

女性研究者を養成するしくみ ～プリンストン大学からの提言2

プリンストン大学日本語学科講師

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アメリカの大学での動向

- ✳ 大学間が提携し、性差を是正しようという動き
- ✳ 2001年9つの大学が大学が集結し、女性教職員の自然科学工学の部門にもっと多く取り入れることを採択(Caltech, Harvard, MIT, Princeton, Stanford, UC Berkeley, U of Michigan, U-Pen, Yale)
- ✳ 直後に、プリンストン大学学長TilghmanはThe Task Force on the Status of Women Facultyを設置し、長期的に女性教職員をより多く集めるための方策の検討開始

プリンストン大学の動向

- ✳ 2002～2005年にアンケート調査を実施。その結果、分かったこと:
- ✳ 女性は男性より昇進に時間がかかる
- ✳ Tenureを取るための適切なmentoringシステムがない
- ✳ Pipe-lineの漏れ(女性の博士号取得者が教職員になる確率が低い)
- ✳ 女性のほうが家族の負担が大きいと感じている(育児の問題、two-bodyの問題など)

プリンストン大学の動向

- ＊ 職場環境に関する満足度は男女で感じ方が大きく異なる
 - ＊ 約半数の男性は女性は昇進昇給で優遇されていると感じているのに対し、女性でそう感じているのはわずか5%
 - ＊ ほとんど全部の男性はリソース分配で女性と差がないと感じているのに対し、女性は約30%が女性のほうがなんらかの不利な待遇をされていると感じている
- ＊ 男性のほうが圧倒的に仕事に対して満足感を持ち、自分の声が反映されていると思っている

プリンストン大学の動向

★ 男女同等化へ向かって:

1. 女性教職員を増やすための資金設置 (\$ 10 million fund)
2. 男女同等化対策のための特別管理職を設置
3. ファミリーフレンドリーな環境作り
4. 各学部の政策改善、実施の監督
5. 男女同等化の明文化

プリンストン大学の動向

- ★ 2001年の9大学会議から、どう変化しているか？

女子学生数、女性教員数の変遷

年度	女子学部生 %	女子大学院生 %
2001	48.2	37.2
2004	46.7	38.6
2008	49.9	36.7

年度	女性教員数 %
2001	24.4
2004	26.2
2008	29.1

ファミリーフレンドリーな職場環境

* family friendly

チャイルドケア

Princeton University



Employee Child Care Assistance Program (ECCAP)

2009-2010 Eligibility Requirements

OVERVIEW

The ECCAP provides assistance to eligible faculty and staff with pre-kindergarten children to help them meet the cost of child care. The awards are based on household income, and can be used to pay for a wide range of possible arrangements, from in-home care to licensed day care centers. An ECCAP award may be granted to eligible families in which the spouse or partner of the employee, although eligible to work, is currently not working, but is actively seeking employment. The maximum award for one eligible child is \$5,000; an additional \$1,000 award is available for a second eligible child. Only one award is available per eligible child. For tax purposes, these awards are treated as additional income and may be subject to state and federal tax.

A. EMPLOYEE GUIDELINES

- The faculty or staff member must be benefits eligible at the time the ECCAP award is distributed.
- The faculty or staff member is unmarried.
 - a. This includes divorced and/or widowed. To determine financial eligibility, the application requires financial information about all sources of income for the individual(s) who are financially responsible for the child(ren) for whom the award applies; this includes the single employee who is living with the parent of the eligible child.

チャイルドケア

ULNS TUITION for 2009-2010

All tuition levels co-operate in the morning.

For the discounted tuition, parents must perform a minimum of 12 work hours over the year. The non-discounted tuition relieves the family of the work hour component. Regardless of fees charged, all parents "co-op" in the classrooms during the morning classes on a rotating basis.

Registration Fees Per Program			
Morning	8:30-11:30	\$	100
Morning + Lunch	8:30-1:00	\$	130
Extended Day	8:30-3:15	\$	160
All Day	8:30-6:00	\$	180

Scholarships

ULNS offers a number of scholarships in the morning program. The University provides substantial aid to University employees with the need for the All Day and Extended Day programs.

Tuitions listed are paid monthly and are divided equally into 10 monthly payments

UNIVERSITY FAMILIES			
Program Total		With Discount and a minimum of 12 work hours per year	Without Discount no work hours
Morning 8:30-11:30	5 days	\$ 396	\$ 474
	3 days	\$ 278	\$ 356
	2 days	\$ 255	\$ 333
Morning + Lunch 8:30-1:00	5 days	\$ 567	\$ 645
	5 days AM + 3 days lunch	\$ 517	\$ 595
	3 days	\$ 399	\$ 477
Extended Day 8:30-3:15	5 days	\$ 911	\$ 989
All Day ECP 8:30-6:00	5 days + EC	\$ 1,312	\$ 1,390

NON-UNIVERSITY FAMILIES			
Program Total		With Discount and a minimum of 12 work hours per year	Without Discount no work hours
Morning 8:30-11:30	5 days	\$ 436	\$ 514
	3 days	\$ 306	\$ 384
	2 days	\$ 260	\$ 358
Morning + Lunch 8:30-1:00	5 days	\$ 607	\$ 685
	5 days AM + 3 days lunch	\$ 557	\$ 635
	3 days	\$ 427	\$ 505
Extended Day 8:30-3:15	5 days	\$ 951	\$ 1,029
All Day ECP 8:30-6:00	5 days + EC	\$ 1,352	\$ 1,430

学費助成



HUMAN
RESOURCES PRINCETON
UNIVERSITY

**Benefits
and Worklife**

Children's Educational Assistance Plan Brochure Academic Year 2009 - 2010

Princeton University provides a tuition grant program to assist faculty and staff with the cost of their eligible children's undergraduate education..

PROGRAM DESCRIPTION

This program provides eligible faculty and staff an annual tuition grant equal to one-half of the unmarried child's undergraduate tuition, including mandatory educational fees, up to a cap of \$12,860. Payments of \$6,430 are disbursed on a semester basis. Equivalent amounts are disbursed on a trimester and quarter basis.

For example, if your child's annual tuition and mandatory educational fees total \$20,000, the grant will equal \$10,000 for the academic year (\$5,000 per semester). If your child's annual tuition and mandatory educational fees total \$30,000, the grant will total \$12,860 for the academic year (\$6,430 per semester).

The Tuition Grant is available for up to four academic years (eight semesters, twelve trimesters or quarters) of undergraduate education. The terms do not have to be consecutive. The Tuition Grant is available for a summer session provided the child is enrolled in an accelerated program or is enrolled as a full time student. A Tuition Grant that is disbursed for a summer session is considered as a regular disbursement. The Tuition Grant may not be used for graduate education.

プリンストンの動向

- ✳ 2001年以降、女子学生(学部生)が増えているが、大学院生ではその傾向が見られない。
- ✳ 女性教職員も微増している。
- ✳ ファミリーフレンドリーなプランの向上が見られる。

アメリカのその他の大学

- ★ プリンストン大学は総学生数7000人程度の(学部生は4850人)中ぐらいのサイズの4年制私立総合大学
- ★ 州立は？
- ★ →例: アイオワ州立大学(男性学長)
- ★ 学生数: 学部生27,000人、ビジネス、教育学などの人文系のほか、工学、獣医学などの理系もある
- ★ 2006-2011: \$3.3 millionのInstitutional Transformation Grantを受け、大掛かりなFaculty Satisfaction調査を実施している

アイオワ州立大学の関係機関

ISU **ADVANCE**



Advancing Women Faculty in Science, Technology, Engineering and Mathematic Fields.

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[Click here to view bios of the ISU women in the banner above](#)

ISU ADVANCE

Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers

The ISU ADVANCE Program is supported by the National Science Foundation through an ADVANCE Institutional Transformation Award. The ISU ADVANCE Program is funded for 5 years (2006-2011).

The goal of the ISU ADVANCE Program is to investigate the effectiveness of a multilevel collaborative effort to produce institutional transformation that results in the full participation of women faculty in science, technology, engineering and math fields in the university.

[More about ADVANCE >](#)

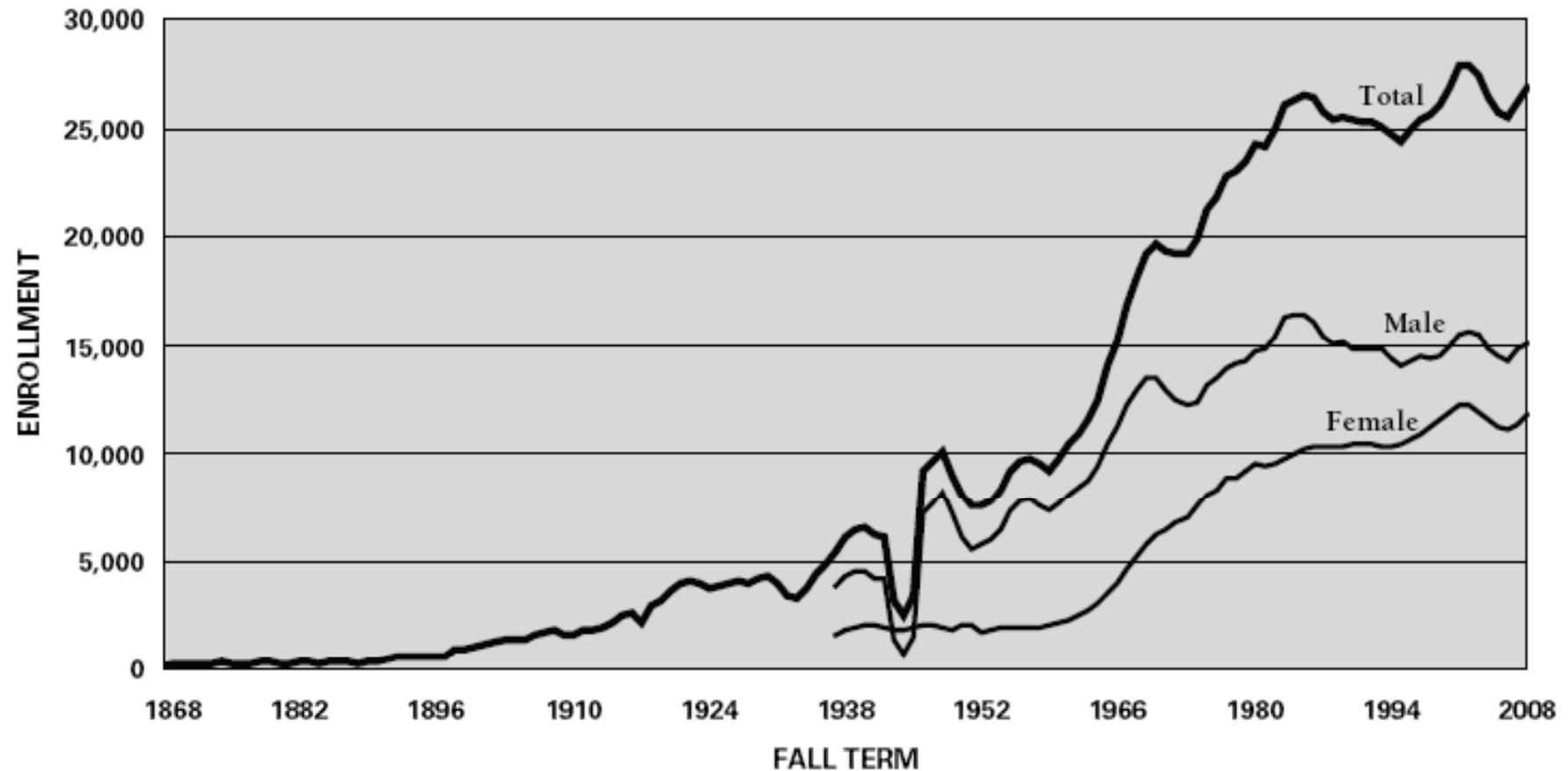
Events

- **May 13, 2009**
ADVANCE Council Planning Retreat
Open to ADVANCE Council members
- **May 13, 2009**

Quick Links

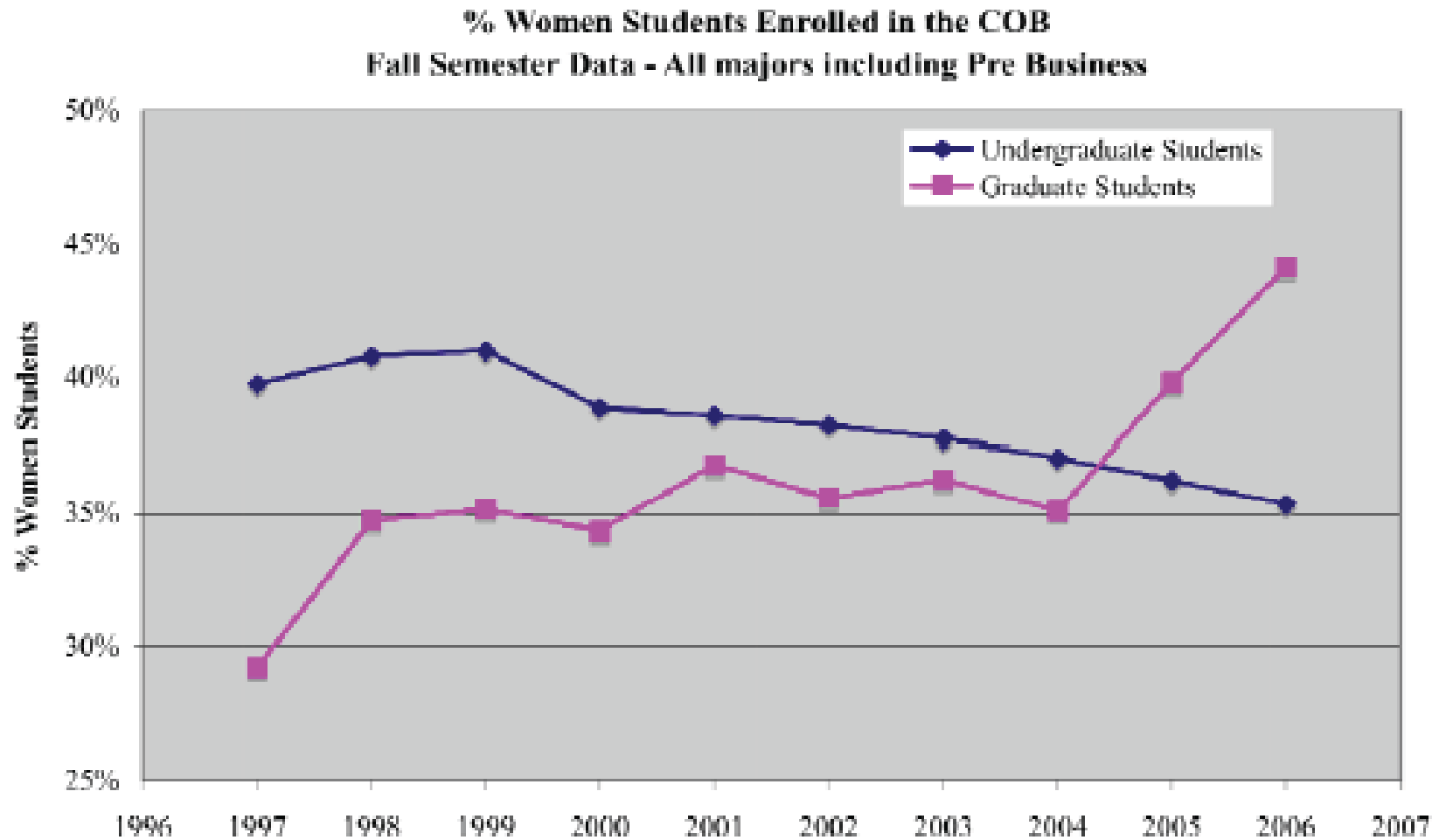
- **ADVANCE e-Updates: May 7, 2009**
- ISU ADVANCE Collaborative Transformation Project: First Round Focal Department
Transformational Strategies & Outcomes

