In fiscal 2013 (April 1), the number will increase to 9 (4.5-fold). These results have been achieved through a synergetic effect generated by the combination of our program and the public invitation for applications for various positions at the university, especially at the Graduate School of Engineering, without

depending on the previous personnel scheme in which faculty members were shuffled only within small sections.

- Measures promoted at the Graduate School of Life and Environmental Sciences
  - In fiscal 2012, the school invited applications for one position of associate professor, with applicants limited to women, for the first time at the university. (This associate professor will be employed on April 1, 2013)
- Utilization of "Plus-One[3]" (program exempted from subsidy coverage)
  - Two cases at the Graduate School of Engineering (fiscal 2011)
  - One case at the Graduate School of Life and Environmental Sciences (fiscal 2012)
- Challenges:
  - Ensuring that female researchers in positions from assistant professor to associate professor work at the university on a long-term basis
  - Demonstrating leadership and exhibiting further ingenuity to increase the percentage of female researchers

[3] Under this scheme, if an organization (the Graduate School of Engineering, the Graduate School of Life and Environmental Sciences, or the Graduate School of Science) employs a new female researcher (professor, associate professor, lecturer, or assistant professor) who is scheduled to assume the relevant position sometime between April 1, 2011 and April 1, 2013, a subsidy of up to 1 million yen will be provided based on the application from the relevant organization. Per newly employed female researcher, this subsidy is provided for the organization to employ an assistant professor (provision to the organization is available only once before the end of our program) or covering the personnel expenses for the organization's research or administrative support staff (without limiting the gender or work contents of the research or administrative support staff). The upper limit on the number of persons covered by this subsidy scheme per fiscal year (fiscal 2011 to fiscal 2013) at each graduate school is two. However, an organization may be allowed to use the subsidy scheme for more than two persons, if it is expected that other organizations' use of the scheme will not reach the upper limit. (Upper limit on the number of persons covered by the subsidy scheme for all the organizations: six per fiscal year)

Table 14. Change in the numbers and percentages of female researchers at the university from fiscal 2009 to fiscal 2012

(As of March 1 of each fiscal year, excluding fiscal 2012, the figures for which are as of February 1)

FY	Category	Professor		Associate professor		Lecturer		Assistant professor		Assistant staff		Gross		
		Woma	Total	Woma	Total	Woma	Total	Woma	Total	Woma	Total	Woma	Total	Women (%)
2009	Science-related	3	159	10	135	2	42	12	112	0	0	27	448	6.0%
	Nursing & medicine-related	14	33	21	26	12	14	25	32	0	0	72	105	68.6%
	Humanities & social science-related	12	74	20	72	6	18	0	2	1	1	39	167	23.4%
	Total at the university	29	266	51	233	20	74	37	146	1	1	138	720	19.2%
2010	Science-related	3	162	8	132	5	39	11	113	0	0	27	446	6.1%
	Nursing & medicine-related	13	33	23	30	7	14	25	33	0	0	68	110	61.8%
	Humanities & social science-related	14	68	20	69	4	11	0	2	1	1	39	151	25.8%
	Total at the university	30	263	51	231	16	64	36	148	1	1	134	707	19.0%
2011	Science-related	3	170	9	143	5	37	13	124	0	0	30	474	6.3%
	Nursing & medicine-related	14	33	22	33	5	7	24	34	0	0	65	107	60.7%
	Humanities & social science-related	18	75	19	66	2	7	0	0	1	1	40	149	26.8%
	Total at the university	35	278	50	242	12	51	37	158	1	1	135	730	18.5%
2012	Science-related	3	168	8	148	5	30	13	117	0	0	29	463	6.3%
	Nursing & medicine-related	15	32	23	35	6	8	22	32	0	0	66	107	61.7%
	Humanities & social science-related	22	77	15	61	1	3	0	0	0	0	38	141	27.0%
	Total at the university	40	277	46	244	12	41	35	149	0	0	133	711	18.7%

Table 15. Change in the numbers and percentages of female researchers at the three science-related graduate schools from fiscal 2009 to fiscal 2012[4]

(As of March 1 in each fiscal year, excluding fiscal 2012, the figures for which are as of February 1)

