Recommendation

Toward the Comprehensive Development of Academic Research in the Arts and Sciences:

Proposals from the Humanities and Social Sciences

1 June 2017

Science Council of Japan
First Section
Sub-committee on the Role of the Humanities and Social Sciences
and Their Promotion

This recommendation is the public summary of the results of the deliberations of the **Sub-committee on the Role of the Humanities and Social Sciences and Their Promotion** conducted in collaboration with the **Expanded Board of Directors of the First Section**. For this translation, the Sub-committee greatly appreciates the effort and cooperation of Earl H. Kinmonth, Professor Emeritus of Taisho University, and Jeremy Rappleye, Associate Professor of Kyoto University.

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Summary

1 Background to this Recommendation: a humanities and social science perspective on the crisis in the academy

In response to the Notice issued by the Minister of Education, Culture, Sports, Science and Technology (hereafter MEXT) on June 8, 2015 (hereafter referred to as the "6.8 Notice") to the national universities, the Executive Board of the Science Council of Japan twice issued statements. This proposal builds on those statements and the principles and guidelines previously enunciated by the Science Council of Japan. It confronts the numerous issues and urgent matters faced by the arts and sciences in Japan whilst exploring the role that the humanities and social sciences should play in the promotion of academic research.

The humanities and social sciences have the notable characteristic of combining time and space perspectives in a multi-dimensional, critical examination of various values. For the development of academic research in the context of a medium and long term response to social needs it is indispensable to make full use of the character of the humanities and social sciences. The humanities and social sciences must work together with the natural sciences to overcome the crisis in academy and to deal with the numerous problems confronting mankind.

2 The position of this Recommendation: carrying forward and developing the Statements of 2001 and 2010

The Great East Japan Earthquake and the Fukushima Daiichi nuclear accident in 2011 reconfirmed that a comprehensive view of academic research is indispensable for the control of science and technology. Beginning in the year of the disaster, the 22nd Term of the Science Council of Japan (October 2011 – September 2014) set up a structure to take up the serious issues resulting from the Fukushima Daiichi nuclear accident and the associated reconstruction tasks. Building on this experience, this Recommendation carries on and is developed from two previous Science Council of Japan statements issued since the outset of 21st century: the "The Role of the Humanities and Social Sciences in the 21st Century and Their Importance" (hereafter the "2001 Statement"), the "The Outlook for Japan: Recommendations from the Humanities and the Social Sciences" (hereafter the "2010 Recommendation"). Once again this Recommendation discusses the issues with and the role of the humanities and the social sciences taking up five important points in this context.

3 Recommendations from the humanities and social sciences for the comprehensive development of academic research

We propose the following five points from the standpoint of the humanities and social sciences with the aim of advancing the comprehensive development of academic research while simultaneously encouraging the self-reform of social science and humanities education and research.

(1) Improve higher education policy by recognizing the importance of improving education and focusing on the next generation

Reforms in humanities and social science education have frequently proceeded in conjunction with liberal arts education reform. The results have been reflected in the humanities and social sciences program of the "Educational Good Practice (GP)," which include the introduction of student-driven classes and comprehensive English education based on studying abroad. In order to advance reform further in ways that builds on previous accomplishments, the following points are essential:

Increasing course offerings in English in order to respond to globalization;
Enriching multilingual and multicultural education;
Implementing concrete "reference standards" for each field;
Striving to incorporate in the high school curriculum and in science and technology education the basic ability expected of citizens to think logically and critically and to be expressive;
Promoting the further education of teachers in accord with international standards;
Expanding the financial aid system for private university students in the humanities and social sciences.

(2) Reconstruct the evaluation criteria for research from the perspective of raising research quality

In order to improve research quality in the humanities and social sciences it is necessary to formulate funding and evaluation policies that take into account the distinctive characteristics of humanities and social sciences. These characteristics include its diverse nature, the high degree of reliance on texts, the method of publishing results, and the fact that it is "slow science." To that end, the humanities and social sciences must also make efforts to opening, sharing and improving the visibility of the research results and to establish evaluation indicators that reflect the characteristics of the field.

(3) Review university budgets and the way research is funded

Since the mid-1990s, Japan's higher education policy has shifted the weight of research funds from basic expense funding to competitive funding. With the weight given to competitive funding and "fixed-term research projects," it is impossible to prevent the weakening of the bases of longer term education and research. Stable funding is indispensable to developing and taking advantage of the distinctive characteristics of the humanities and social sciences where results often come from research conducted over the medium or long-term span. Further, even in the humanities and social sciences large scale funding is needed to deal with the contemporary world which is rapidly changing. Examples here would include the building of databases, creating an infrastructure for the digitization of documents, and planning and promoting common use systems, etc. The reduction of stable funding has seriously hurt universities that primarily serve populations in their immediate locale, i.e. those that recruit students largely from the surrounding region rather than nationwide. It is desirable that the government create a structure for the distribution of funding and staff that adequately recognizes the role of humanities and social science departments and programs as concentrations of professional expertise important to the preservation of regional culture and for the solution of regional social problems.

(4) Starting full-fledged support for young academics and female scholars

Converting permanent posts to fixed-term positions and reducing part-time posts has become a serious problem threatening young academics. University management that depends on low wage

adjunct lecturers needs to be seen as a problem to be overcome. It is necessary to strive to secure full-time posts and improve the conditions for part-time lecturers. The proportion of female academics in the humanities and social sciences is higher than in the natural sciences. As a result, support for female researchers tends to be biased towards the natural sciences and it becomes difficult to see the problems faced by female researchers in the humanities and social sciences. In the future, we should further strengthen comprehensive measures to support female researchers, especially to eliminate job gap disparities and raise the proportion of women in the leadership of academic associations.

(5) Establishment of a comprehensive policy for the arts and sciences

In Japan, there is no comprehensive national policy that takes into account the whole of the academic world, i.e., one that includes the humanities and social sciences. However, in our society of the 21st century, it is obvious that there are many problems that cannot be met just by the "Promotion of Science and Technology Founded on Science and Technology Basic Law" (hereafter STBL) and it is necessary to discuss these problems. The promotion of the humanities and the social sciences in a comprehensive and harmonized way should be become public policy. In order to elucidate the current situation and the problems of the academic world in Japan based on a consideration of the facts and to share it widely with the people, it is desirable to create a "White Paper on the Arts and Sciences" (tentative) covering all fields including the humanities, social sciences and natural sciences. At the same time, it is desirable that discussions are held, centered around the SCJ, to move toward the enactment of a "Basic Law for the Arts and Sciences" (tentative).