アイオワ州立大学の学生数



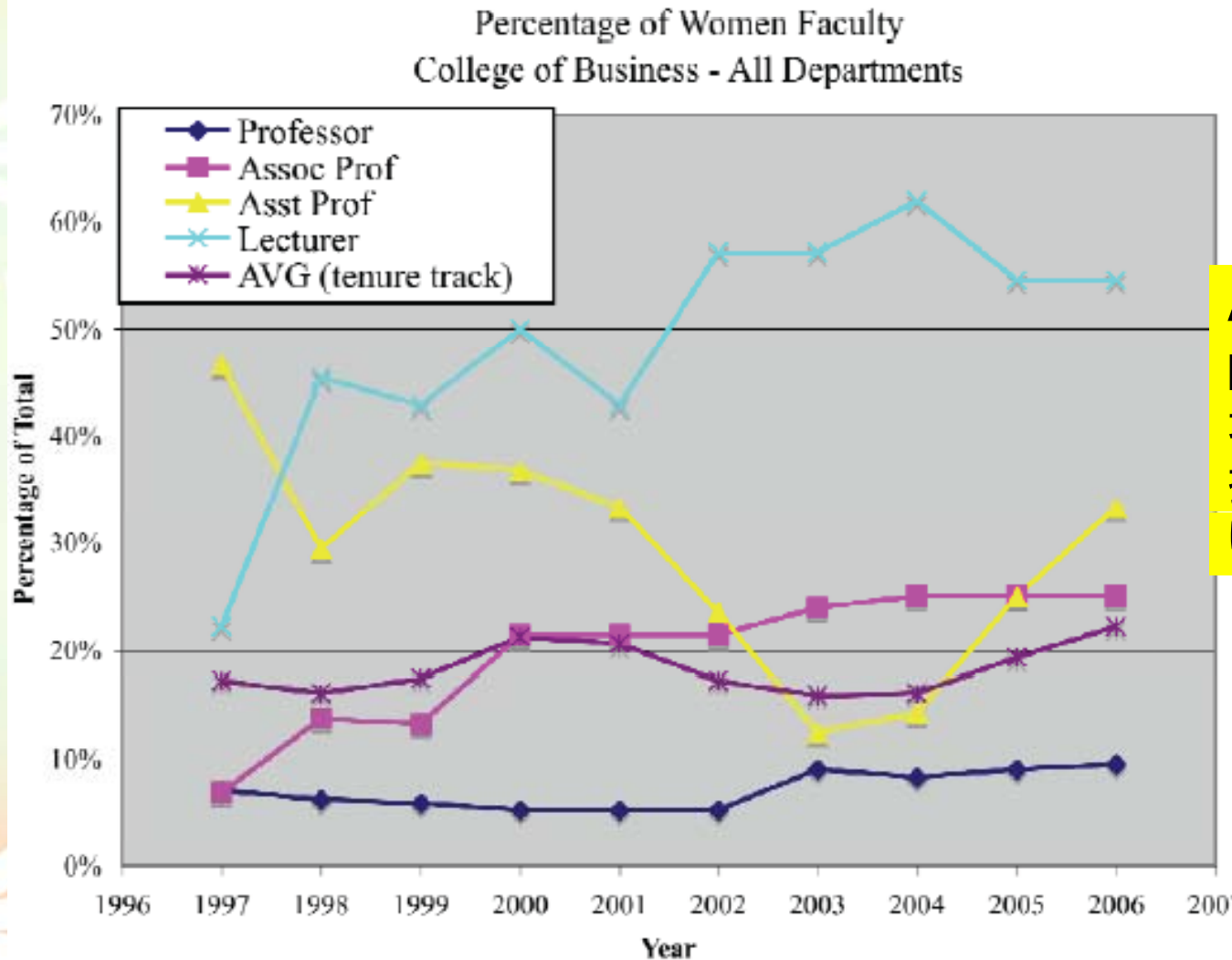
全体的な学生数は増えているが、女子学生の率はあまり変わっていない。

アイオワ州立大学の学生数 ビジネス



特にビジネスの女子学生数は減っている。しかし、女子大学院生数は急上昇している。

アイオワ州立大学の女性教員数 ビジネス



Assistant professorの数は増えているが、教授の数は増えていない。

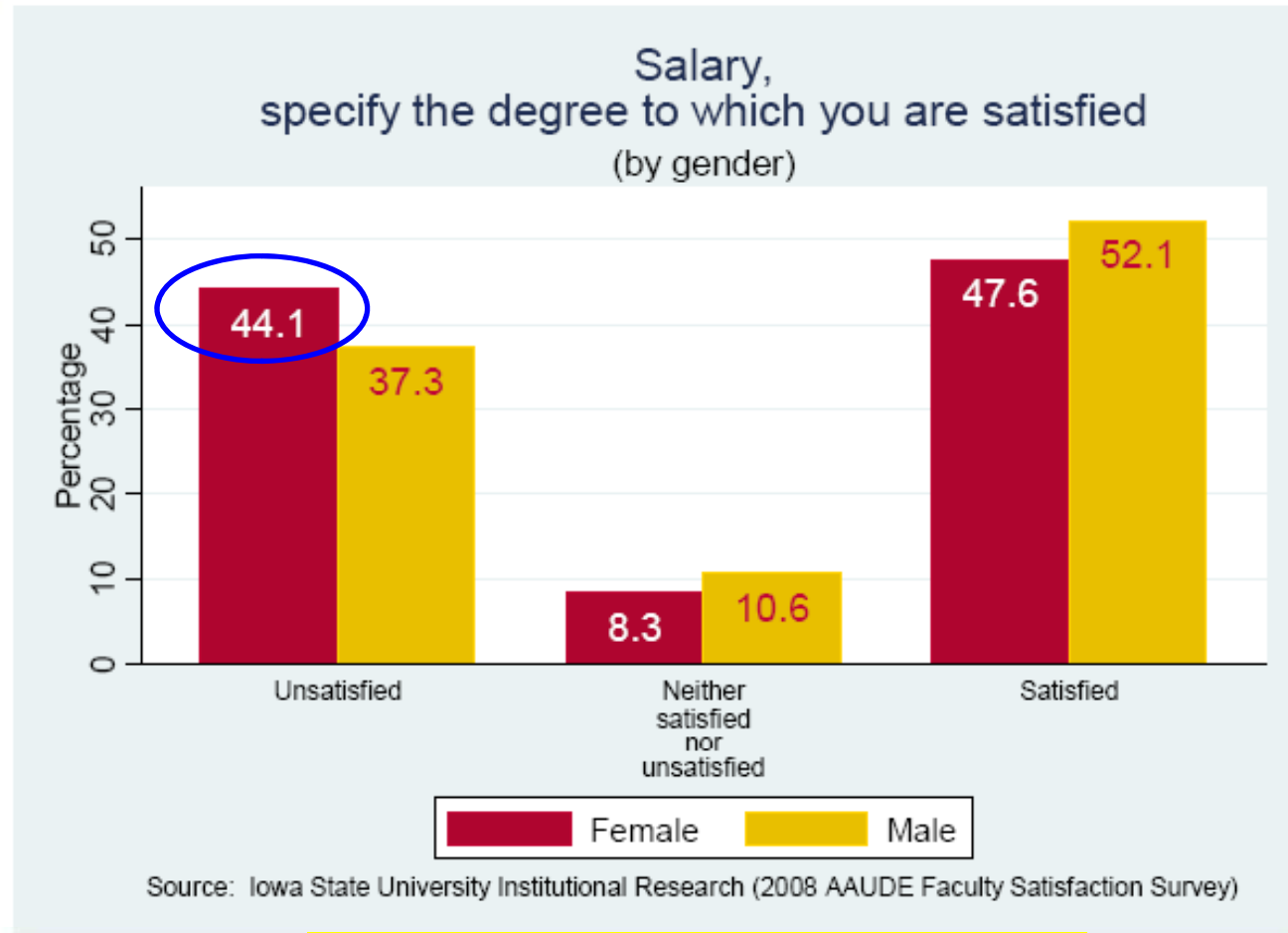
アイオワ州立大学の教職員の満足度のアンケート(2008年度)

AAUDE Faculty Satisfaction Survey

<u>Response Category</u>	<u>Population</u>	<u>Respondents</u>
Women	34.20%	36.90%
Men	65.80%	63.10%
Professor	34.20%	37.20%
Associate Professor	25.50%	26.00%
Assistant Professor	19.60%	21.70%
Lecturer/Instructor/Clinician	20.80%	15.10%
Tenured	58.70%	62.70%
Tenure-Eligible	18.40%	20.00%
Non-Tenure-Eligible	22.90%	17.30%
White	81.60%	85.40%
African-American	2.00%	1.80%
American Indian	0.50%	0.60%
Asian/Pacific Islander	13.60%	9.90%
Hispanic	2.30%	2.40%
Full-time	85.60%	90.10%
Part-time	14.40%	9.90%