FY	Category	Professor		Associate professor		Lecturer		Assistant professor		Assistant staff		Gross		
		Woma	Total	Woma	Total	Woma	Total	Woma	Total	Woma	Total	Woma	Total	Women (%)
2009	Graduate School of Engineering	0	71	1	62	0	11	1	52	0	0	2	196	1.0%
	Graduate School of Life and Environmental Sciences	0	41	4	41	0	6	8	40	0	0	12	128	9.4%
	Graduate School of Science	2	26	3	22	1	11	3	13	0	0	9	72	12.5%
	Total of the three schools	2	138	8	125	1	28	12	105	0	0	23	396	5.8%
2010	Graduate School of Engineering	0	75	1	59	0	9	2	51	0	0	3	194	1.5%
	Graduate School of Life and Environmental Sciences	0	40	3	40	0	5	6	40	0	0	9	126	7.1%
	Graduate School of Science	2	26	2	22	1	7	3	14	0	0	8	69	11.6%
	Total of the three schools	2	141	6	121	1	21	11	105	0	0	20	388	5.2%
2011	Graduate School of Engineering	1	76	2	61	0	9	4	63	0	0	7	209	3.3%
	Graduate School of Life and Environmental Sciences	0	43	3	41	0	5	7	39	0	0	10	128	7.8%
	Graduate School of Science	2	37	4	30	1	7	2	18	0	0	9	92	9.8%
	Total of the three schools	3	156	9	132	1	21	13	120	0	0	26	429	6.1%
2012	Graduate School of Engineering	1	77	2	63	0	5	4	57	0	0	7	202	3.5%
	Graduate School of Life and Environmental Sciences	0	44	3	42	0	3	7	38	0	0	10	127	7.9%
	Graduate School of Science	2	33	3	32	1	7	2	18	0	0	8	90	8.9%
	Total of the three schools	3	154	8	137	1	15	13	113	0	0	25	419	6.0%

(2) Female graduate school and undergraduate school students

1) Target declared in the mission statement regarding the percentage of women completing science-related

[4] There are cases where science-related researchers belong to organizations outside of the three graduate schools. In this regard, the figures presented in Table 15 do not agree with those presented as “Science-related” in Table 14.

doctoral programs (Table 16)

- Numerical target: 25%
- Reality: 28.3% at the end of fiscal 2011. Of particular note is the Graduate School of Engineering. The annual number of female students who earned a doctoral degree at the school had been very small, specifically just one. As a result of our sincere requests to the school, the number of female students completing doctoral programs increased, exerting a significant impact.
- Final figure: Fixed in fiscal 2013

Table 16. Change in the numbers of women (actual numbers) who completed the university's science-related doctoral programs from fiscal 2008 to fiscal 2011

Fiscal	Category				
	Graduate School of Engineering	Graduate School of Life and Environmental Sciences	Graduate School of Science	Total for the Three Science-Related Schools	Total for All the Schools
2008	0.0 (0)	25.0 (2)	50.0 (3)	16.1 (5)	20.5 (9)
2009	3.7 (1)	28.6 (4)	33.3 (4)	17.0 (9)	24.2 (15)
2010	4.3 (1)	12.5 (2)	66.7 (2)	11.9 (5)	29.8 (14)
2011	21.7 (5)	33.3 (6)	40.0 (2)	28.3 (13)	38.7 (24)

2) Change in the situations surrounding female graduate school and undergraduate school students (Tables 17 and 18)

- Graduate School of Engineering: Further efforts are needed to increase the number of female students on both masters and doctoral programs. At the School of Engineering and the College of Engineering, there is an increasing trend in the percentage of women. Meanwhile, featuring the concept of the combination of humanities and sciences, the College of Sustainable System Sciences covers fields related to information sciences and environmental sciences, which are science-related fields once covered by the former School of Engineering. In this regard, it is expected that the increase in the percentage of female students in science-related majors at the university's undergraduate schools will continue.
- Graduate School of Science: In fiscal 2012, the former School of Science was reorganized into the College of Life, Environment, and Advanced Sciences, leading to the expectation that this will affect the percentage of women students at the Graduate School of Science. Currently, however, it is difficult to present a forecast.
- Improvement measures: Utilizing IRIS, the role model bank, role model seminars, and the mentoring scheme