Contents

1 Background to this Recommendation: a humanities and social science perspective on the crisis in the academy

(1) Rethinking the "6.8 Notice"

The notification of the Minister of Education, Culture, Sports, Science and Technology (hereinafter referred to as the "6.8 Notice") to the National University Corporations (hereafter national universities) on June 8, 2015 not only had a great impact on Japanese society but also invoked a variety of reactions from abroad. This is because it stated that "Universities will proactively make efforts to abolish structures or shift to areas of high social demand" in the context of reviewing the organization of faculties and graduate schools in the humanities and social sciences (Appendix 1).

The "6.8 Notice" explicitly addressed education and research in national universities. Nearly the same content and wording had been used in a MEXT statement made one year prior to the "6.8 Notice."[1] Nonetheless, the "6.8 Notice" called forth a substantial volume of criticism reflecting a shared awareness of the negative aspects of science, technology and university policy over the past decade and the extreme position in which humanities and social sciences had been placed. Therefore, we think it significant to review the crisis in the academic world from the perspective of the humanities and social sciences and clarify the contribution to be made by education and research in the humanities and social sciences.

In response to the "6.8 Notice", the Science Council of Japan published its views twice as Statements from the Executive Board, with Science Council of Japan acting in its capacity as an institution representing Japanese scholars in the humanities, social sciences, life sciences, physical sciences and engineering (Appendix 10&11). In this Recommendation, we build on those two statements by the Executive Board and relate them to the principles and guidelines previously issued by the Science Council of Japan, setting out the various aspects of the situation faced by Japanese scholars and the urgent issues in need of solution. As a component of this, we will attempt to reposition humanities and social science education and research. In addition, we will review the expected role of the humanities and social sciences and the structural changes needed for fulfilling that role. From there we proceed to an overall examination of academic practice in Japan and make concrete policy proposals.

(2) The role of the humanities and social sciences within the academy

Within all the "knowledge" (academic knowledge) that has been developed by human beings, the "humanities" covers human beings and the culture and ideas they have created. "Social science" is academic knowledge that elucidates the internal relations of human beings in groups or the mutual relationship between groups. It is based on the premise that humans are always social beings that function as part of collectives. Both the humanities and the social sciences have maintained a close mutual relation based upon their mutual object of human in the broad sense. At the same time, natural science knowledge is an indispensable element of scholarship and exists in an interdependent or mutually complementary relationship with the humanities and social sciences.

[1] "Perspective on the General Review of the Organization and Operations of National University Corporations," (Department of Corporate Support Division, National Institute of Higher Education Bureau, MEXT 2014 September 9 administrative communication).

Historically, the humanities, social sciences and natural sciences were originally integrated as the "liberal arts." [2] The separation between the two sides developed in modern society after industrialization especially from the latter half of the 19th century. As a result of specialization and differentiation in the various fields of natural science, there has been a tendency for the distance between other disciplines and the humanities and social sciences to widen. This is especially true with respect to the engineering field that is focused on the practical application of specific technologies.[3]

However, even a cursory review at the various problems currently faced by mankind shows the necessity for collaboration among the sciences. Typical examples include the issue of labor market change that is deeply intertwined with the development of information technology such as artificial intelligence (AI) and problems that require global perspectives to bring to resolution such as environmental issues, military uses of science and technology and bioethical issues including genetic manipulation.

While the development of natural sciences brings great benefits to humanity, it has also unleashed energy that is difficult to control and led to unrecoverable destruction of the global environment. Traditionally humanities and social sciences have pressed for a rethinking from the viewpoint of "humanity" and "the social system" in the development of natural science and this role will be increasingly important in coming years. On the other hand, as is evident in issues pertaining to population and environment, the interests of so-called developed countries and developing countries can be quite different, and in order to "live together," human beings must face diverse and multi-layered issues. The humanities and the social sciences have many responsibilities in this context, beginning with the rethinking of the main issues and the creation of sustainable structures. Indeed, the hopes potentially filled by these fields are high.

(3) The development of the arts and sciences utilizing the special attributes of the humanities and social sciences

For the development of the academy as a whole, the humanities and social sciences should actively contribute by taking advantage of their special attributes. These are enumerated below.

① Leveraging the perspective of "history (time)" and "comparison (space)"

The humanities and social sciences take as their object human beings, their culture and their social interaction. Therefore, "history (time)" and "comparison (space)" are basic and essential components of a deeper analysis. How have humans confronted various problems in differing situations in the past including variations in the natural environment? Across all fields, only by pushing us to traverse the axes of time and space can we understand where we stand at present and begin to imagine where to set out for in the future.

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[2] Historically, the "liberal arts" refers to the "seven subjects of the free liberal arts (the seven free subjects)" originating in ancient Greece. The "Seven subjects" consisted primarily of the "three studies" pertaining to language (grammar, rhetoric, dialectic law [logic science]) and the "four families" related to mathematics (arithmetic, geometry, astronomy, music). Philosophy was placed above these seven subjects and was supposed to supervise the whole. In medieval to modern European universities, the Department of Philosophy (Faculty of Arts and Sciences) was established under the special department of Theology, Law, and Medicine where the seven free courses were taught as the basis of a liberal education.

[3] In fact, engineering cannot exist without an awareness of the problems associated with implementing science and technology in society, and for its part the social sciences need to be aware that various social problems cannot be resolved without reliance on engineering knowledge True academic breakthroughs in the exploration of the structure of the universe and the essence of matter cannot be made without an interchange between the hard sciences and the humanities and social sciences (including philosophy) .

② Critically contemplating “values” whilst forging “values common to humankind”

It is a distinctive characteristic of the humanities and social sciences that they deepen our consideration of “values.” As stipulated by the Universal Declaration of Human Rights (1948), everyone has the right to “life, liberty and security of person” (Article 3), and the right “to share in scientific advancement and its benefits” (Article 27). The “Pursuit of freedom, equality, safety, and happiness” is regarded as a universal human right that has been achieved but only at the expense of numerous bloody conflicts over differing values. Even today, there are severe conflicts over values in the international community in regards to the human rights of women, sexual minorities (LGBTI) and ethnic minorities. What matters is not to take for granted the values that are mainstream in a given society at a given point in time but rather to maintain critical distance by traversing the temporal and spatial axes yet never ceasing to advance “values common to humankind” such as “human dignity” and “peace.” This is the most important task for the humanities and the social sciences, work that becomes the link to domains of knowledge in other fields.