給与の満足度

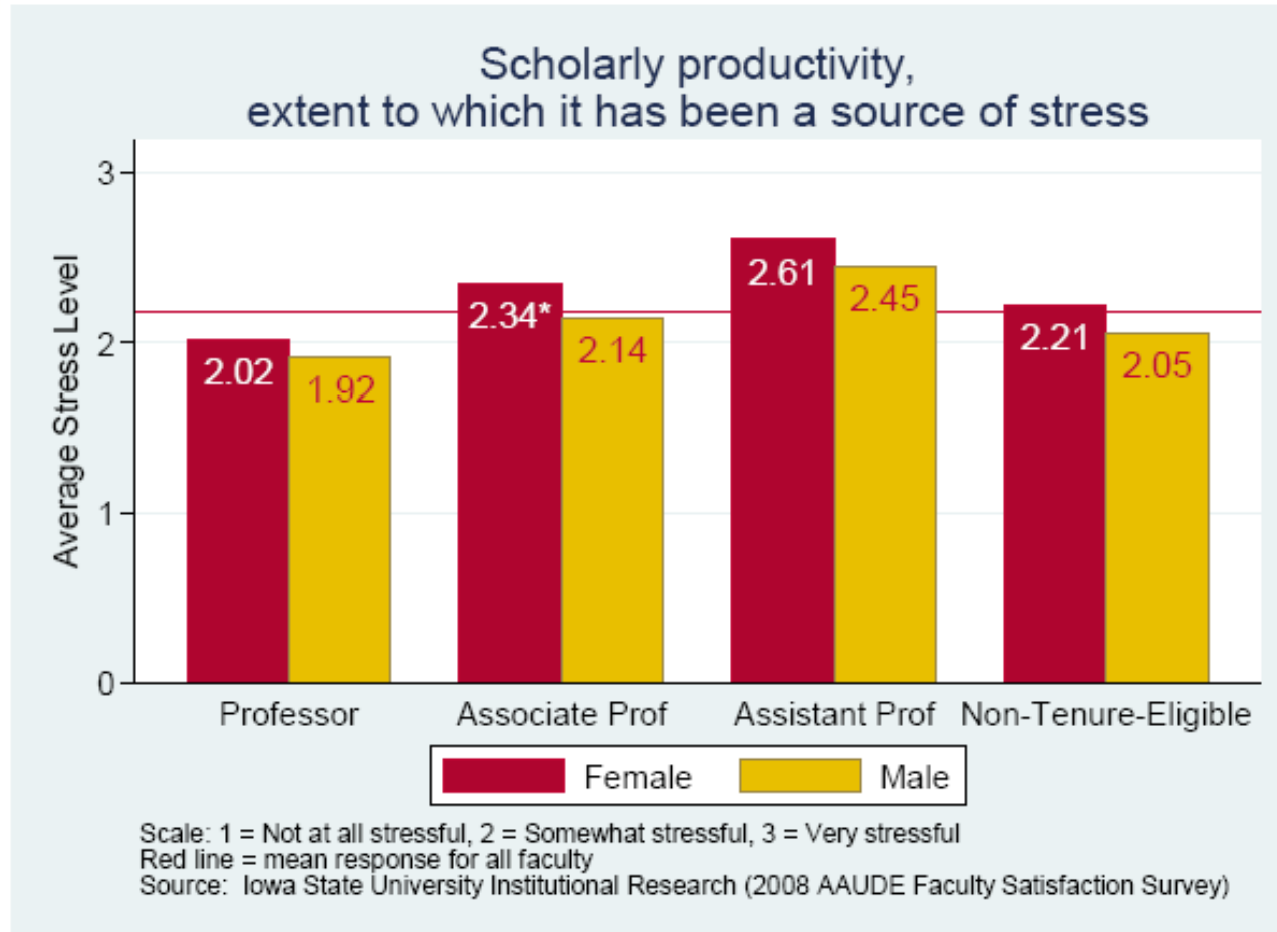
Salary Satisfaction



女性のほうが満足度が低い

仕事のストレス

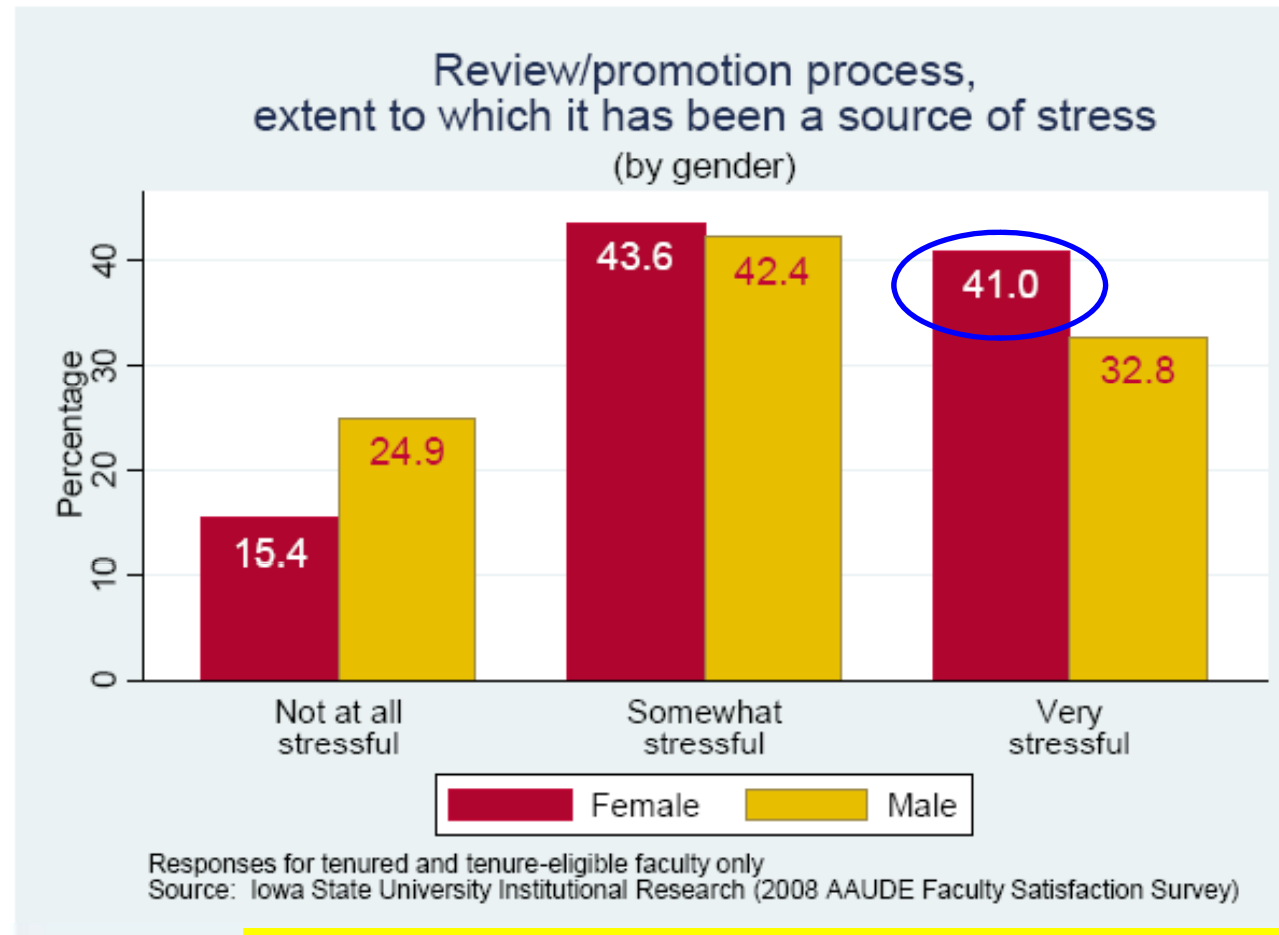
Work Stressors – Scholarly Productivity



女性のほうが仕事の出来がストレスの原因だと感じている。

仕事のストレス

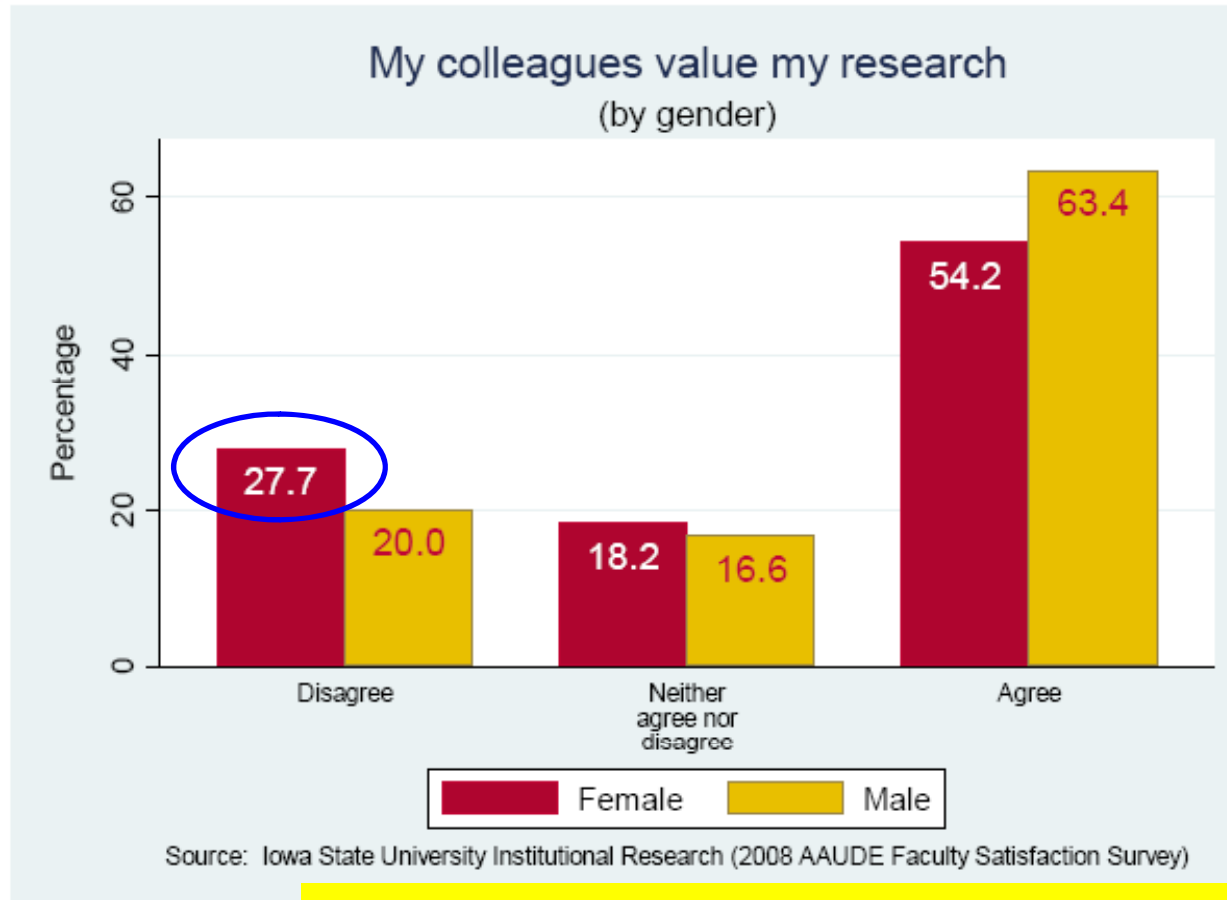
Work Stressors – P&T Review



女性のほうが昇級審査がストレスの原因だと感じている。

仕事の価値への満足度

Work Cultures & Values



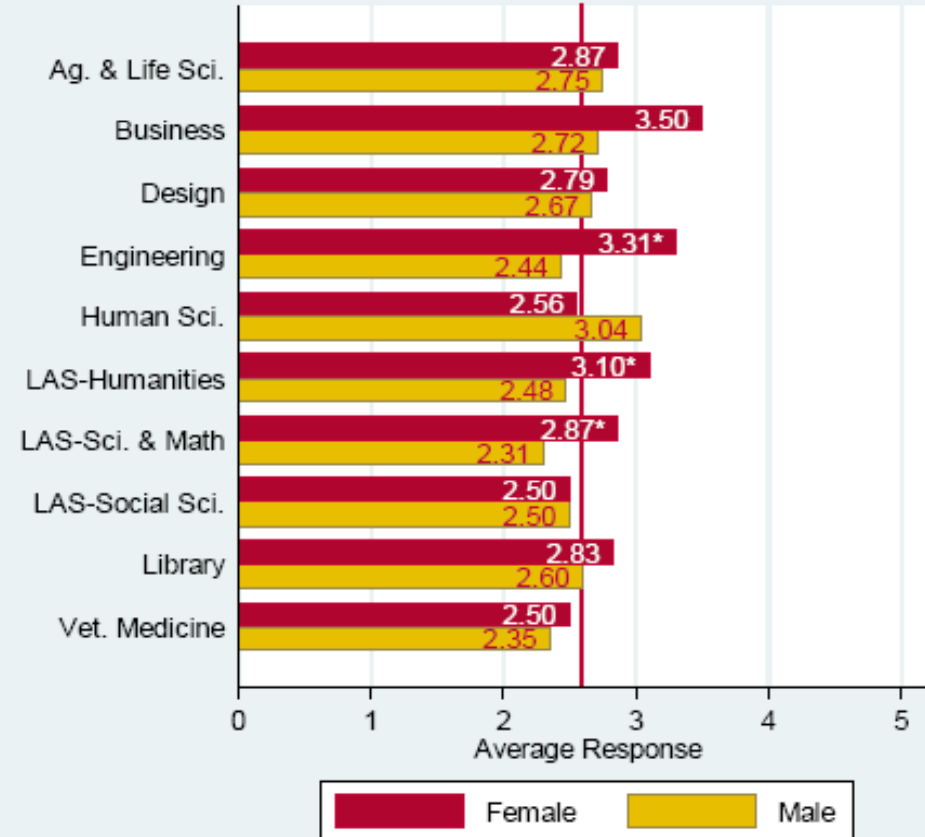
女性のほうが自分の仕事の価値を周りに理解されていないと感じている。

職場での疎外感

Work Cultures & Values

女性のほうが自分の職場のネットワークから疎外されていると感じている。

I feel excluded from an informal network in my department



Scale: 1 = Strongly disagree, 5 = Strongly agree
Red line = mean response for all faculty
Source: Iowa State University Institutional Research
(2008 AAUDE Faculty Satisfaction Survey)

仕事の不平等感

Work Cultures & Values

I have to work harder than some of my colleagues to be perceived as a legitimate scholar
(by gender)

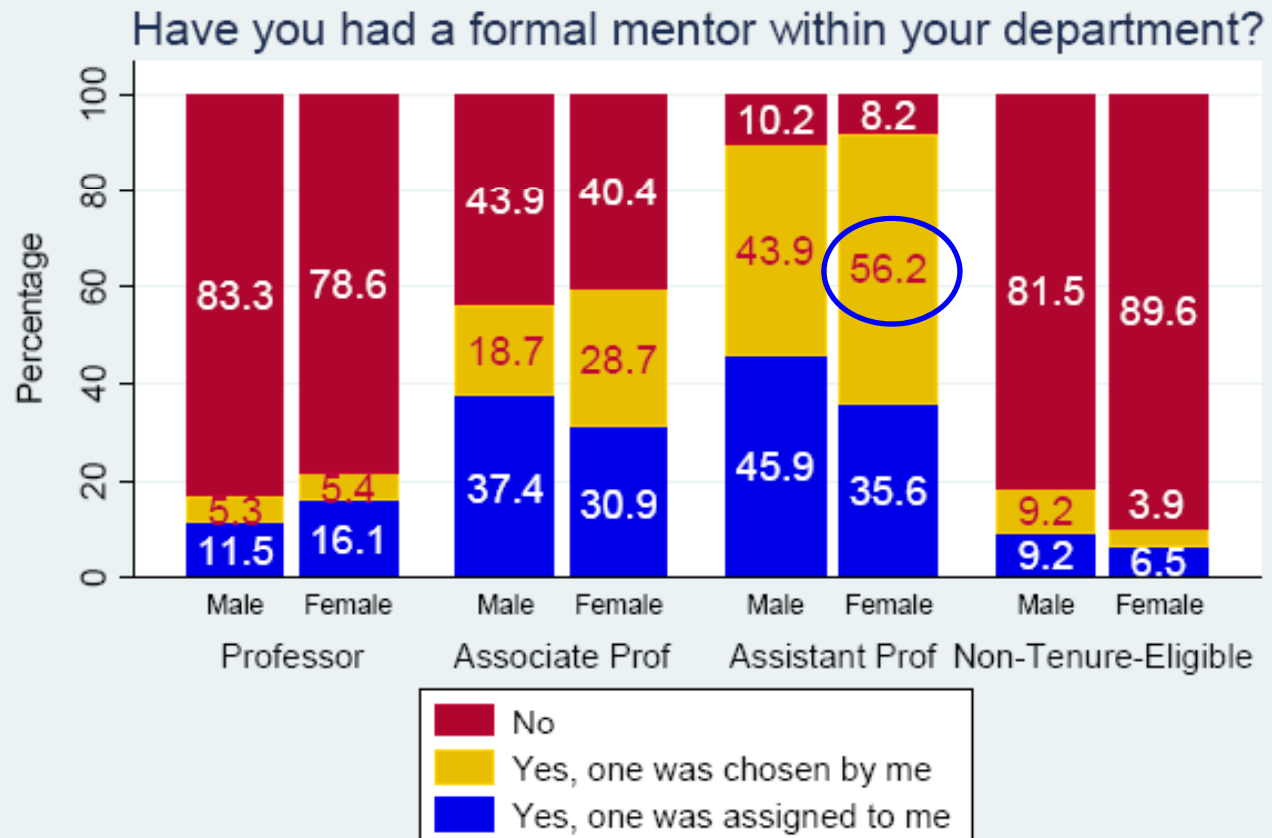


Source: Iowa State University Institutional Research (2008 AAUDE Faculty Satisfaction Survey)