Table 17. Change in the numbers of women (actual numbers) enrolled in the university's science-related graduate schools from fiscal 2009 to fiscal 2012

Fiscal Year	Graduate School	Masters Program			Doctoral Program (incl. 1st to 4th year students enrolled in the doctoral program for veterinary science)					Gross (Actual number of female students)
(As of May 1)		1st year	2nd year	Total	1st year	2nd year	3rd year	4th year	Total	
2009	Graduate School of Engineering	8.5	8.0	8.3	19.2	7.7	3.3	-	9.8	8.4 (5.8)
	Graduate School of Life and Environmental Sciences (Excl. the veterinary science course)	34.8	30.0	32.1	55.6	11.1	28.6	-	31.3	31.9 (61)
	Graduate School of Life and Environmental Sciences Veterinary science course	-	-	-	37.5	25.0	21.4	23.5	25.5	25.5 (12)
	Graduate School of Science	15.2	46.3	27.8	50.0	100.0	36.4	-	52.0	31.6 (50)
	Total	13.8	16.9	15.4	34.0	19.1	17.4	23.5	23.1	16.7 (181)
2010	Graduate School of Engineering	6.6	8.3	7.4	5.7	16.7	7.4	-	9.3	7.6 (56)
	Graduate School of Life and Environmental Sciences (Excl. the veterinary science course)	32.1	33.8	32.9	8.3	55.6	7.1	-	20.0	60.6 (59)
	Graduate School of Life and Environmental Sciences Veterinary science course	-	-	-	50.0	37.5	25.0	23.8	30.2	30.2 (13)
	Graduate School of Science	18.8	17.1	18.0	44.4	50.0	83.3	-	56.0	44.7 (46)
	Total	12.9	13.9	13.4	16.1	33.3	18.2	23.8	22.2	14.8 (174)
2011	Graduate School of Engineering	8.9	6.1	7.5	2.4	5.9	18.5	-	7.8	7.5 (59)
	Graduate School of Life and Environmental Sciences (Excl. the veterinary science course)	32.9	31.0	32.0	42.9	8.3	33.3	-	26.5	31.0 (63)
	Graduate School of Life and Environmental Sciences Veterinary science course	-	-	-	46.2	50.0	37.5	23.8	35.4	35.4 (17)
	Graduate School of Science	19.1	17.7	18.4	14.3	50.0	58.3	-	38.2	21.5 (47)
	Total	14.5	12.3	13.4	16.0	16.7	32.3	23.8	21.6	14.8 (186)
2012	Graduate School of Engineering	7.7	8.7	8.2	12.5	2.4	5.9	-	7.0	8.0 (68)
	Graduate School of Life and Environmental Sciences (Excl. the veterinary science course)	52.6	32.2	41.6	11.1	33.3	11.1	-	15.0	37.2 (74)
	Graduate School of Life and Environmental Sciences Veterinary science course	-	-	-	45.5	46.2	50.0	30.0	40.0	40.0 (20)
	Graduate School of Science	13.1	18.7	16.0	18.8	15.4	63.6	-	30.0	18.6 (40)
	Total	14.8	14.4	14.6	18.4	15.1	20.3	30.0	18.9	15.4 (202)

Table 18. Change in the numbers of women (actual numbers) enrolled in the university's undergraduate schools and colleges in fiscal 2012

(Excl. those enrolled in the former Osaka Prefecture University, Osaka Women's University, and Osaka Prefectural College of Health Science. As of May 1)

School/College	Year					
	1st	2nd	3rd	4th	5th	6th
College of Engineering	11.9(62)	-	-	-	-	-
School of Engineering	-	10.9(51)	9.8(51)	6.7(34)	-	-
College of Life, Environment, and Advanced Sciences	39.8(134)	-	-	-	-	-
School of Life and Environmental Sciences	-	38.3(70)	44.4(87)	40.1(69)	31.8(14)	34.0(16)
School of Science	-	22.3(31)	21.6(37)	23.8(34)	-	-
School of Nursing	-	95.3(122)	97.7(125)	93.1(122)	-	-
School of Comprehensive Rehabilitation	-	83.8(67)	72.8(59)	72.6(61)	-	-
School of Economics	-	36.1(101)	25.2(85)	28.5(89)	-	-
School of Humanities and Social Sciences	-	74.4(160)	76.4(172)	72.6(191)	-	-
College of Sustainable System Sciences	40.4(135)	-	-	-	-	-
College of Health and Human Sciences	85.9(219)	-	-	-	-	-
Total	37.9(550)	40.3(602)	37.2(616)	37.2(600)	31.8(14)	34.0(16)