③ Encouraging diverse approaches

Like the natural sciences, the character of humanities and social science is not one dimensional. There is fundamental research of an analytical character that probes the most basic aspects of humans and their society but there is also an applied type of research that aims at problem solving. In the case of problem solving there may be an “engineering” (design) role where the goal is to provide clear and concrete solutions to individual problems. Yet there are also “thought experiments” where the object is to reconsider the problem itself, restate the problem or to point out negative dimensions of currently accepted or proposed solutions that appear effective in the short term. The diversity of these approaches is a characteristic of the humanities and social sciences but it is also a perspective that can be applied in other areas of knowledge.

④ Focusing equally on the “global, national, and local” dimensions

Just as today people, funding and information move vigorously across national borders, the arts and sciences are required to cross borders in order to tackle issues common to humankind. In that process, nothing is more important than to understand and honor the diversity of people with different cultural backgrounds and for them to respect each other.[4] At the same time, globalization is causing serious problems such as intensified regional conflicts and widening disparities between the rich and poor. Meanwhile, globalization carries the danger of rapidly homogenizing culture on a global scale, unifying diverse values to the value standards of a specific culture, and bringing about the neglect of diverse values and cultures that have been developed over a long historical sweep. Without the involvement of the humanities and social sciences it will be impossible to solve the problems that occur under such circumstances.

Promoting the global exchange of knowledge while striking a balance with the national characteristics that have been born in the postmodern world, paying attention to things local that face oppression from things national and how to overcome gender bias – these are shared issues in 21st century society. It is the goal of international cooperation in academic endeavours to foster the

[4] For example, global warming is a common problem for all of humankind. The serious crisis faced by the global environmental situation threatens the very foundation of human existence but there are significant differences in recognition and interests between developed countries and developing countries.

development of the subjectivity of engaged citizens who blend a global, national, and local identity while transcending and relativizing thinking that is Western, Japanese, or East Asia centric.

⑤ Understanding the significance of languages and enriching the international dissemination of knowledge

Most human and social activities are mediated by languages with unique historical and cultural backgrounds. It is true that English is occupying an ever more important position as a common language of the academic world but the problems resulting from an excessive emphasis on English should not be overlooked. Depending on the research field, other languages (such as the languages used in cultures and societies that are the object of study) may be the language of mutual understanding. Meanwhile, the work of translation between different languages has a unique role in the mutual understanding of other cultures and societies. Dissemination of knowledge in a manner that is sensitive to this issue is required.

(4) "Social demands" worthy of response

Universities and scholar are inherently "in society and supported by society" and it is thus natural that they should be expected to respond to the demands of society. The issue is what those demands are, how to respond to them, and who is going to evaluate that response. For example, while referring to the "6.8 Notice," the Japan Business Federation (Keidanren) stated that in addition to specialized knowledge and an understanding of social and cultural diversity through experiences such as study abroad, "Science and engineering students need to study subjects in a wide range of fields including humanities and social sciences, and students in the humanities and the social sciences need to have an understanding of advanced technology and acquire basic knowledge in mathematics and sciences."[5] The "social demands" gesture towards here that are to be met through education and research are none other than what the Science Council of Japan has stated: "the university needs to articulate knowledge that is based on a long-term perspective, bolster diversity, and nurture the foundation on which creativity can flourish"(Appendix 10).

Efforts to respond to "social demands" have also been promoted in the humanities and social sciences. For example, in formulating field-specific reference standards during the 22nd and 23rd terms of the Science Council of Japan, the issue of "cultivation for citizenship" was included in all fields upon the initiative of its members in the humanities and social sciences with the "needs of society" in mind. There was also a detailed analysis of the "needs of society" and what the appropriate response should be in the course of formulating the reference standards for each subject area in the humanities and the social sciences.[6] The experience of the 2011 Great East Japan Earthquake showed that historical studies are an indispensable part of disaster research. The humanities and the social sciences also responded proactively to "social demands" through international symposia and collaborative research on the environmental destruction resulting from the Fukushima nuclear plant failures. These fields also deepened discussion of the coexistence of humankind with science and

[5] Japan Business Federation (Keidanren), "A View on National University Reform" (September 9, 2015). http://www.keidanren.or.jp/policy/2015/076.html

[6] In the humanities and social sciences, reference standards for philosophy, social welfare studies, psychology, sociology, cultural anthropology, geography, political science, history of history, regional studies, economics, law, linguistics, literature, business administration have been formulated and made public.

technology through academic exchanges with citizens using philosophy cafes and other such approaches.

What is needed now is to analyse and determine the "social demands" that are to be met by university departments, research institutes, academic societies and individual scholars themselves across the humanities and social sciences over the medium and long term, as well as offer sufficient explanation to society of the issues involved and results.[7] The evaluation of the outcomes must be entrusted to current and future citizens. As for the concrete issues associated with these tasks, we can point out the following three.

(i) Use every opportunity to inform a wide range of people about the meaning and attractiveness of the humanities and the social sciences without resting comfortably in the traditional modes of each specialized field.

(ii) Implement practically in education and research major themes, those that are precisely and only the domain of the humanities and social sciences.[8]

(iii) It is especially important that universities consider the educational content and structures necessary for such practices.

In order to realize these three points a good relationship between academia and society must be established. To do so, the formation of "academic literacy" on the part of society is crucial. However, in reality, across contemporary Japanese society, calm discussion based on facts and logic is afforded little value. It must be recognized that there has been an impoverishment of language that makes it difficult to establish fruitful communication. It cannot be overlooked that policy makers do not value specialized knowledge and select only what is convenient for them. Society must function as a worthy critic of academic ways and activities but at the same time the academy must also be a good critic of the present state of "academic literacy" on the part of society at large. This is an essential condition for maintaining the health of democracy.