女性のほうが自分を認めてもらうために、他より多く働かなければならないと感じている。

mentoring

Formal Mentoring

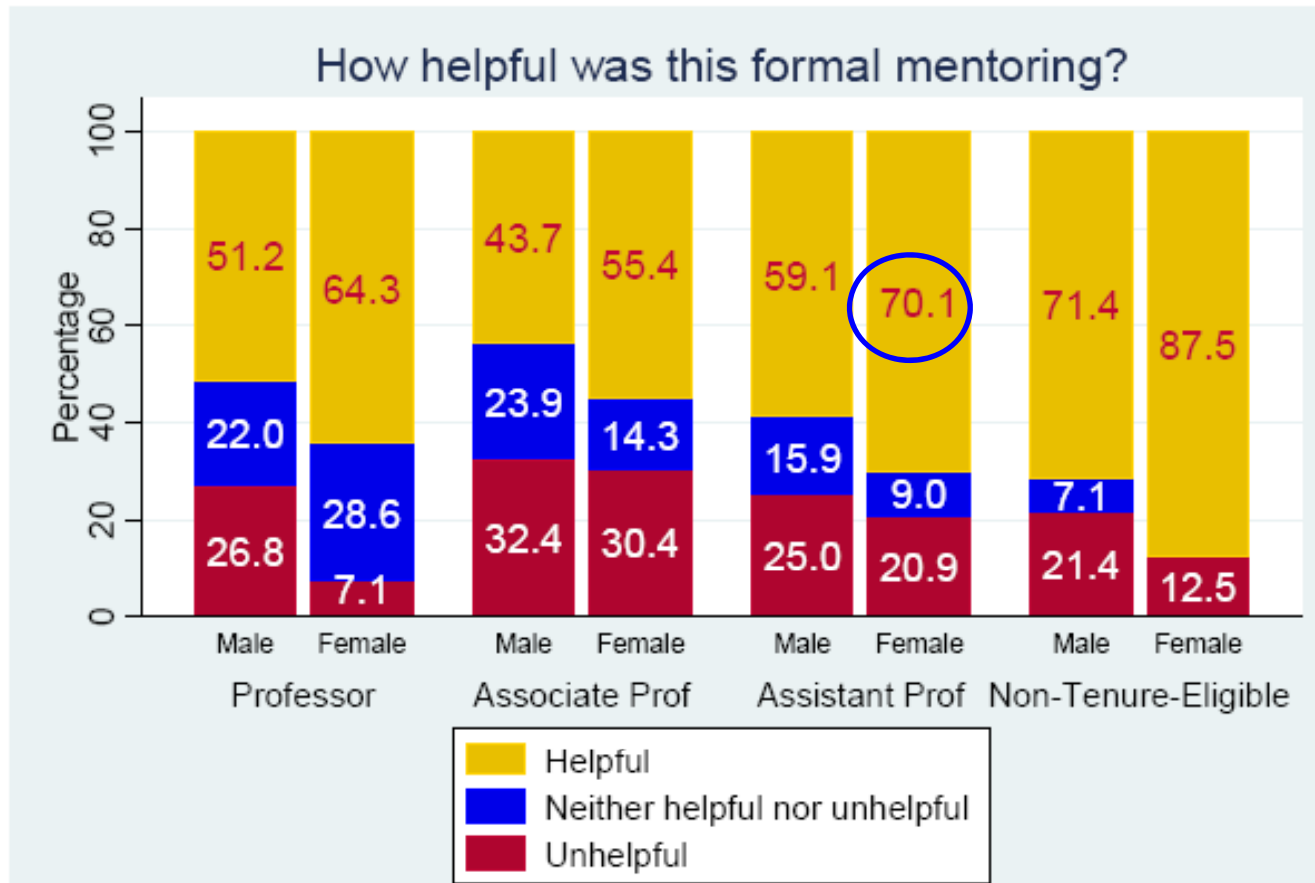


Source: Iowa State University Institutional Research (2008 AAUDE Faculty Satisfaction Survey)

女性のほうが自分で選んだmentorを持っている。

mentoring

Helpfulness of Formal Mentoring

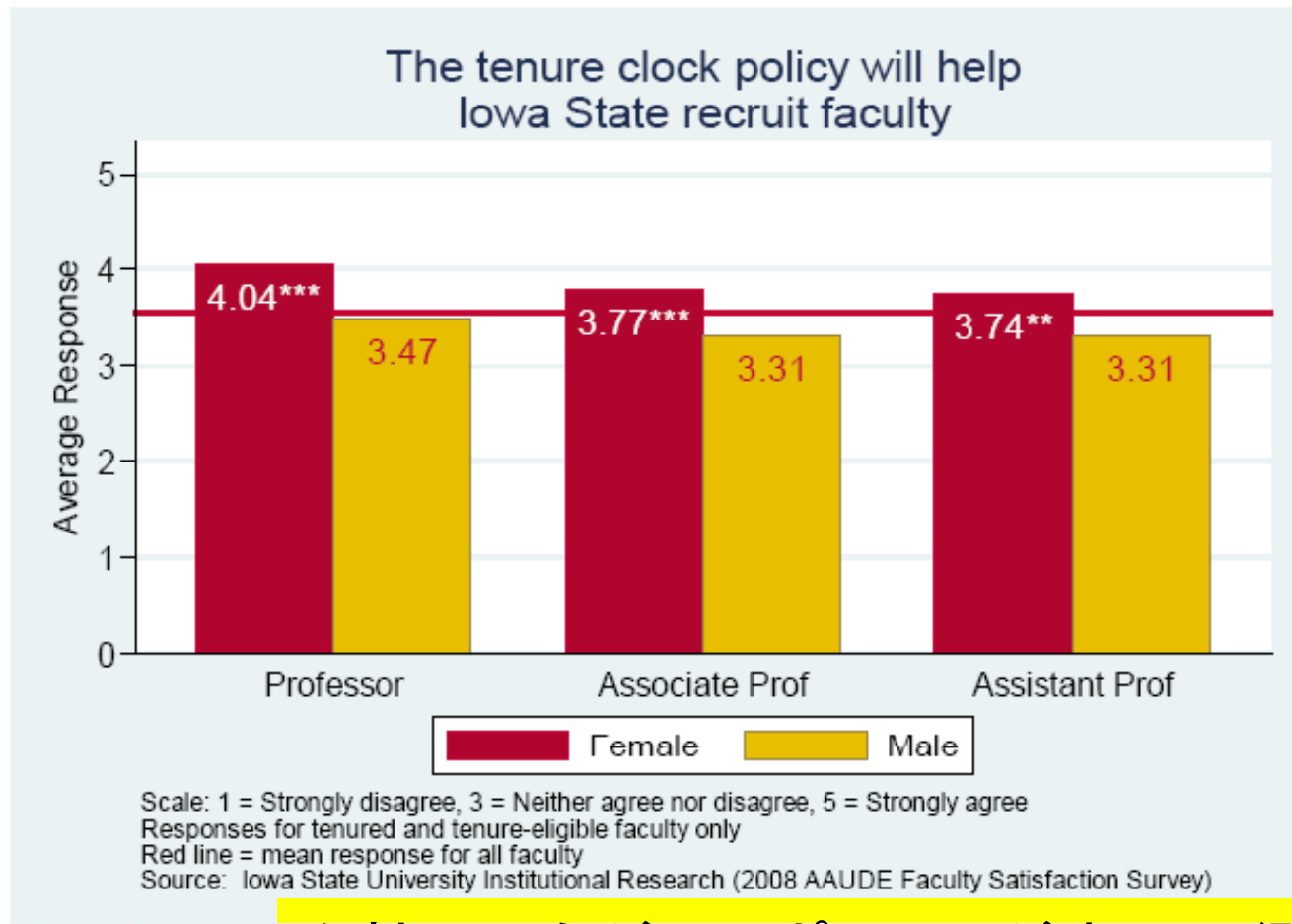


Source: Iowa State University Institutional Research (2008 AAUDE Faculty Satisfaction Survey)

