

ダイバーシティ海外派遣報告

国際連携推進機構国際教育総合センター

特命講師 エルカン・キピリチム

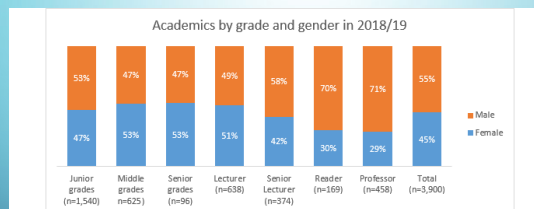
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ATHENA SWAN GENDER CHARTER

- Founded by the UK Advanced Higher Education, a non-profit company
- Athena Swan (Scientific Women's Academic Network) Charter measures an institution's commitment to gender equality initially in the STEMM (science, technology, engineering, mathematics, and medicine) fields, but later extended to humanities, social sciences business etc.
- It gives awards for three levels: bronze, silver, gold
- Queen Mary University (QMU) was given a silver award in 2017

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GENDER EQUALITY IN QMU STATISTICS

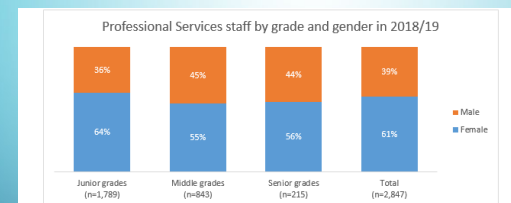


Note: Junior grades (1 to 4); Middle grades (5 and 6); Senior grades (7 and 8) as defined on Page 1/
While 51% of Lecturers are female, the proportion of female staff reduces as seniority increases, down to 29% of Professors.

Source: Staff Data EDI Annual Report 2019:
[EDI Publications and Data - Human Resources \(qmul.ac.uk\)](https://www.qmul.ac.uk/edi/publications-and-data/human-resources)

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GENDER EQUALITY IN QMU STATISTICS

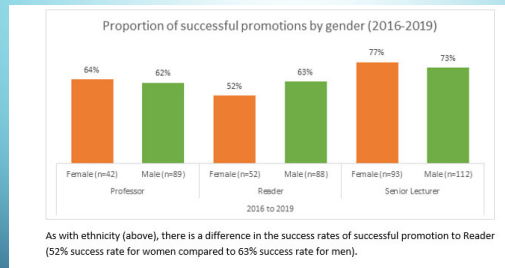


In Professional Services at Queen Mary, almost two-thirds of all staff are female (61%). Just over half of all senior managers in Queen Mary's Professional Services (56%) are female. Just over a third of junior staff are male (36%).

Source: Staff Data EDI Annual Report 2019:
[EDI Publications and Data - Human Resources \(qmul.ac.uk\)](https://www.qmul.ac.uk/edi/publications-and-data/human-resources)

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GENDER EQUALITY IN QMU: STATISTICS



Source: Staff Data EDI Annual Report 2019:

[EDI Publications and Data - Human Resources \(qmul.ac.uk\)](https://www.qmul.ac.uk/edi/publications-and-data/)

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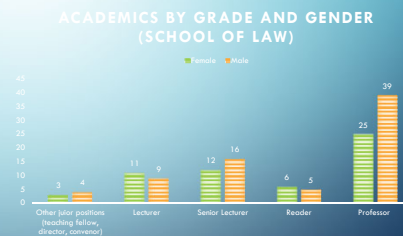
GENDER EQUALITY IN THE SCHOOL OF LAW

- I could not find data on gender equality for different schools and departments of QMU, so I analyzed the data for the School of Law
- First, academic hierarchy in UK Universities (from lowest to highest)
 - Lecturer (equivalent to assistant professor)
 - Senior Lecturer (equivalent to associate professor)
 - Reader (a rank unique to UK system)
 - Professor (professor)

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GENDER EQUALITY IN THE SCHOOL OF LAW

- Total Number of Members: 130
- Number of Male Members: 72
- Number of Female Members: 58
- 44% of the academic staff is female, almost 40% of the professors is female. This is a value much above the average of the entire university (which is 29%, see graph on slide 3)
- There is not a big difference between the numbers of male and female academics in levels lower than professor.



Created by the researcher based on the data provide by the school of law of QMU
<https://www.qmul.ac.uk/law/people/academic-staff/>

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GOOD PRACTICES OF QMU IN ADDRESSING GENDER EQUALITY

- Queen Mary University adopts a number of policies to address gender equality. I want to introduce a few of these good practices which can be useful suggestions for Kobe University.
- Supporting females who take maternity leave
 - the university relieves female researchers returning from maternity leave of teaching responsibilities for a determined period of time so that they can focus on research.

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GOOD PRACTICES OF QMU IN ADDRESSING GENDER EQUALITY

- Supporting parents with children for effective work-life balance → some departments implement a "no meeting" policy outside of hours of 10am-4pm to ensure that staff with children are not excluded from meetings
- Programs to accelerate female career advancement
 - Aurora Women's Leadership Program
 - A program to develop leadership skills for female academics who are employed in senior level posts
 - Only females can attend
 - Participants attend informative meetings and guided individually by a mentor

[Aurora Women's Leadership Development Programme 2021 - Human Resources \(qmul.ac.uk\)](https://www.qmul.ac.uk/hr/aurora-womens-leadership-development-programme-2021-human-resources/)