2 The position of this Recommendation: carrying forward and developing the Statements of 2001 and 2010

This proposal is based on two publications issued by the Science Council of Japan in the 21st century. One is the statement issued in the first year of the 21st century "The Role of the Humanities and Social Sciences in the 21st Century and Their Importance: Aiming at New Ways of Thinking about 'Science and Technology' Striving for a New Social and Cultural System"[9] (hereafter referred to as the "2001 Statement") and the other is the proposal that originated as part of a full scale project

[7] One way to make a response to "social demand" is to give a "practical answer" to solve a concrete problem. Yet it is also necessary to be seeking "clues for the understanding" of the long-term changes and the social and historical background that will give rise to issues. To the degree that the present faces the "unknowable future" it is all the more important to recognize that society is always changing and with it the demands of society will change. That being the case it is the role of the humanities and the social sciences to be critical of claims that this or that represents the "needs of society."

[8] For example, "(Recommendation) The Outlook for Japan: Recommendations from the Humanities and Social Sciences" issued by the Science Council of Japan in 2010 was a comprehensive design for a society facing a declining birth rate, an aging population and globalization. It pointed out the importance of contributions to the concept and development of social sustainability, pursuit of human dignity and subjective freedom based on social and cultural diversity, the possibilities opened by gender research, and the formation of civic culture in Japanese society. The importance of these tasks has only increased.

[9] http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-18-k135.pdf

on "the outlook for Japan" entitled "The Outlook for Japan: Recommendations from the Humanities and Social Sciences"[10](hereafter referred to as the "2010 Recommendation").

The 2001 Statement emphasizes the importance of the role and responsibilities of humanities and social science in Japanese academic world while being sharply critical of the fact that the humanities and social sciences are "not properly positioned to fulfil their proper role in debate on national policy." It observed that "we must disseminate a progressive vision that can serve as the basis for constructing a suitable relation between science and technology and society through an integration of arts and sciences. At the same time, the statement said that the humanities and social sciences "have not accepted responsibility for the 'negative effects' of science and technology" and "that it has been comfortable staying within existing boundaries and has been reluctant to create structures that would confront the issues that were in reality occurring." These criticisms were offered as "points for reflection," from which the statement called for the "improvement of the existing academic research structure," "the recognition of research results and their verification through mutual interaction within and beyond domestic society," and "the need for a new organization and a shift to thinking based on the fundamental idea of integrating and fusing arts and sciences (in education)" (2001 Statement, pp. 10-11).

Ten years later, the 2010 Recommendation stated that "in the face of the serious crisis in the global environment that is the very foundation of human existence, there must be a fundamental rethinking of the relation between nature and human beings" and "It is the role of the humanities and social sciences to break the vicious circle that is leading to a worsening of human welfare and even the conditions for its very existence by taking the lead in creating a new integration of human intellectual activities in order to create new relations."[11] The Recommendation also stated that, in order to fulfil that function it is necessary to add the humanities and the social sciences which had been excluded from the concept of science and technology. This requires putting a broader conception of academic research at the centre of government policy. Further, in the Recommendation under the heading "What sort of development should we aim for in the humanities and the social sciences?" seven goals were offered. Among them were the realization of "functioning democracy" and the encouragement of "actors with a sense of world history."

The Great East Japan Earthquake and the Fukushima Daiichi nuclear accident that occurred in the year following the publication of the 2010 Recommendation were reminders that the control of large scale science and technology "cannot be derived from science and technology alone." In order to achieve control, there must be a holistic academic perspective that includes an enunciation of the prospects for the future of human society (for example, "sustainability"). "The people must control science and technology through the mediation of critical journalism and knowledge derived from the humanities and social sciences" (2010 Recommendation, p. 5). The 22nd term (2011 October to 2014 September) of the Science Council of Japan was devoted to solving the problems that appeared after the Fukushima Daiichi nuclear accident and in the reconstruction thereafter. Building on the debate

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[10] Committee on the Outlook for Japan, Humanities and Social Science Working Subcommittee, "The Outlook for Japan: Recommendations from the Humanities and Social Sciences" (April 2010).
http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-21-tsoukai-1.pdf

[11] "2010 Recommendation," pp. 19-26. The seven goals listed in the "2010 Recommendation" are as follows. (1) to enunciate a comprehensive scenario for society; (2) to contribute to the development of sustainability of human society, (3) to pursue human dignity and subjective freedom based on social and cultural diversity; (4) to promote gender research that seeks recognition of the diversity of people; (5) formulate a civic culture for Japanese society; (6) work toward the formation of networks and dialogues as method; (7) to develop comprehensive academic policies to further the humanities and social sciences.

during the 22nd term and the earlier 2001 Statement on “integration and fusion of arts and sciences” in conjunction with the 2010 Recommendation on “integrated intellectual activity” (2010 Recommendation), based on the “points for reflection” (2001 Statement) and issues (2010 Recommendation), this document will once again make clear the issues informing the comprehensive development of the arts and sciences and the role that the humanities and the social sciences should play in that development.

As a consequence of heightened awareness of these issues, there appeared in the late 1980s a movement to emphasize an interdisciplinary approach. This was reflected in the establishment of new academic societies[12] that focused on environmental issues and bioethics. Meanwhile, within existing societies in the humanities and social sciences a more interdisciplinary and social approach to such issues was affirmed. As a result of the Fukushima Daiichi nuclear power plant accident, there was a series of international symposia and publications that combined issues such as ownership rights (law) local government structure (governmental administration), bullying (education), family issues (sociology and gender research), health problems (medicine), sustainability (environmental studies), etc. In addition, funding was secured for regional studies covering Asia or Eurasia as well as for large scale international and comparative research[13] which took up issues such as global migration and disparity. As for urgent social issues such as the declining birth rate and the advancement of women, there were noteworthy gender studies that came out of the "Global COE” (Global Centres of Excellence) programs.[14] One task for the future is to verify the results of these researches as part of the quest for the overall development of the arts and sciences.

In the following section, we propose five issues to be addressed as part of the comprehensive development of the arts and sciences from the standpoint of the humanities and social sciences. These are (1) improvement in the quality of education and the reform of higher education policy, (2) improvement in research quality and the restructuring of the criteria used for evaluation, (3) a review of the funding of universities and research, (4) aid for women and young scholars, and (5) the formulation of a comprehensive academic policy. For this it is necessary that the national government, universities and research institutes, academic societies and individual scholars actively work towards solving these problems through mutual cooperation.