女性のほうがmentorの価値を認めている

Tenure clock policy

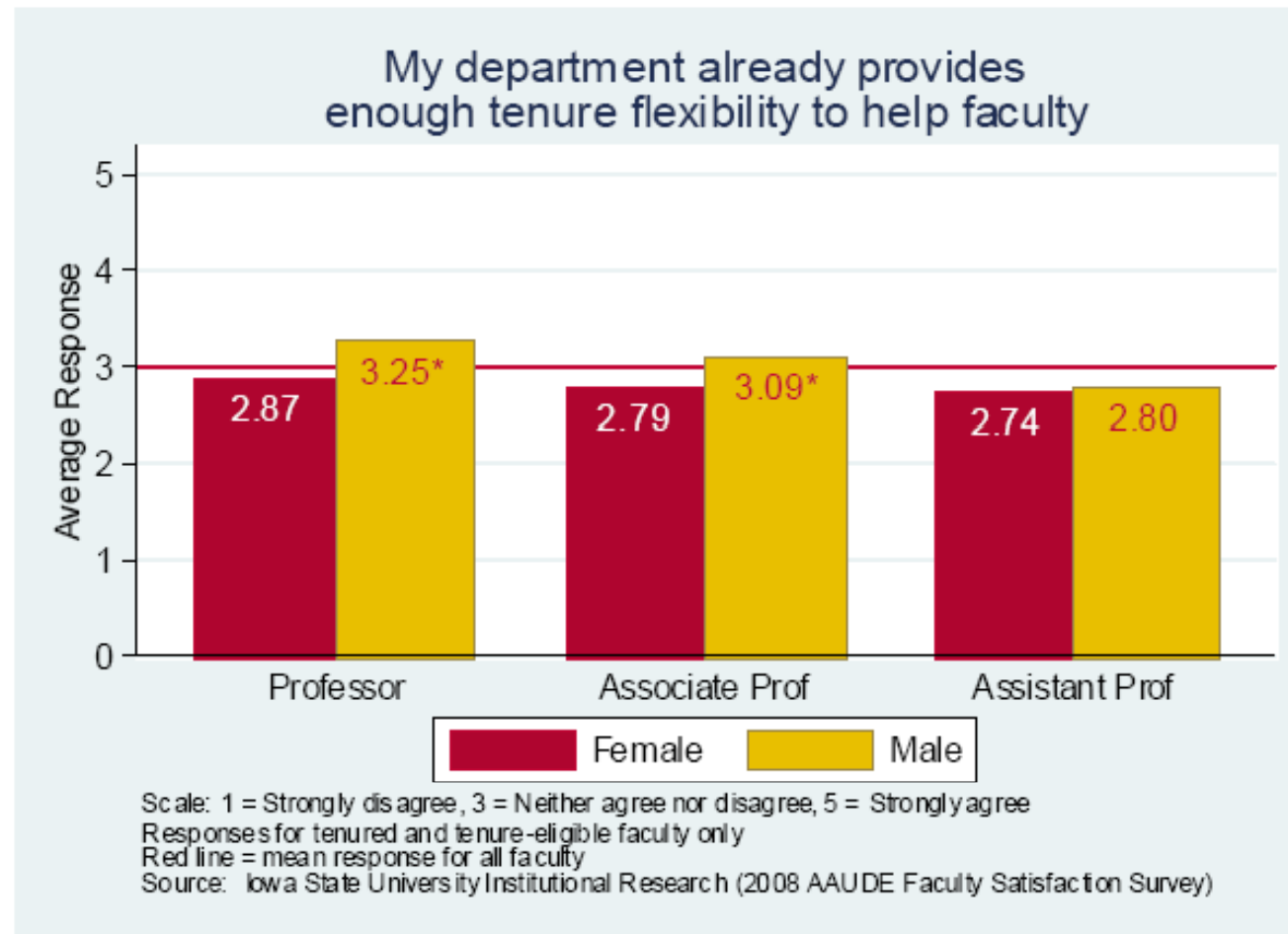
Flexible Tenure Policies



女性のほうがこのポリシーが求人役に役立つと感じている。

Tenure clock policy

Flexible Tenure Policies



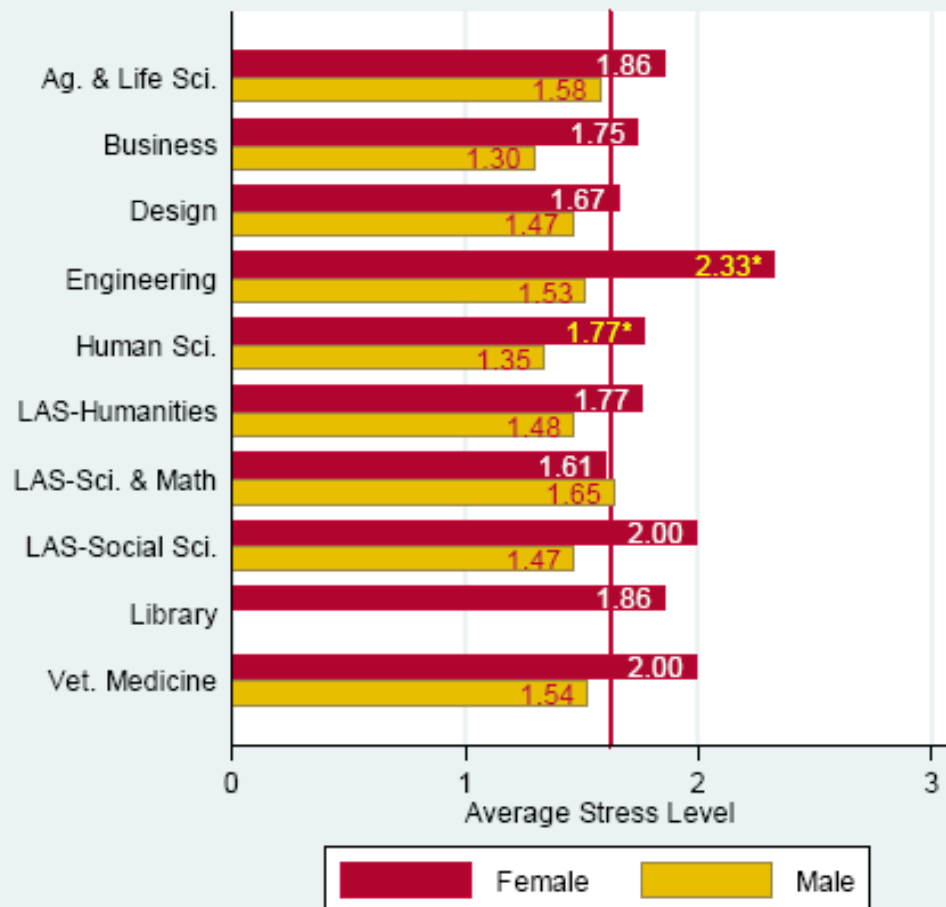
女性のほうがこのポリシーの活用がまだ足りないと思っている。

チャイルドケアの満足度

Life Outside the Institution

女性のほうがチャイルドケアがストレスの原因だと感じている。

Childcare,
extent to which it has been a source of stress

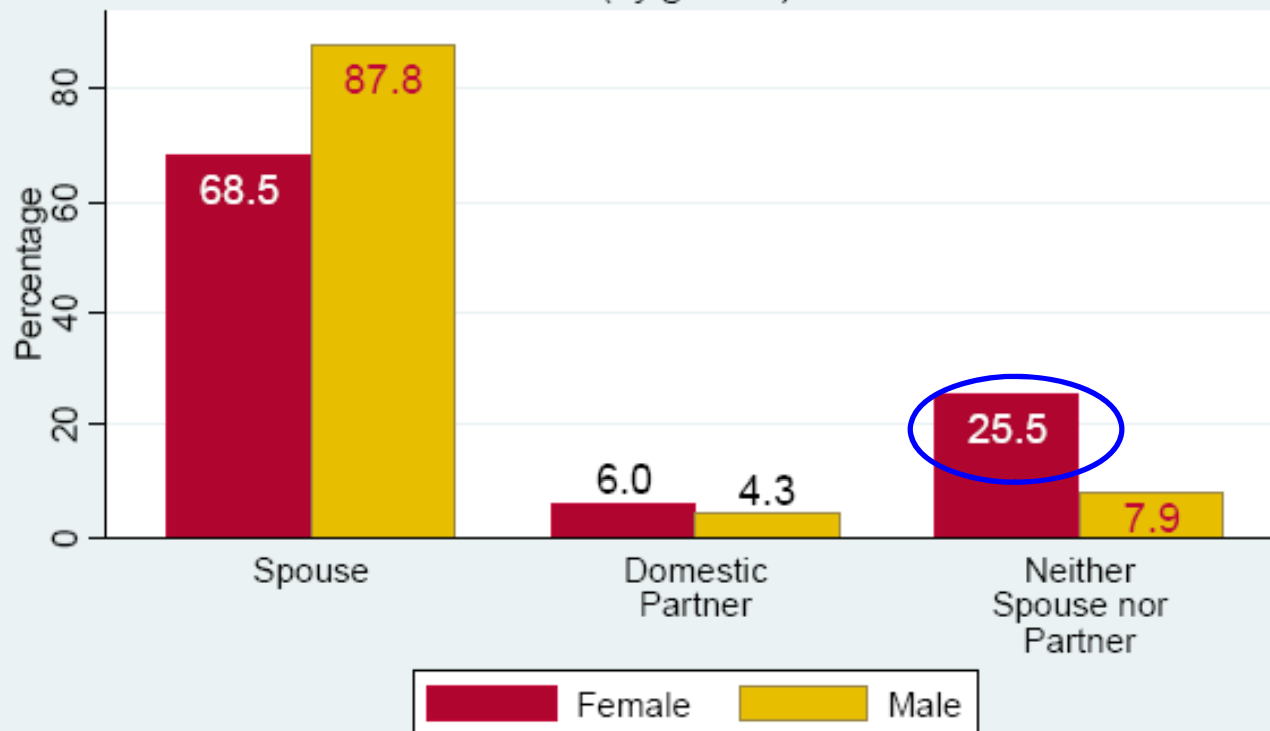


Scale: 1 = Not at all stressful, 3 = Very stressful
Red line = mean response for all faculty
Source: Iowa State University Institutional Research
(2008 AAUDE Faculty Satisfaction Survey)

仕事とプライベートのバランス

Life Outside the Institution

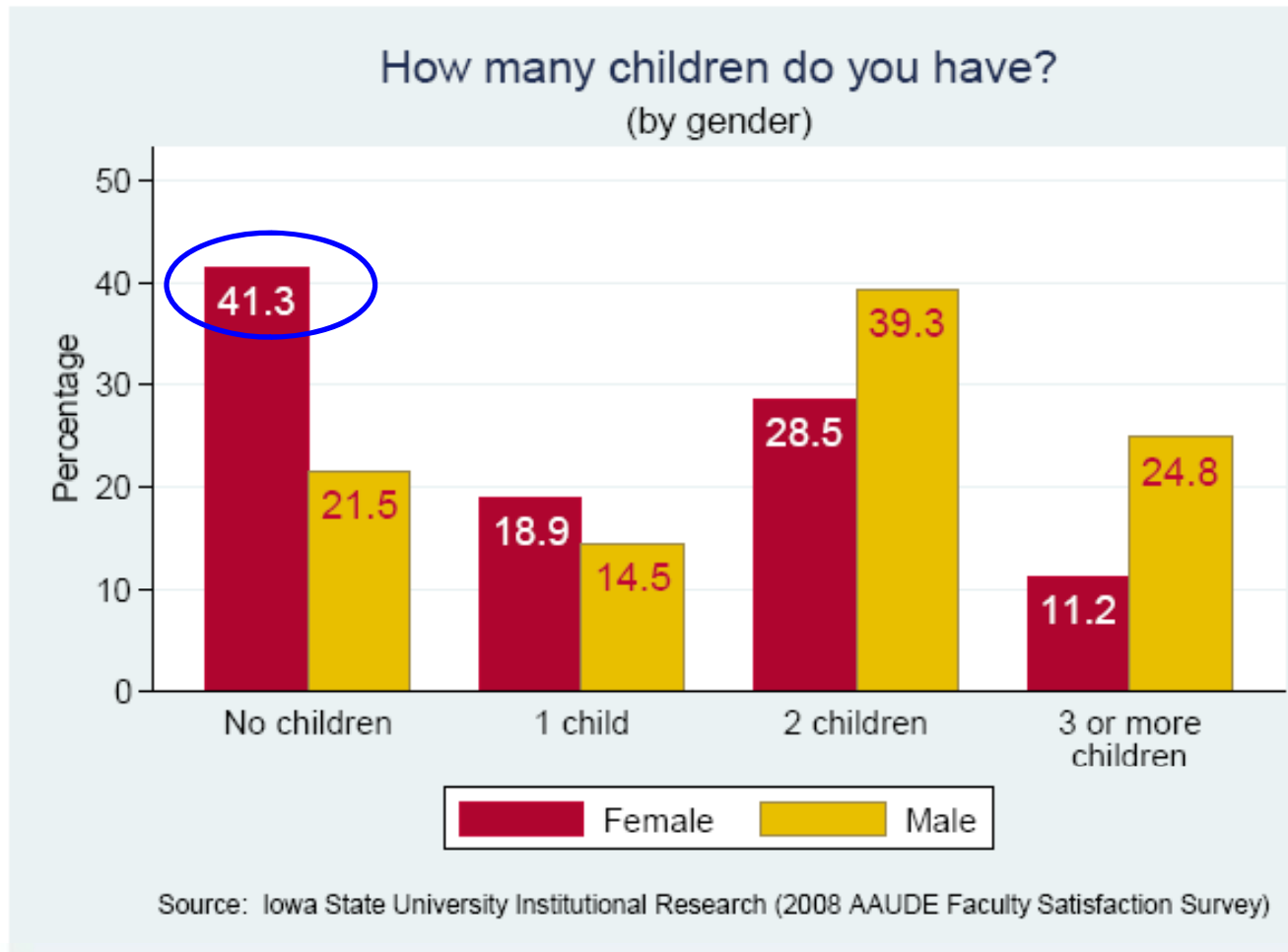
Do you have a spouse or domestic partner?
(by gender)



Source: Iowa State University Institutional Research (2008 AAUDE Faculty Satisfaction Survey)

仕事とプライベートのバランス

Life Outside the Institution



アイオワ州立大学のアンケート結果

- ★ アイオワ州立大学でも私立のプリンストン大学同様、女性教員は職場環境に不平等感を持ち、仕事とプライベートの両立の困難に直面している。
- ★ プリンストン大学より、mentoringシステムの満足度は高い。

アメリカの大学の男女不平等解決策

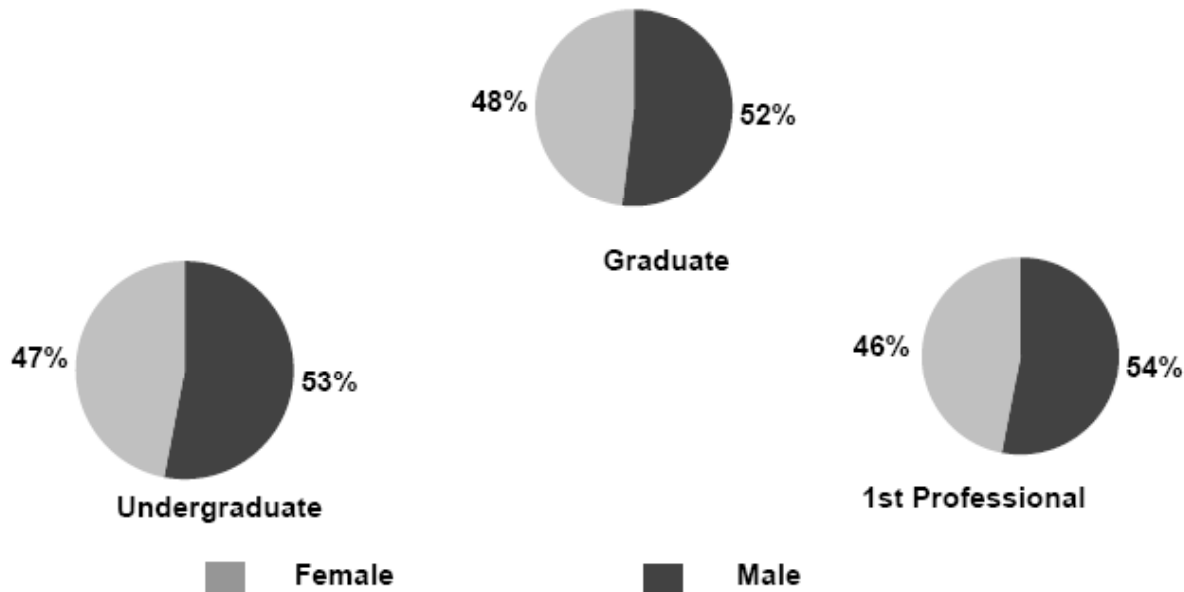
- ✳️ 多くの大学が(州立か私立か、サイズの大小、学長が男性か女性かなどに関わらず)このような調査を実施し、同様な問題を提起している。
- ✳️ そして、女性支援のための様々な策を示している。
- ✳️ その中で、特にハーバード大学のものを参考にし、アメリカの大学の女性支援策をまとめる。

ハーバード大学の動向

- ✳ In 2005, the University announced the formation of two Task Forces—the Task Force on Women Faculty and the Task Force on Women in Science and Engineering—to "develop concrete proposals to reduce barriers to the advancement of women faculty at Harvard."
- ✳ 様々な大学の支援策を比較し、「best practice」を決め、それを目指した策を立てている。
- ✳ 2007年から女性学長