Comprehensive self evaluation

Our program is a landmark effort in that it strives to promote university-wide system reform by providing support for female faculty members and graduate school students at the university, in which men formed the overwhelming majority of both faculty members and students. In fiscal 2009, an in-house questionnaire on welfare was conducted for the university's faculty members, staff, and graduate school students, before we applied for selection as a Model Program to Support Female Researchers subsidized by the Ministry of Education, Culture, Sports, Science and Technology. This was the university's first effort of this type. Subsequently, under our program, we promoted a wide variety of measures that had never been tried at the university, such as establishing a nursery, assigning research support personnel, organizing IRIS, supporting the appointment of a female professor at the Graduate School of Engineering, inviting applications only from women, and holding casual gatherings with female researchers. In addition, as mentioned before, on November 2012, all the university's organization leaders gathered together and expressed their support for our program in front of the university's faculty members, staff, and students. This was again the first effort of its type. In the process of these activities, many opportunities were created for the university's faculty members and graduate school students to interact with each other beyond the boundaries of their graduate schools, as well as for the university's faculty members and staff to interact and work together.

As for the university's three science-related graduate schools, many problems remain to be solved in terms of the number of female researchers and their positions. (The results for the targets declared in the mission statement regarding the increase in the number of female science researchers will be fixed in fiscal 2013.) In addition, of the points indicated at the 2011 program evaluation by the external evaluation committee, problems still remain regarding the mentoring scheme and the role model bank. The design of a framework for the mentoring scheme has just been completed and the implementation is scheduled to start in the next fiscal year. Much more ingenuity needs to be demonstrated to make even better use of the role model bank. Reasons for the delay in these schemes include the following: 1) It took a long time to design appropriate frameworks to ensure that the relevant schemes would continue even after the end of our program; 2) It took the center's staff a lot of time to establish IRIS and launch the group's activities in the program's second year, and 3) It was difficult to match the center's needs with the role models registered through the university's alumni associations, leading to a failure to provide the appropriate efforts.

On the other hand, IRIS, which was established in fiscal 2011 and was not described in the documents for our application for a selection as a Model Program, was soon highly evaluated for its significant contribution to the expansion of the foundation for female researchers. In fiscal 2012, IRIS developed its activities taking into account the need to continue its activities in and after fiscal 2013. Overall efforts to be continued in and after the next fiscal year have been designed effectively after a full examination of the previous achievements, with the focus on working on the remaining problems in a constructive way. In this regard, it is expected that there will be further progress in improvements to the university-wide environment and the promotion of awareness reform, as well as the provision of support for researchers.

As for the appropriate contribution to the local communities through the public university model, which was commented on at the time of selection as a model, it is significant to note the difference between national universities and public universities (i.e. prefectural universities). The cooperation between public universities and prefectures where the universities are located means cooperation between the organizations that are established and the organizations that have established the universities. As a result, their cooperative relationship is quite different from that between national universities and the prefectures where the universities are located. Some national universities have formed excellent cooperative relationships with administrative agencies in their prefectures. In a situation where this was difficult, Osaka Prefecture University cooperated to the fullest extent possible. A cooperative relationship is being firmly established between the university and especially gender equality related centers in Osaka Prefecture. These points can be referred to as characteristic points in our contribution to the local community. Moreover, IRIS's efforts to expand the foundation for female researchers are a form of contribution to the local community that can be made possible only by our graduate school students, with the focus on using various measures by local municipalities in Osaka Prefecture.

There is a delay in the progress of cooperation with local companies; specific efforts were finally launched in this fiscal year. However, taking advantage of the university's strength in cooperating with science-related companies, in and after the next fiscal year, we would like to continue our efforts to ensure that the university will provide support for women active in companies and companies that want women to be active. At the same time, we will

provide active support to ensure that the university's female graduates will not have to worry about their career path because of their gender and that they are able to fully demonstrate their abilities.