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[12] For example, the Japan Association on the Environmental Studies (reorganized in 1983), the Japan Association for Bioethics (founded in 1988) consisting of medical, philosophy, law and religion studies, etc.

[13] See the humanities and social sciences section of the “Cutting Edge Academic Research Tasks: Outline for the Selection of New Areas and Large Subjects,” issued by Japan Society for the Promotion of Science.
https://www.jsps.go.jp/j-grantsinaid/30_front/index.html

[14] As an example of a global COE on gender research, “Global Reconstruction of the Gender Research Frontier: Women, Families, Regions, Nations” (Ochanomizu University: 2004-2008), “Gender Equality and Multicultural Coexistence in the Global Era” (Tohoku University, The University of Tokyo: 2008 - 2012), “Global Center of Excellence for Reconstruction of the Intimate and Public Spheres in 21st Century Asia” (Kyoto University: 2008 - 2012), etc.

3 Recommendations from the humanities and social sciences for the comprehensive development of academic research

Promotion of humanities and social sciences is essential for the development of the academy as a whole. "It is the role of the humanities and social sciences to break the vicious circle that is leading to a worsening of human welfare and even the conditions for its very existence by taking the lead in creating a new integration of human intellectual activities" (2010 Recommendation). In order to achieve this stated goal, scholars in the humanities and social sciences should not be reticent about engaging in dialogue and cooperation with the natural sciences. In order to promote this "constructive dialogue" and information sharing between the humanities and social sciences and the hard sciences it is urgent that a "White Paper on the Arts and Sciences" (tentative) is produced and issued.

(1) Improve higher education policy by recognizing the importance of improving education and focusing on the next generation.

Nearly 50% of university students in Japan belong to the humanities and social sciences (or more than 50% if those in education with a humanities or social science emphasis are included). This is true for both males and females (Table 1). Education in the humanities and social sciences is the biggest point of contact between university education in Japan and Japanese society. Reflecting this fact, educational reform in the humanities and social sciences has often been promoted in combination with reform in general education. Achievements in this area include student-led courses, comprehensive English education with a study abroad component, and humanities and social science programs in/of "Educational GP (good practice)."[15] Building on these achievements, in order to further ensure the maintenance of quality the following five issues must be addressed.

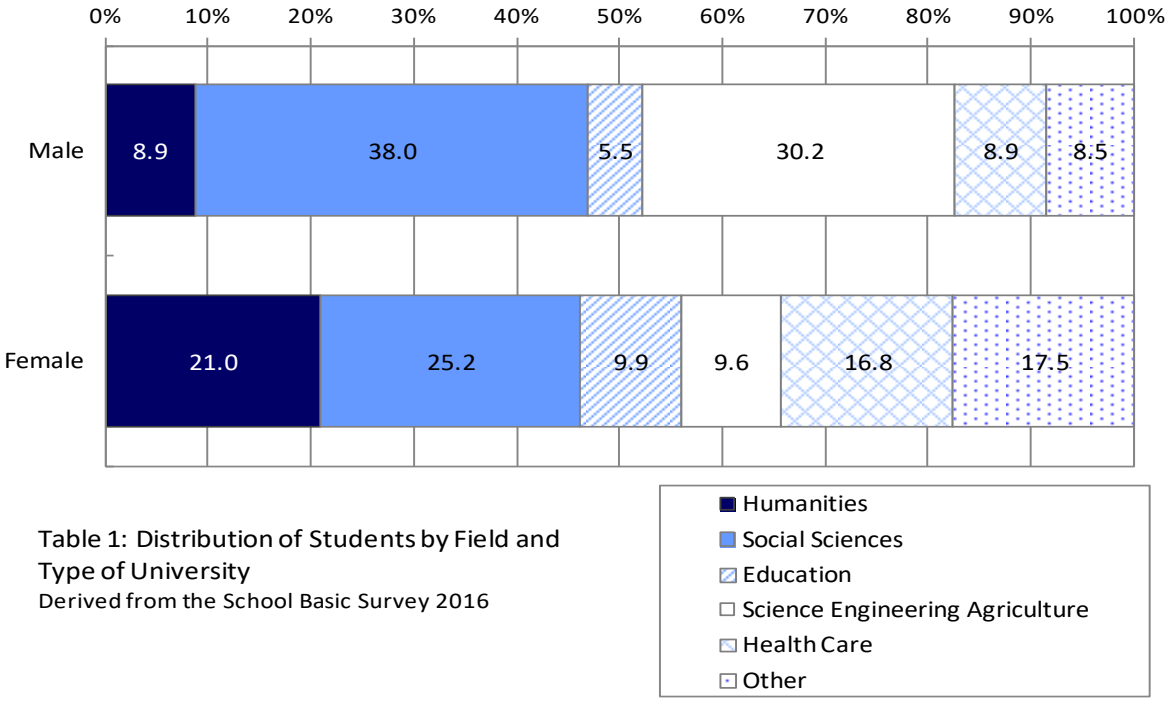

Table 1: Distribution of Students by Field and Type of University
Derived from the School Basic Survey 2016

[15] Japan Society for the Promotion of Science, "Program for Promoting High-Quality University Education." http://www.jsps.go.jp/j-goodpractice/sentei_daigaku.html#01

① Responding to globalization

The true meaning of globalization lies in the reality that the international community and Japanese society, workplace or local communities, and the lives of individuals cannot exist in isolation from one another. Given this, all youth are required to cultivate the ability to communicate richly while respecting diversity such as ethnicity and religion that are based on the various histories and cultures of human beings. Education in the humanities and the social sciences plays a major role in the following two areas in particular.

Firstly, maintaining and developing advanced levels of humanities and social sciences will greatly contribute to an increase in the number of international students. In recent years, internationalization of universities has been encouraged as a means of breaking out of the insularity of Japanese society. Programs such as the "300,000 International Students Plan," the "Global 30" scheme, and the "Top Global University Japan" initiative have been put forward. In this environment foreign students have exhibited a high level of interest in the humanities and social sciences. Universities have a record of accepting a large number of humanities and social science students along with those in engineering (Table 2).