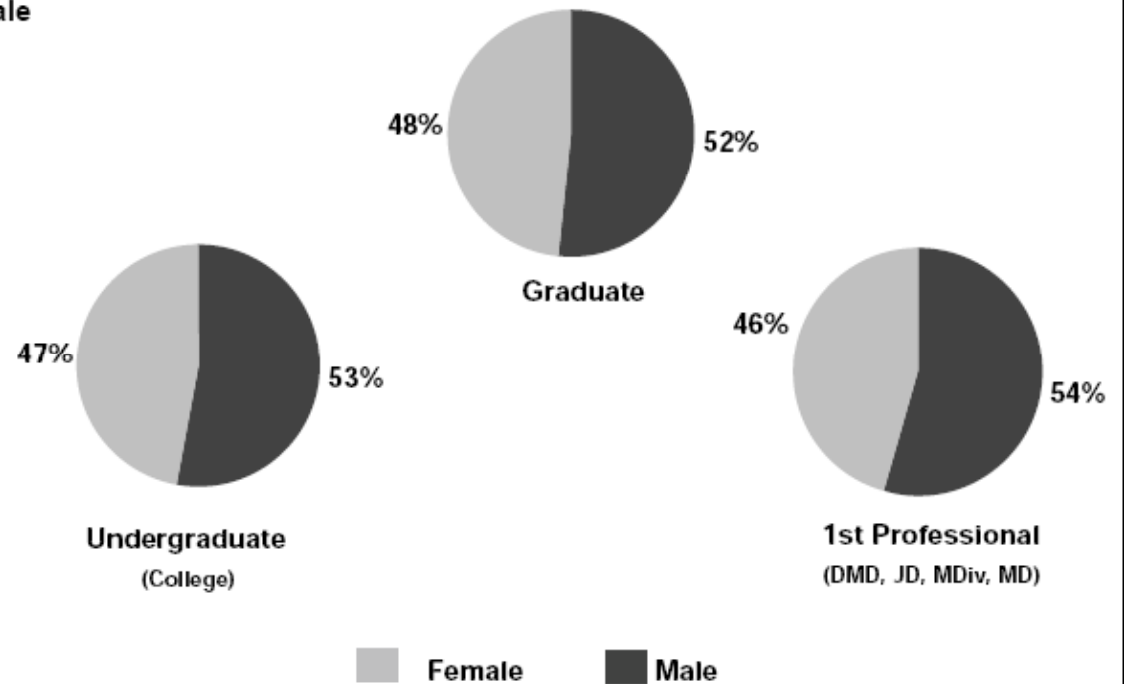
学生の変遷

2001-2002



2001年以来、特に女子学生数に変化はない。

2007-2008





ハーバード大学のTask Forceが 提出したプロポーザル

Task Force on Women Faculty

List of Proposals

Area	Proposal
Oversight Structures	1) Senior position
大学全体を統括する部署の設置	2) Visiting committee process
Data Collection	3) Climate survey
定期的状況調査の実施	4) Metrics
	5) Status reports
Faculty Recruitment	6) Programs on Diversity
よりバラエティーのある教職員の採用を目指す	7) Targeted funds
	8) Dual-career program
Faculty Retention / Work-Life	9) Expansion of child day care
女性の働きやすい職場環境作りを目指す	10) Financial assistance for child care
	11) Maternity leave
	12) Tenure clock extensions
	13) Sexual harassment
	14) Additional / broader work-life recommendations

Proposal 1: Senior Position 大学全体を統括する部署の設置

Recommendation

- Create senior position in central administration that will work closely with the President and Provost in support of faculty development, with a particular charge to increase the representation of women and other under-represented racial/ethnic groups within Harvard so as to enrich the entire academic community.
 - This position will be a singular and permanent position in the central administration of the university.

Title

- Senior Vice Provost for Diversity and Faculty Development

Candidate Profile

- Tenured faculty member with deep understanding and commitment to diversity and gender equity issues
- Strong preference for internal candidate, with knowledge of Harvard's systems, culture and procedures

Terms of Appointment

- Full-time appointment, with potential limited teaching and research
- Minimum of three years

Timing

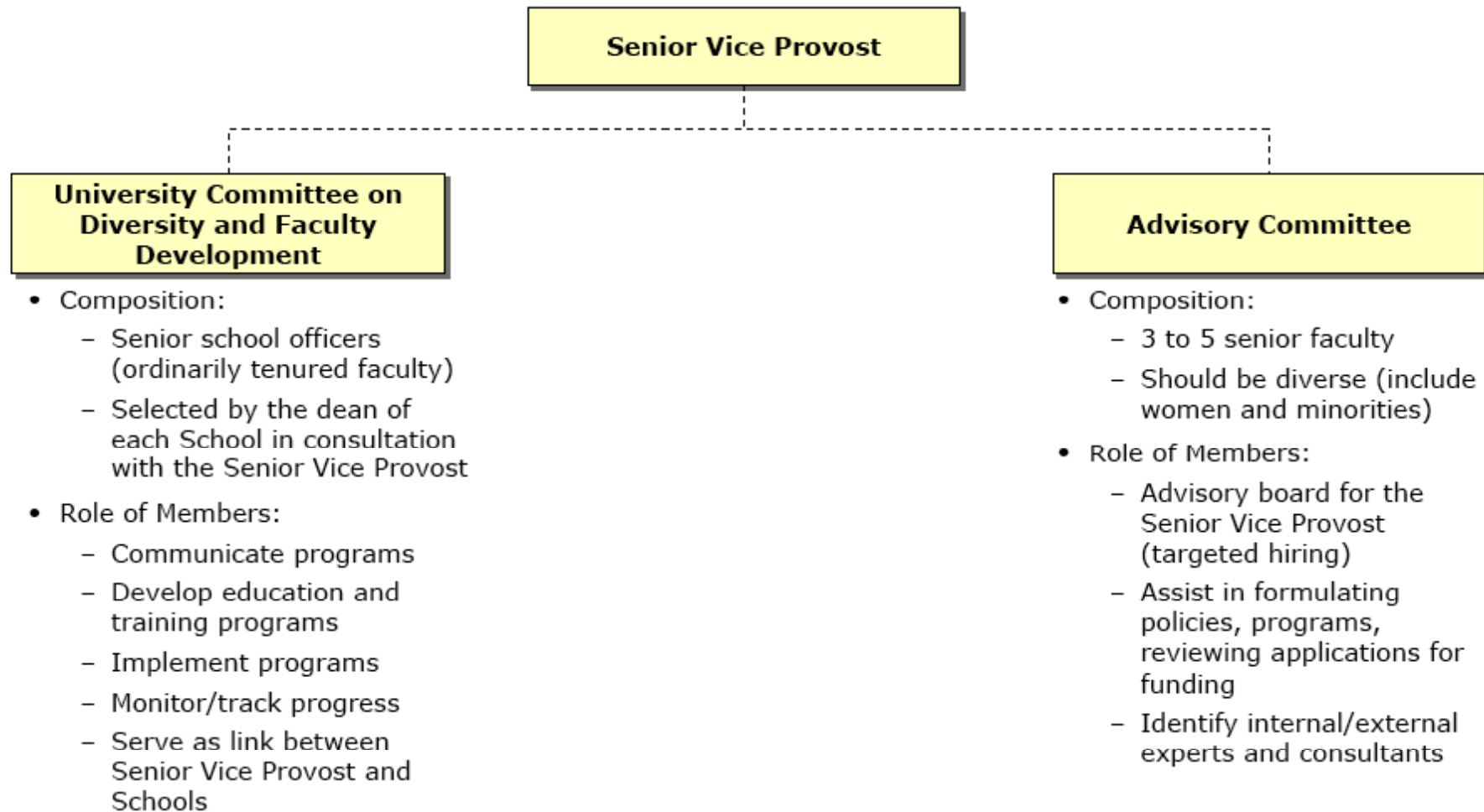
- Aim to fill position by September 2005

faculty development and diversity

Supporting Committees

そのチーム構成

- The Senior Vice Provost will report to both the President and Provost
- The Senior Vice Provost will be advised by two committees



Faculty Development and Diversity

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PROVOST
H A R V A R D

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SEARCH

Keyword(s)

GO



PEOPLE

FUNDING OPPORTUNITIES

POLICIES

REPORTS

ARTS AND CULTURE

FACULTY DEVELOPMENT AND DIVERSITY

→ Resources

HARVARD TRADEMARK PROGRAM

INFORMATION TECHNOLOGY

INSTITUTIONAL RESEARCH

INTERFACULTY COLLABORATION

INTERNATIONAL AFFAIRS

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RESEARCH POLICY AND COMPLIANCE

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FACULTY DEVELOPMENT AND DIVERSITY

Mission

The Office of the Senior Vice Provost for Faculty Development and Diversity (FD&D) works closely with colleagues in the Provost's Office, Deans, faculty and staff leaders across all Schools to aid in the recruitment, hiring, development, promotion and retention of excellent faculty in all departments. Specifically, the Office seeks to:

- Improve Harvard's performance in developing scholars at all stages of the academic career ladder: building a diverse pipeline; recruiting the very best scholars; providing appropriate career tracks and promoting equitably; and retaining outstanding faculty
- Establish an institutional culture that will sustain this improved performance – a culture that will encourage a more diverse set of talented students to choose academic careers, make Harvard more attractive to this diverse pipeline, and allow all faculty at Harvard to

The Senior Vice Provostの職務

Promote diversity and gender equity in hiring

人事に多様性を
持たせる

Improve climate for under-represented groups on campus

マイノリティー
グループの教職員
の職場環境の改善

Provide intellectual leadership on issues of diversity and gender equity

多様化や男女同
等の問題に関する
リーダーシップを
担う

Proposal 3: Climate Survey

Examples of Institutional Climate Surveys

Institution	Year	Target Audiences	Response Rate
1) UC Berkeley Faculty Climate Survey	2004	Tenured and tenure-track faculty	60%
2) Tenure-Track Job Satisfaction Survey Pilot (COACHE) ⁽¹⁾	2002	Full-time tenure-track faculty	61%
3) U. Michigan Faculty Work-Life Study	1999	Tenured and tenure-track faculty with at least 0.5 appointment	44%
4) MIT Faculty Survey on the Quality of Life	2001	All current faculty	33%
5) Princeton Survey of Faculty in Natural Sciences and Engineering	2003	All faculty in Natural Sciences and Engineering	76%
6) Stanford Faculty Quality of Life Survey	2003	All faculty, including medical tracks	49%
7) U. Wisconsin Study of Faculty Worklife	2003	All current faculty	62%

(1) The Collaborative on Academic Careers in Higher Education. The pilot was developed by a team of researchers at Harvard Graduate School of Education and was conducted in the spring of 2002 with six research universities in the U.S. (two private -- Brown University and Duke University -- and four public -- University of Arizona, University of California at Berkeley, University of Illinois-Urbana Champaign, University of Washington). A total of 1,614 individuals (587 females, 1,027 males) received the survey. A total of 981 university faculty members (389 females, 597 males) responded to the survey for a university response rate of 61%.

多くの大学で職場環境調査が実施されているが、調査対象や回答率は様々。

Metrics of Climate Survey

To be Tracked Annually

調査項目

All metrics listed below to be tracked at the appropriate unit level (department, division, School, University), and by gender and ethnicity

1. Overall Representation	2. Leadership Representation	3. Hiring Statistics	4. Utilization Factors	5. Compensation	6. Start-up Funds
<ul style="list-style-type: none"> Percent women and minorities Populations should include, as appropriate and feasible, tenured faculty, tenure-track faculty, instructors at hospitals, fixed-contract faculty, post docs, graduate students and undergraduates Comparisons against external benchmarks (at school or department level, as appropriate) 	<ul style="list-style-type: none"> Percent women and minorities in positions of academic leadership (e.g., deans, associate deans, department chairs), committee leadership and named chairs Populations will include tenured and tenure-track faculty Comparisons against overall representation metrics 	<ul style="list-style-type: none"> Percent of offers to women and minorities (tenured and tenure-track) Percent of acceptances by women and minorities (tenure and tenure-track) 	<ul style="list-style-type: none"> Percent women faculty vs. percent women in relevant Ph.D. pools Percent minority faculty vs. percent minority in relevant Ph.D. pools 	<ul style="list-style-type: none"> Salaries for women faculty vs. men faculty and for minority faculty vs. non-minority faculty Other compensation (e.g., housing subsidies) for same groups 	<ul style="list-style-type: none"> For women faculty vs. men faculty and for minority faculty vs. non-minority faculty

Metrics of Climate Survey



To be Tracked at Periodic Intervals

調査項目

All metrics listed below to be tracked at the appropriate unit level (department, division, School, University), and by gender and ethnicity

7. Promotion Rates	8. Time to Tenure	9. Retention Rates	10. Resource Allocations	11. Utilization of Policies	12. Workload Assessment ⁽¹⁾
<ul style="list-style-type: none"> Internal promotions from Instructor to Assistant (hospitals) Internal promotions from Assistant to Associate Internal promotions from Associate to Full Professor 	<ul style="list-style-type: none"> Years to obtain promotion to Associate Years to obtain promotion to Full Professor 	<ul style="list-style-type: none"> Duration of stay for tenure-track faculty Retention rates for tenured faculty 	<ul style="list-style-type: none"> Space allocations / lab space 	<ul style="list-style-type: none"> Tenure extension policies Workload relief policies 	<ul style="list-style-type: none"> Teaching Research Advising Mentoring Recommendations Committees Other administrative duties, to be specified

Climate Survey

OFFICE OF FACULTY
DEVELOPMENT & DIVERSITY

HARVARD UNIVERSITY OFFICE OF THE PROVOST
Faculty Development & Diversity

Office of Faculty Development & Diversity

Harvard's Office of Faculty Development and Diversity (FD&D) works closely with colleagues in the Provost's Office, Deans, faculty and staff leaders across all Schools to aid in the recruitment, hiring, development, promotion, and retention of excellent faculty in all departments.