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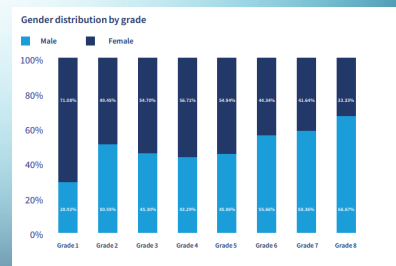
GOOD PRACTICES OF QMU IN ADDRESSING GENDER EQUALITY

- Springboard Program
 - Launched in 2018
 - Four month personal and professional development program for only female researchers
 - Researchers gain the opportunity of reviewing their academic and personal life and practice skills such as assertiveness and goal setting [Springboard Women's Development Programme - Human Resources \(qmul.ac.uk\)](https://www.qmul.ac.uk/hr/springboard-womens-development-programme-human-resources/)
- Mentoring Scheme for women
 - The Athena Swan examination showed that there is inequality between the numbers of male and female staff employed in higher level posts (beyond lecturer level)
 - To address this inequality, mentors are assigned to female researchers who have the interest and ability of getting promoted. <http://hr.qmul.ac.uk/equality/protected-characteristics/sex/mentoringwomen/>

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REMAINING GENDER EQUALITY PROBLEMS IN QMU

- According to QMU "Gender and Ethnicity Pay Report 2019," there is a problem of "gender pay gap" between men and women because more men are employed in senior level jobs than women.
- The graph shows the proportion of men and women by grade (level of job)
- As seen the proportion of women employed in grade 1 jobs is much higher, and from grade 6 onward the proportion of men get higher, see especially grade 8.
- According to the university report, this seems to be the biggest challenge for achieving full gender equality



[QMUL-Gender-and-Ethnicity-Pay-2019-2020-\(Nov\).pdf](#)

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REMAINING GENDER EQUALITY PROBLEMS IN QMU

- In 2019, the QMU conducted a research about inclusion and diversity, I would like to report some of the problems that the female staff face at the University
- Micro-aggression and harassment directed against female staff
 - In some departments, female staff complain that when in small groups, they are not given the opportunity to speak, or colleagues talk over them or undermine their perspectives, or male colleagues take credit for a point made by the female staff.
 - In some severe cases, it was reported that the male colleagues in powerful positions use misogynistic language or engage in bullying
 - These issues tend to happen in schools and departments where the number of women in senior positions are smaller

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REMAINING GENDER EQUALITY PROBLEMS IN QMU

- The university equality office thinks that these issues should be resolved so that negative stereotypes do not take root in the university culture
- Additionally, such behavior has an affect on psychological well-being of female staff, so it should be addressed
- Source: Inclusion Report 2019 Queen Mary University:
http://hr.qmul.ac.uk/media/hr/edi/Inclusion-Report-with-full-appendices_redacted.pdf

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REMAINING GENDER EQUALITY PROBLEMS IN QMU

- workload given to female academics tend to be higher
 - The report found women tend to be assigned 8-10% more work on average. Females are more likely to accept additional responsibilities and males are more likely to decline such requests to focus on research
- Lack of network to support and empower women across different parts of the university (such networks can expose role models and development paths of senior researchers)
 - Source: Inclusion Report 2019 Queen Mary University:
http://hr.qmul.ac.uk/media/hr/edi/Inclusion-Report-with-full-appendices_redacted.pdf

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REMAINING GENDER EQUALITY PROBLEMS IN QMU

- Another problem is the lack of female members in the recruitment and promotion panels of some faculties
- What is the problem? According to the Equality and Diversity Steering Group of the University the composition of the panel is important to ensure fairness in recruitment and promotion because a panel made up of members with similar background may be unable to fairly assess the experiences and qualities of an applicant coming from a different background. This means a panel composed of only men cannot correctly assess the achievements and qualities of female applicants.
- The Steering Group has recently made some revisions in policies
 - Only the staff who have finished the university's recruitment and interview selection training are qualified to be on recruitment panels
 - All recruitment and promotion panels with three or more members must include both women and men
- Source: <http://hr.qmul.ac.uk/media/hr/docs/forms/policies/Gender-Diversity-on-Panels-3.pdf>

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SCOPE OF MY RESEARCH VISIT AND ACTIVITIES

- I am currently employed under the Kobe University Program for European Studies (KUPES) as a lecturer and I teach courses on the EU law and politics and EU-Japan comparative seminars
- I stayed almost a month in the UK and conducted research on EU's refugee law.
- During my stay, I conducted research in the library of Queen Mary University on EU refugee law, especially complementary protection status given to those people in need of international protection but do not qualify as refugees.
- Collected material and participated in the seminars on international law of Professor Malgosia Fitzmaurice.
- I also conducted research on EU-Turkey Refugee Agreement and wrote a book chapter on the same topic, the book will be published in April 2021.
- Erkan Kivilcim, "EUの難民危機からの回復— EU・トルコ難民合意における負担転嫁問題" [EU's Recovery from the Refugee Crisis: The problem of Burden-shifting in the EU-Turkey Refugee Agreement] in EU の回復力 [EU's Resilience] 吉井正彦・井上典之 編集 (東京: 勁草書房2021年4月出版予定)

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SCOPE OF MY RESEARCH VISIT AND ACTIVITIES

- I went to University of Aberdeen, Scotland to attend an international conference entitled “International refugee law: comparative policy perspectives from Asia and Europe”
- I gave a research presentation entitled “Immigration and Refugee Laws in Japan: Past and Present”



Speakers

- **Dr Kivilmir Erkan**
Associate Professor, University of Kobe
- **Dr Jean-Pierre Gaudi**
Arthur Watts Senior Research Fellow in Public International Law, BICL
- **Dr Irene Antonopoulos** FRSA
Senior Lecturer in Law, De Montfort University