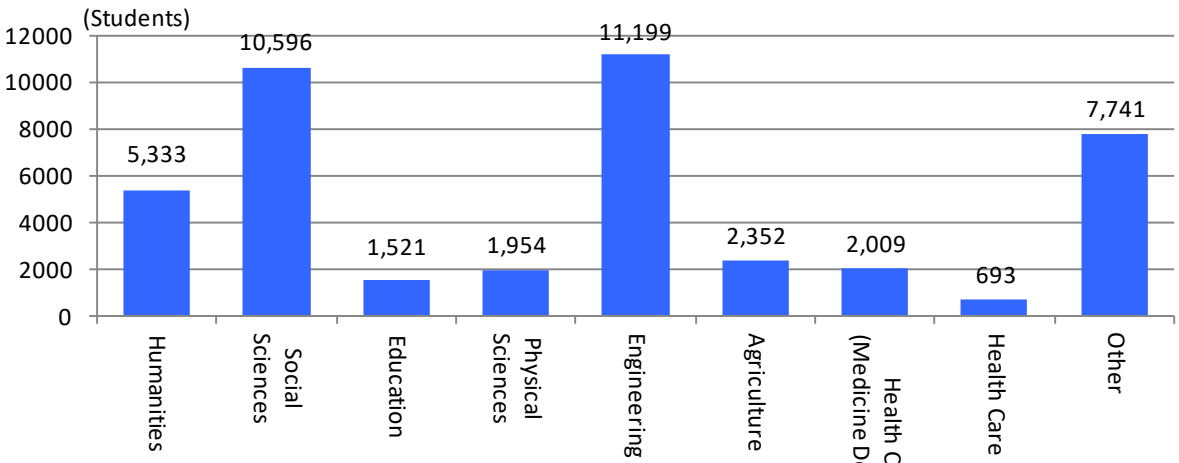

Table 2: Foreign Graduate Students Accepted 2015
Derived from the School Basic Survey 2015

Secondly, the contribution of the humanities and social sciences has not stopped with language alone. The humanities and social sciences have carried out research and provided education that contributes to globalization in a true sense and it is necessary for this to continue in the future. The necessity of English as a language of international communication is high and even in the humanities and social sciences there should be no reluctance to proactively plan for an increasing number of courses to be offered in English. At the same time, as pointed out in 1- (3) - ⑤, most human social activity is mediated by languages with a unique historical and cultural background. Even today, there are many people whose native language is other than English. For example, there are over 1 billion Chinese speakers, 400 million Spanish speakers, and 200 million Arabic speakers. According to a survey conducted of employed university graduates, in practice the proportion who "often" use English in their ordinary duties is only about 10% of the total.[16] If only the necessity of English in the workplace is considered, then it is only a small proportion of all students who will actually use

[16] University of Tokyo Graduate School of Education, Graduate School Policy Research Center, "Survey of Employed Graduates" (2007).

English[17]. Beside English, opportunities to acquire a variety of languages should be provided to students, as well as ample opportunities secured to develop a heightened awareness of Japanese as their mother tongue.

② Undergraduate education that is open to society

Traditionally, there has been a large disconnect between university education in the humanities and social sciences and the place and type of employment taken up after graduation. Companies have shown little interest in undergraduate courses and grades at universities and have chosen new graduates on the basis of abstract characteristics such as "growth potential" and superficial external criteria such as which university the students graduated from.

On the other hand, looking at the current situation surrounding young people, the instability of the employment environment is clearly evident in social trends such as the progress of globalization, changes in industrial and occupational structures, and in weakening of the long-term employment environment. In order to deal with this situation, there is a tendency to emphasize the role of vocational education and emphasis on "skills in hand," but it is probable that an excessive emphasis on narrow and immediately useful skills will leave students unable to adapt to a changing environment. If they fail to acquire basic and general knowledge when they are young, their specialized knowledge will go out of date quickly in an era of rapid change in the nature of work and an overly specialized education may well be dysfunctional in occupational terms.

Studying the humanities and social sciences nurtures a deep insight into the way human beings interact with each other and encourages flexible thinking and analytical skills through multifaceted consideration of issues. Study of the humanities and social sciences is also indispensable for nurturing widely applicable skills such as logical thinking, writing ability, and spoken communication. In modern society where various values are intermingled, such abilities are required for students of the humanities and social sciences as well as students of the natural sciences. In particular, it is greatly expected that high level professionals have a communicative ability that transcends the boundaries of the arts and sciences.

In order to realize the creation and practice of a bachelor degree curriculum based on logic and grounds that can be explained to society in general, the Science Council of Japan publishes "Reference Standards for Quality Assurance in Structuring University Education by Field."[18] Whether the various skills and knowledge enumerated there are meaningful to workers is a topic yet to be researched. Universities and academic groups should take note of these "Reference Standards" and collectively or independently create teaching materials making these available on the Internet as a positive contribution to educational reform.

In order to improve the quality of education, it is also indispensable for university faculty members to thoroughly understand the inherent role of the high school stage in the process of human formation and the problems that young people around the age of 18 today must face. To that end, it is necessary

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[17] In addition, with respect to concrete problems in English education, see The Science Council of Japan, Subcommittee on the Intersection of Language and Literature, "(Recommendation) Efforts to Nurture an Active Attitude toward Words: Development of English Education in Elementary and Secondary Education" (November 2016). http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-23-t236.pdf

[18] Unlike the "Standards for Establishing Universities" and the "Certification Evaluation System" for university evaluation, the "Reference Standards by Field" is a new standard independently developed by the Science Council of Japan rather than MEXT. The reference criteria were developed to aid in the understanding of diploma and curriculum policy with respect to both specialized and general education on the part of society at large especially on the part of students and employers. Each university has not been asked to rigidly follow the reference standards but instead to autonomously develop its own curriculum with the reference standards as one potential source of guidance. Usage is intended to be voluntary.

to proactively promote multi-faceted collaboration between universities and high schools and to further dialogue between university faculty and high school teachers and staff. Such collaboration is also to be desired as a means of preparing high school students to be active citizens with a deep awareness of history and thus knowledge of society in an era of globalization. This is especially the case since eighteen year olds are now voters.[19]

③ Training advanced professional personnel

Graduate study in the humanities and social sciences, especially in doctoral programs, has been almost entirely limited to the training of future university teachers. However, with regard to at least the master's level courses, it is important that these are not just a stepping stone on the way to a doctoral course but can also connect to a career path for graduate students whose work as specialists[20] will link the academic world and society and in so doing be essential in supporting the motivation of young people to pursue such programs and careers (Appendix 3).