FD&D 2008 End of Year Report

[Full Report](#)

[Executive Summary](#)

FD&D 2007 End of Year Report

[Full Report](#)

[Executive Summary](#)

FD&D 2006 End of Year Report

[Full Report](#)

[Executive Summary](#)

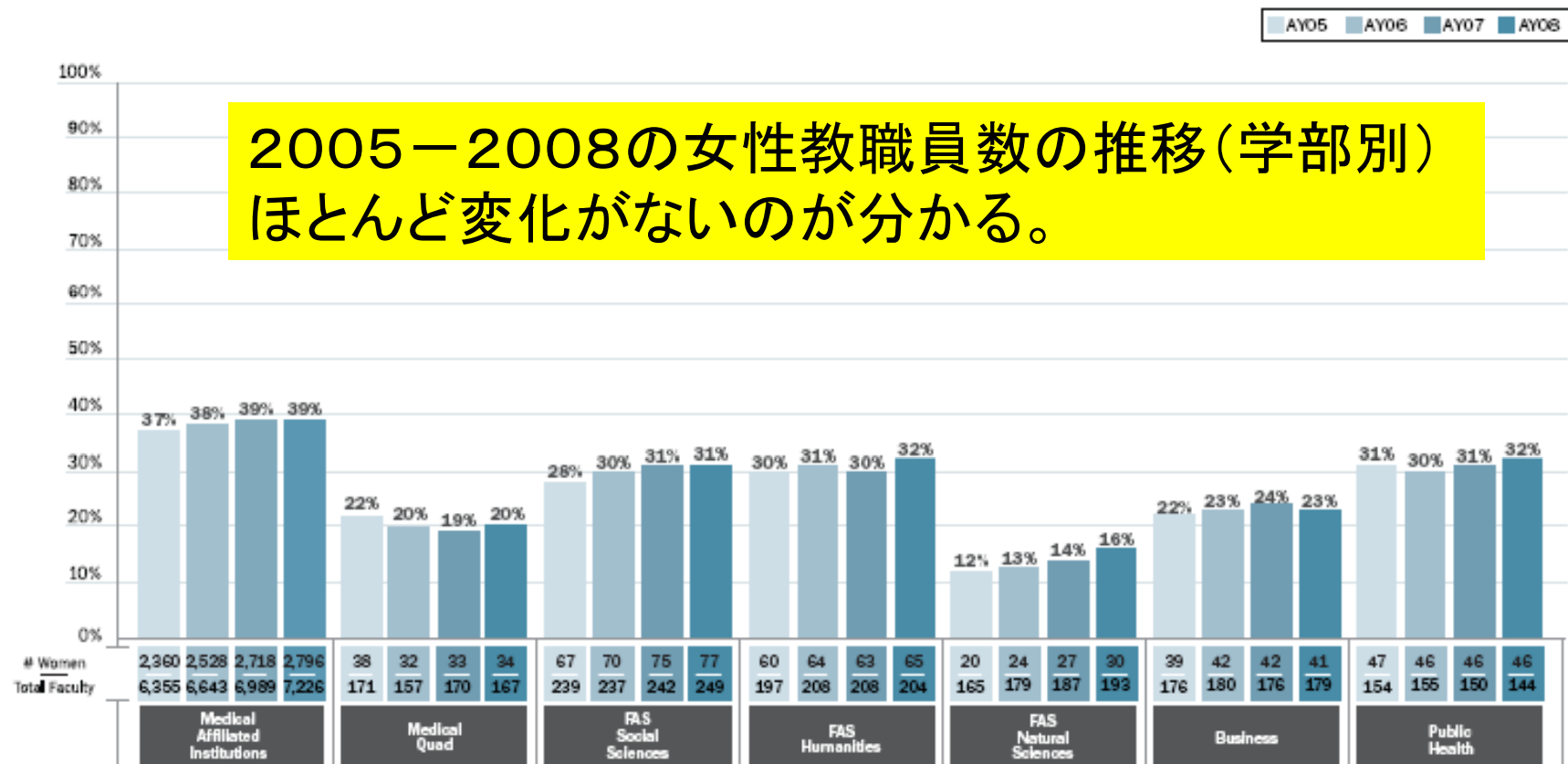
2006年からの調査結果が報告されている。

Our national demographics have shifted. Young women and ethnic and minority youth now account for more than half of the population. These youth traditionally have been underrepresented in science, mathematics, engineering and technology, and today they hold only about a quarter of existing science, engineering, and technology positions. It is

Climate Survey: 2008

Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

Figure 3. WOMEN LADDER FACULTY AS A PERCENT OF TOTAL LADDER FACULTY: AY 2005–AY 2008
Graph is sorted in descending order by size of School



Climate Survey: 2008

Data & Metrics Tenured faculty in positions of leadership for AY 2008

figure 71. REPRESENTATION OF WOMEN AMONG TENURED DEPARTMENT CHAIRS AY: 2008

水色のバーは、tenured facultyの中で学部長をしている女性の率

■ % of Tenured Faculty Serving as Department Chair
■ % of all Tenured Faculty

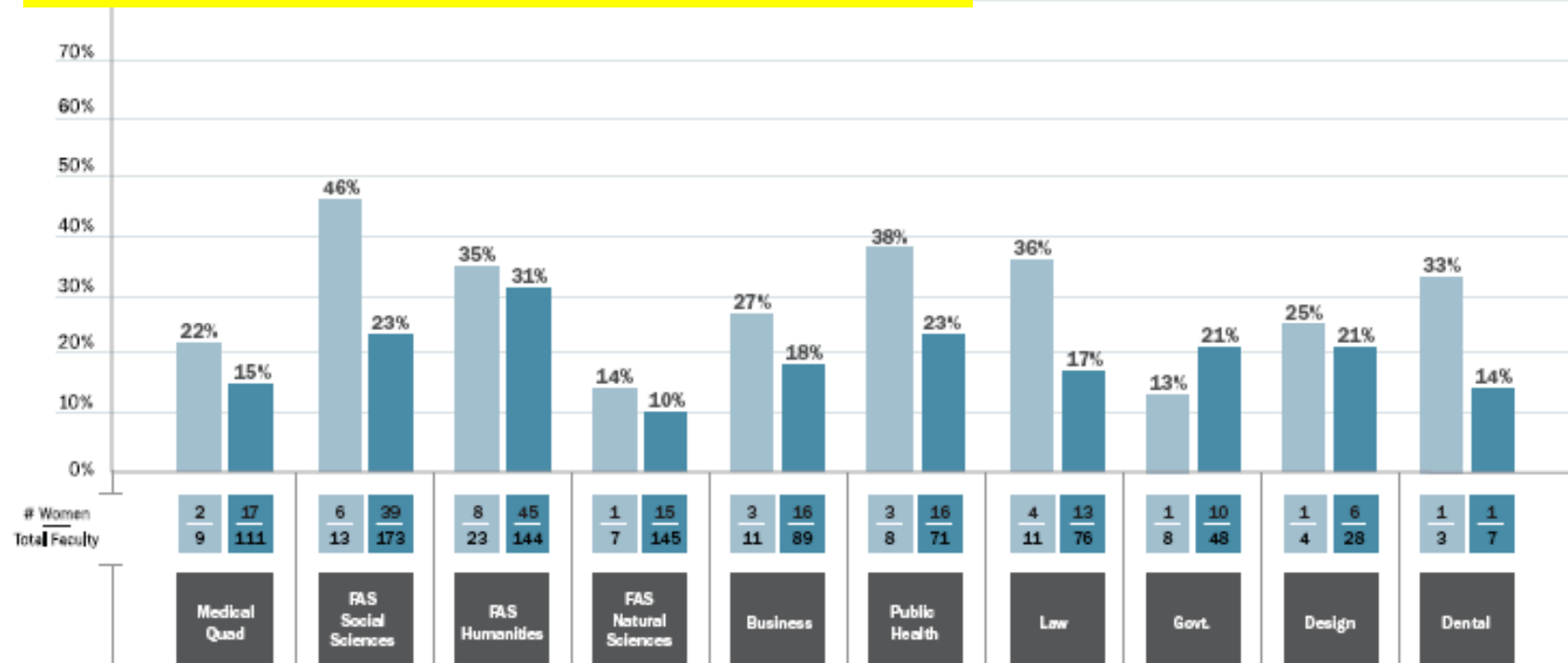


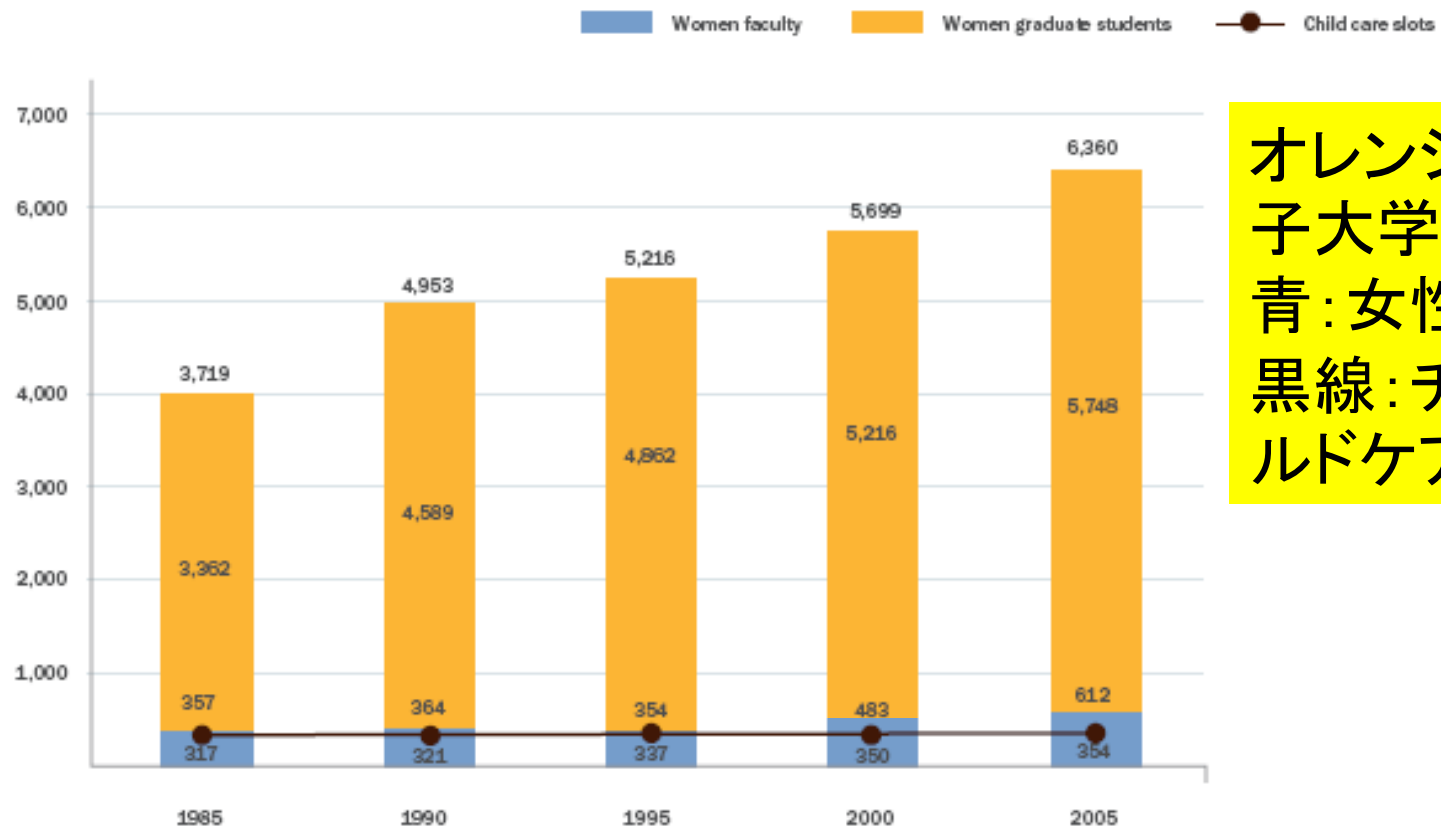
figure 72. REPRESENTATION OF MINORITIES AMONG TENURED DEPARTMENT CHAIRS AY: 2008

100%

■ % of Tenured Faculty Serving as Department Chair

Climate Survey: 2008

GROWTH OF HARVARD WOMEN FACULTY AND WOMEN GRADUATE STUDENT POPULATIONS COMPARED WITH HARVARD-AFFILIATED CHILD CARE SLOTS, 1985-2005



オレンジ: 女子大学院生
青: 女性教員
黒線: チャイルドケア数

1985 and 1990 data represent headcounts; 1995-2005 faculty data represent FTEs. Faculty counts do not include the Longwood Medical Area (HMS/HSDM, HSPH, or the affiliated hospitals). Harvard Medical School and Harvard School of Public Health purchase 51 slots in two medical-area child care centers.

Source: Office of Institutional Research.

多様化や男女同等のリーダー養成、プログラム開発

Proposal 6: Leadership and Development Programs

- The following recommendations have been developed by the Task Force on Women in Science and Engineering to support the objective of building and sustaining the pipeline of women pursuing academic careers in science.
 - The Task Force on Women Faculty fully endorses this proposal and strongly believes that the substance and intent of the WISE recommendations are applicable to all departments. The Task Force on Women Faculty recommends that the proposal be adopted by Schools and departments University-wide.
-

Recommendation 1

- Design a training program on diversity in university departments for the president, provost, and deans to be given at the deans' summer retreat.
 - The main goals of this program include: to demonstrate the importance of such programs; to convey the importance of decanal leadership in the successful development of departmental leadership and improving faculty diversity; and to help launch programs for department chairs within individual faculties.

Recommendation 2

- Design a program on diversity for department chairs as part of a larger session on departmental leadership and management.
 - Deans should develop plans and appoint committees to create a program on bias to be implemented in their respective Schools.

管理職クラスに
対する教育プロ
グラム

Proposal 7: Targeted Funds

資金確保

Two Funds Instead of a Single Fund

Faculty Development and Diversity Fund

- **Mission:** Provide fractional salary support for new appointments of outstanding scholars, with the expectation that such appointments would contribute to increased diversity within a department, unit or School where women or minorities are substantially underrepresented:
 - Up to ½ salary for life of appointment
 - Available for junior and senior hires

これらの資金で、年8～10名の採用を支援する。

Special Assistance Fund

- **Mission:** Provide support, as needed and appropriate, for other expenses related to the hiring and settlement of targeted new faculty, for example:
 - Lab set up
 - Special research needs
 - Dual-career funding (some fraction of the partner/spouse salary over a period of three years)
- The term "new faculty" refers, in this context, to appointments that contribute to increased diversity within a department, unit, or School where women or minorities are substantially underrepresented



Goal: Provide funds to support 8-10 hires per year. This is suggested as a target, not a limit on hiring. A limit should not be specified.

Proposal 8: Dual Career Program

配偶者同時就職支援プログラム

Recommendation

大学全体でそのようなプログラムを設置
ボストン、マサチューセッツ地域との共同化

- Establish a University-wide dual-career program within the Office of the Senior Vice Provost to respond more effectively to the “dual career dilemma” facing Harvard and its faculty candidates. The program would be charged with facilitating spousal or partner hires (academic and non-academic) and would work with existing networks (e.g., FAS Office for Faculty Development and their local career management partner, Essex Partners) as well as establish new networks.

Equip the program with appropriate tools that will a) enhance ability to identify suitable job opportunities and b) strengthen relationships with neighboring institutions:

- Explore feasibility of creating a Higher Education Recruitment Consortium for the Greater Boston or Massachusetts area to promote awareness of employment opportunities with participating members.⁽¹⁾ Next steps might include:
 - Defining the region
 - Assessing interest from other institutions
 - Selecting the optimal funding option (e.g., lead vs. member)
 - Enlisting members
 - Developing a process to ensure that all positions (academic and non-academic are posted/advertised)

HERC as a Recruiting Tool

地域共同型支援プログラム

Examples of Existing HERCs

HERC	Number of Members	Lead Institution (s)
Northern California www.norcalherc.org	22	UC Santa Cruz Also includes Stanford
Southern California www.socalherc.org	27	Includes CalTech
New Jersey www.njherc.org	21	Princeton and Rutgers as lead institutions
Cornell and SUNY considering a potential New York HERC	NA	

Benefits

- **Consortium website (shared database) serves as a “one-stop resource”**
 - Lists all faculty and staff positions available at member institutions
 - Helpful school and community information
- **Regular member meetings provide networking opportunities**
 - A forum for exchanging best practices
 - A way to strengthen relationships between representatives from member institutions and further uncover job possibilities for spouses or partners
- **Powerful recruiting signal**
 - Demonstrates University’s recognition of dual-career dilemma and commitment to addressing this issue

Proposal 9: Expansion of Child Care

チャイルドケア拡充

Recommendation

- Ensure that faculty at each School have significantly improved access to child care by developing immediate plans to increase the number of available child care slots in Cambridge, Longwood, Allston and surrounding areas.

Center Capacity and Waiting Lists

Provider	All Faculty ⁽¹⁾	Capacity	"Real" Waiting Lists
6 Harvard-Affiliated Centers in Cambridge	1,831	354	150 - 300 ⁽²⁾
Slots allotted to HMS in Longwood area	379	34	NA
Slots allotted to HSPH in Longwood area	224	5	NA
Slots allotted to Affiliates in Longwood area	9,688	342	NA

Note: 3 key caveats with regards to waiting lists: 1) lists managed by centers and not centralized, resulting in doublecounting (multiple applications for same child); 2) some "active" names on lists may already be accommodated elsewhere; 3) waiting lists not divided by faculty and staff.

(1) For Harvard-affiliated centers in Cambridge, includes all Schools except HMS, HSPH and HSDM. For HMS, includes Quad-based faculty in the Medical and Dental Schools; for HSPH, includes all HSPH faculty; for Affiliates, includes hospital-based faculty on Harvard payroll and clinical unpaid appointments.

チャイルドケアのための資金援助

Proposal 10: Financial Assistance for Child Care

Recommendation

- Increase financial support to faculty for child care expenses
- Conduct a full analysis of various alternatives under the auspices of the University Committee on Child Care and recommend specific plans to increase financial support to faculty for child-care expenses

Examples of Annual Child Care Costs ⁽¹⁾

Provider	Infant	Toddler	Preschool
Oxford Street Daycare Cooperative	\$15,840 - \$22,800	\$14,640 - \$20,040	\$11,880 - \$16,600
Other Harvard-Affiliated Centers	\$19,248 - \$24,360	\$17,004 - \$21,060	\$13,104 - \$16,500
Mulberry	\$20,076	\$17,472	\$15,652 - \$16,640
Kinder Care	\$17,160	\$15,804	\$14,632
Bright Horizons	\$20,964	\$18,312	\$14,688

Proposal 11: Maternity Leave

育児休暇

Recommendation

13週間の有給育児 休暇

- Institute a minimum maternity leave policy for faculty -- a leave of 13 weeks at full pay
 - This policy is NOT intended to replace any School's policy that provides better benefits. It should be perceived as a floor, not a ceiling.
 - This policy does not replace any supplementary policy for primary caregivers who are not the birth-giving parent.

Implementation

- This recommendation carries labor implications (treatment of other employee groups at the University, e.g., exempt staff and non-exempt staff) and legal implications (potential gender discrimination) that will need to be addressed and resolved
- One option is to define the 13-week leave in the following way:
 - The first eight weeks of the leave would duplicate the current paid maternity leave policy of up to 8 weeks, during which period the faculty member is relieved of all faculty obligations, including teaching and committee service;
 - The subsequent five weeks would consist of "active service modified duties" (language borrowed from the University of California Berkeley). These five weeks would not be a leave of absence, but rather relief from teaching and some administrative duties. Research duties and selected administrative / advising duties would continue as usual.

Additional Guidelines

- The leave would be automatic upon notification of pregnancy;
- Mothers giving birth in the summer would be entitled to the leave in the following semester.

Proposal 12: Tenure Clock Extension

Recommendation

- Make tenure clock extension / appointment extension automatic upon granting a faculty member maternity leave or parental teaching relief leave.
 - For all other cases (e.g., personal illness; family/dependent care), tenure extensions would still need to be requested (opt-in rather than opt-out mechanism)

Peer Institution Policy Examples

育児休暇などで長期休暇を取った場合の
tenure clock extensionの自動化

University	Policy Description
Princeton	Automatic upon granting childbearing or parental leave.
MIT	5-year pilot program that automatically grants tenure clock extension to childbearing women faculty. Other instances of child care (adoption; childbearing spouse/partner) are also eligible for tenure clock extensions, but need to be requested.
UC Berkeley	"Childbearing or parental leave, equal to one semester and not greater than one year; with or without salary, is automatically excluded from service toward the eight-year probationary period unless the faculty member informs the department chair in writing that the leave should not be excluded from service (before, during, or within one semester after the leave)."

Proposal 13: Sexual Harassment

Recommendation

セクシャルハラスメントのポリシー強化

- Review practice of existing sexual harassment policies and make improvements as necessary:
 - The task force recommends that the central officer responsible for sexual harassment oversight work with the Schools to ensure that each School has in place programs that address current issues of clarity, transparency, access to information and relative lack of training / education.
- By working with the deans or with school officers designated by the deans, the central officer would oversee:
 - Development and implementation of a comprehensive faculty / staff / student training and education program. Decisions about which forms of training should be mandatory vs. voluntary should be left to each School, with oversight provided by the central officer to ensure that the issue of sexual harassment receives equal attention across Schools.
 - Improvements in the visibility and ease of access to information about policies and procedures (through a variety of channels and formats including brochures, pamphlets, orientation workshops, websites).
 - Could consider creating a central website with policies, procedures and access points (a la Stanford model)

Examples of Best Practices

Area	Practice	University
Training	Mandatory for those in supervisory positions; for faculty who serve as faculty co-investigators; for access points. Additional online sexual harassment training program is optional for all employees.	Stanford
Recordkeeping	Records kept of individuals receiving training. Emails sent to all untrained faculty members/staff/administrators until they have completed training.	Stanford
Visibility / Ease of access	All information easily accessible through a single place on the web (Sexual Harassment Policy Office) Presentation of information within the policy document itself (Cornell policy as a model)	Stanford Cornell
Oversight	Officer with university-wide responsibility for sexual harassment and discrimination, with law degree	Northwestern

Proposal 14: Additional Work-Life Recommendations

Issue



Recommendation

1) The Task Force has investigated several areas of importance to women faculty and has identified what appear to be "best practice" policies in some of these areas. The Task Force has also identified areas in which Harvard appears to lag behind the best practice.

- The Task Force recommends that the dean of every School discuss with his or her faculty the Work-Life Gap between Harvard and "best practice" institutions, and identify approaches to bridging the gap that are best suited to meet faculty needs in the context of the particular requirements and environment of each School. The University Committee on Diversity and Faculty Development (one representative per School, designated by the dean of each School) should report back to the president on the results of these consultations by May 2006 .

2) Various issues related to child care (in addition to improved availability of child care and increased financial assistance) have surfaced through faculty feedback, including:

- Flexibility (hours of operation)
- Back-up care
- Child care during school holidays
- Greater publicity for existing policies/programs

- The Task Force recommends that the proposed University Committee on Child Care research options and set priorities, with support from appropriate central administrative offices.

3) Faculty feedback also surfaced issues in areas such as:

- Mentoring
- Workload
- Compensation
- Access to resources
- Time to pursue research and writing
- Lack of clarity around promotion criteria
- Utilization of policies by gender

- The Task Force recommends that that these issues be included in a University-wide climate survey targeted at faculty. The Office of the Senior Vice Provost would provide oversight for collecting, analyzing and publishing survey data.

MEN SPEAK UP!



"REAL MEN DO NOT COMMIT RAPE"

Bob Santamaria - Dunster House - Social Studies '12

Why?

Videos

Blogs

Take action

Get Help

Username

Password

Log in



WO-MAN: RE-MEMBERING ADAM AND EVE

CAMERON by Cameron Van Patterson These words are for...



"I AM BECAUSE WE ARE. SINCE WE..."

HUGO The international community has been shocked by a recent South African study, headlined in the respected



SILENCE VS. BELIEF

TONYB What is a "good man"? It's a difficult question, one that has already been asked by activist and scholar...

Join
Men
SpeakUp

men**SPEAK**up
campaign

Gender inequality is real. The good news is that men can play a leading role in ending this age-old societal problem. MenSpeakUp is a resource for men who serve as positive and responsible role-models to demonstrate authentic and respectful manhood.

about
men**SPEAK**up

MenSpeakUp, founded at Harvard, addresses the lack of men in the gender equality movement. Our method: social enterprise powered by men who believe in sexual respect. Our goal: empower men to advocate for gender equality.

men**SPEAK**up
in the news

THE CRIMSON EDITORIAL
BERKMAN CENTER
NEWS STORY

EMAIL WEBSITE:



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女性研究者が考えるべきこと Jane H. Hill (1996)より抜粋

- ◆ 大学院の面接や就職面接をする前：
 - ◆ 先輩たちとネットワーク作りをして情報集め
 - ◆ 指導教官をもっと利用しよう：ヘルプを依頼するのをためらう必要はないが、アドバイザーに必要な書類などをタイムリーに渡すこと
 - ◆ 「前向きな自分」を見せるべき

*就職面接で:

- *リサーチに関する資料、教授に関する資料など、よく準備すること
- *面接で給与、契約の延長、使用機器やスペース、最初の学期の授業数の相談、自分のプライベートパートナーの仕事、チャイルドケアの支援など、聞いても問題はない
- *もちろん面接官はあなたの要求に全て「NO」と言うかもしれない。その時が、本当にその仕事を望んでいるのか考える時
- *もし他の大学などから仕事のオファーなどが来ていたら、それを待遇改善に利用すべき

＊ 職場で：

- ＊ 他の職員とネットワーク作り(男性女性に関わらず、自分の学部外の人も含め)
- ＊ 女性教職員たちとグループを作ろう。女性研究の学習サークルや研究会などに行くことで、そういう人たちと知り合える。
- ＊ tenure clock, 育児休暇制度, 研究のための休職制度など、大学の制度を熟知すべき。しかし、それを使いすぎてはいけない(大学はあなたの能力がほしくて雇ったのだから)学部長、学科長などとインフォーマルな話し合いをすべき
- ＊ 学部学科職員たちと、よい関係を築くこと。彼らに親しく、かつプロとして接することはもちろん、ちょっとした贈り物やカードを渡すなどの心遣いをする
- ＊ 必要以上の仕事量を受けたときには、学科長学部長などに遠慮なく言おう

* もし給与や仕事量、オフィススペースなど、待遇で差別を経験したら

* ネットワークを使おう。信頼できる女性の同僚に、本当に差別されているのかチェックしてもらおう。

* 学科長学部長などと、まずはインフォーマルな形で話し始めよう。事実を証明する書類やこの問題を解決するためのアイデアを準備しておこう

* そういう「接触記録」をしっかりとっておく。万が一、後に正式な行動をしなければならなくなった時に必要。

* 他の女性教職員で、似たような境遇の人がいないか探そう。

Things we should consider

By Jane H. Hill (1996)

- ✿ Grad School and Job Search:
 - ✿ Network with fellow students (reading and writing groups, etc.).
 - ✿ Use your faculty advisors: don't hesitate to ask for help, provide appropriate materials to advisors for grant application and job search support in a timely way.
 - ✿ Present a positive image.

* Come to job interviews and job offers prepared:

- * Be ready at interviews with fluent raps on your research and teaching plans, your teaching philosophy, [...]

- * It's appropriate to ask for (a) more money, (b) a longer-term contract, (c) equipment and space, [...] (f) a reduced teaching load the first term/year, (g) a job for your partner [...] (i) assistance with child care, [...]

- * Of course, the prospective employer may say "No" to everything you ask for, at which point you have to ask yourself how much you want this particular job. But don't let them see fear!

- * If you are lucky enough to have other interviews or offers, either active or potentially coming, let them know.

✿ On-the-job strategies :

- ✿ Network with other faculty members, male and female, including outside your department. Associations of women faculty, women's gender studies study groups and colloquium series are an excellent way to meet other women faculty. [...]
- ✿ Be sure you understand your school's rules about tenure clock, family-pregnancy leave policies, opportunities for research leave [...] etc. But it's not a good idea to overuse these opportunities (that is, don't be gone all the time--they hired you because they needed you!) [...] Ask for an informal conference with your department head or dean [...]
- ✿ Be sure you have good relationships with your departmental staff; be friendly and professional with them, give small gifts or nice cards at appropriate seasons for special favors. [...]
- ✿ Don't be afraid to ask your department head to protect you from too much committee work or from unreasonably demanding class assignments. [...]

* What if you experience discrimination in salary, teaching and committee assignments, office space?

* Use your networks. Get a reality check with a trusted female colleague.

* Start with relatively informal measures--make appointments with department head or dean, and be armed with documentation and ideas for how to solve the problem [...]

* Keep a record of these early contacts, in case you need to move to more formal grievance procedures.

* See if other female colleagues share your concerns and might be willing to join you in seeking change.

これからも
いい職場環境作りについて
考えて行きましょう。

tshibata@princeton.edu