International society is increasingly requiring graduate school level specialized knowledge in both the public and private sector. In this area the gap between Japan and the foreign situation is quite large (Table 3). In order to overcome this, we need to explain the role of specialized professionals who enrich the intellectual soil of society. At the same time there must be a change to recognition of this on the part of Japanese society.

Furthermore, as the global standard of teacher education has shifted to the master's level, the educational attainment of primary and secondary education teachers in Japan appears remarkably low level in international terms and there is a pressing need to elevate teacher training from the undergraduate to the graduate level. In the future, in order to maintain world class primary and secondary education, it is necessary that there be an expansion of educational opportunities for in service teachers such that they can acquire further technological and intellectual knowledge while working through graduate level programs in education and graduate programs in general.[21]

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[19] Science Council of Japan, Committee on Psychology and Pedagogy, Subcommittee on Social Studies Education in High School from the Viewpoint of Cultivation of Citizenship, "(Recommendation) For 18 Year Old Citizens: Reform of High School Civics Studies Directed at the Cultivation of Citizenship" (May 2016). http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-23-t228-3.pdf
Science Council of Japan, Committee on History, Subcommittee on High School History Education, "(Recommendation) What is to be Expected of 'General History'" (May 2016). http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-23-t228-2.pdf
Science Council of Japan, Committee on Political Science, "(Recommendation) Looking to the New Course 'The Public Realm' ("Kōkyo," whose direct translation is "public"): Proposals from Political Science" (February 2017).
http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-23-t239-2.pdf

[20] For example, staff in charge of academic and cultural policy, national public officials and local government officials, curators of library librarians and museums and museums. See "2010 Recommendation." http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-21-tsoukai-1.pdf

[21] Sato Manabu, *Senmonka toshite kyōshi wo sodateru* (Grand Design of Teacher Education Reform: Nurturing Teachers as Specialists) (Iwanami Shoten, 2016), Table 3, Table 4 "Kyoshi no kyouiku reberubetsu no seito no wariai (The Percentage of Students by the Education Level of Their Teachers: An International Comparison)," pp. 12-13.

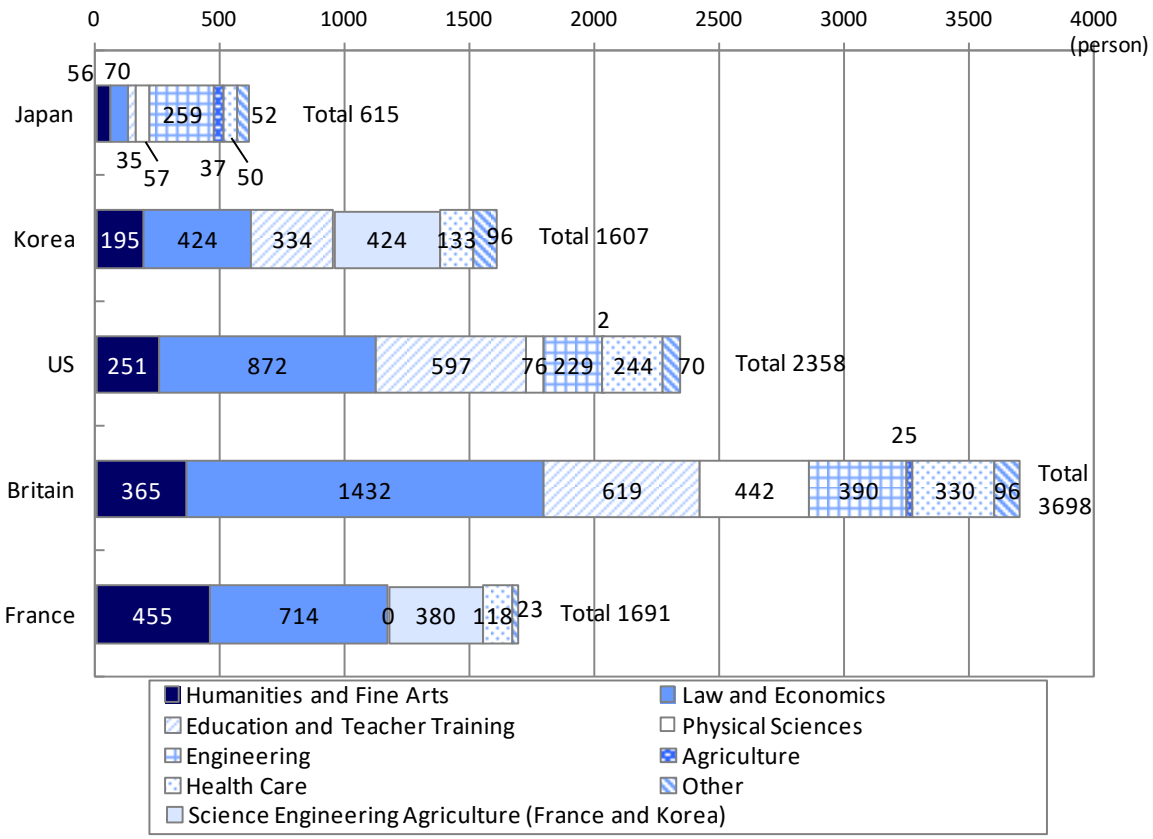

Table 3: Masters Degrees per Million Population 2010

Derived from International Comparison of Education Indicators 2013, Educational Statistics of Foreign Countries, 2014.

④ The necessity of support for private universities

In considering the development of humanities and social sciences, policies that cover both public and private universities are needed. The overwhelming majority of those involved in humanities and social sciences research are affiliated with universities[22] and a high proportion of all students and researchers in the private sector (Appendix 4).[23]

Whereas the "reference standards" are mainly part of a quality assurance system related to educational content and curriculum development, improvement of the student-to-faculty ratio (STR) and reduction of the economic burden on students are also indispensable for improving the quality of education. Particularly, private universities that have predominated in expanding the opportunities of higher education require students to assume a heavy economic burden (Table 4) and the existence of impoverished students is a social problem. A high STR in private universities is a long standing problem (Table 5). An increase in financial aid that does not require repayment and the greater

[22] In Japan 37.1% of researchers belong to universities and 58.4% belong to industries, but among researchers belonging to companies etc., only 1.1% are in the humanities and social sciences fields ["Indicators of Science and Technology (2016)" The data is from 2015]. http://www.mext.go.jp/b_menu/toukei/006/006b/1377329.htm

[23] In the humanities and social sciences, 22% of the teaching staff are in national universities and 72% is in private universities whereas 54% of the teaching staff in science and engineering is at national universities and 26% t private universities. n the humanities and social sciences, the weight of private universities is remarkably large ["Statistical Survey of School Teachers (2013)"]. http://www.mext.go.jp/b_menu/toukei/chousa01/kyouin/kekka/1268581.htm

In postgraduate doctoral program, 49% of the humanities and social science students are at national universities and 46% at private universities ["MEXT Science Indicators (2015)"]. http://www.mext.go.jp/b_menu/toukei/002/002b/1356065.htm

provision of interest-free loans type are urgent measures required to prevent dropouts and undertaking extra years to complete degree courses due to adverse economic reasons.

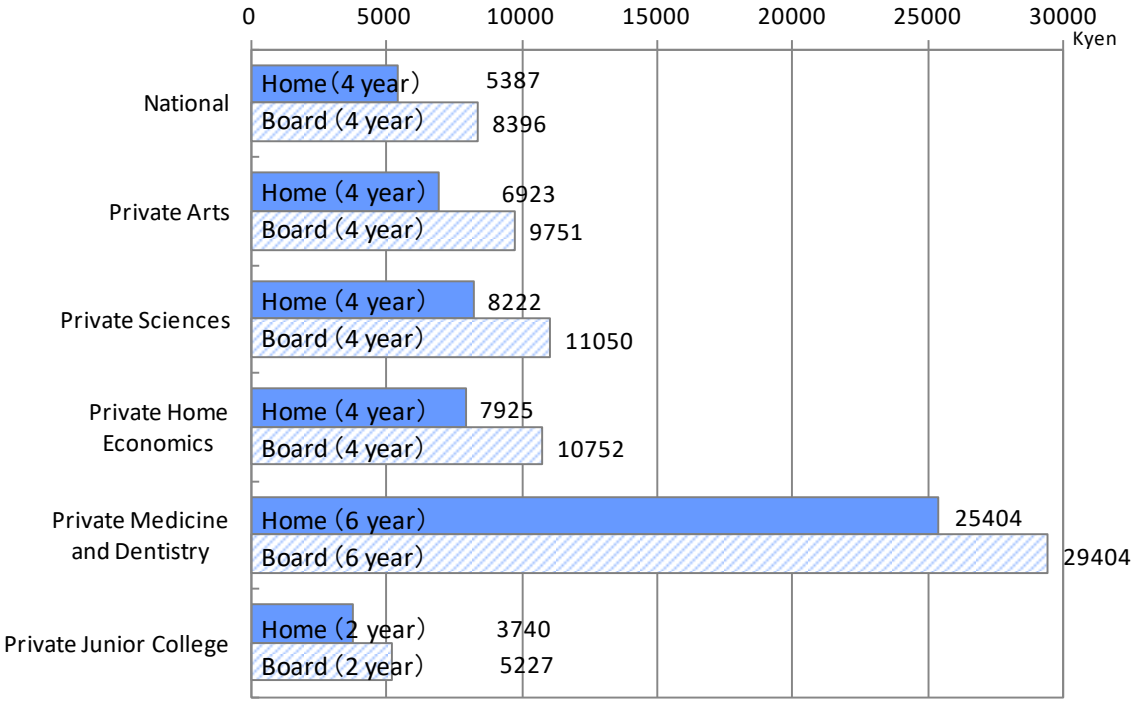

Table 4: Comparison of Expenses Required by University by Type and Field

Data from the Japan Institute of Life Insurance home page
http://www.jili.or.jp/lifeplan/lifeevent/education/6.html

Kyen = 1000 yen
Myen = 1,000,000 yen

Fiscal 2015	Private	National	Private：National
National Government Expenditure	Management Expense Supplements 315,300Myen	Management Expense Grants 1,100,600 Myen	1：3.5
Institutions	932	86	10.8：1
Grant per Institution	340 Myen	12800Myen	1：37.8
Student Number	2,226,367	610,802	3.6：1
Grant per Student	142Kyen	1802Kyen	1：12.7

Table 5: Disparity between the Management Supplements for Private Universities and Management Expense Grants for National Universities

Derived from School Basic Survey 2015, Main Items in MEXT Fiscal 2015 Budgetary Proposal

(2) Reconstruct the evaluation criteria for research from the perspective of raising research quality

① Improve research quality

The traditional research style in the humanities and social sciences has been to gather materials, read them, reflect on their content, and then write and publish. This has been an individual activity

rather like being self-employed. Collaborative research often takes the form of collating individual research results. In recent years, there has also been an increase in large scale research projects involving a large number of researchers, including research assistants. Working in teams, they collect empirical data jointly and publish co-authored research results. This is a pattern similar to what has been common in the natural sciences. In consideration of this diversification in research methodology, in promoting the humanities and social sciences, it is important that the national government and each research institution and researcher pay particular attention to the following three points in formulating policy.

(i) The national government should, rather than a "selection and concentration" approach that designates the priority areas for funding, instead adopt a broad pattern of funding that gives stable support to diversified social science and humanities research no matter how small in scale.

(ii) In many disciplines within the humanities and social sciences, the time required to bring out original research results is relatively long ("slow science"). The national government should develop ways to evaluate and allocate funds in consideration of this characteristic of humanities and social science research. At the same time researchers in the humanities and social sciences should not use "slow science" as an excuse for failing to make their research results available in a timely fashion.

(iii) Humanities and social science research institutions should create a structure that not only guarantees access to basic literature including domestic and overseas academic journals and the like as well as current historical materials but also accumulates and preserves items of historical significance that can be used by researchers anywhere.

② Improving the openness, sharing, and visibility of research results

There should be a consolidation of the environment for sharing the results of humanities and social science research by further promoting the dissemination and review of research trends and open access to academic journals. This is because only when the humanities and social sciences widely disseminate the significance of their research, can they obtain understanding and support of society.

With the increasing segmentation of research in the humanities and the social sciences as in the natural sciences, there is growing need to be aware of the research trends and outcomes in related fields and to obtain an overall perspective. Especially today, online availability is one of the major factors in determining the openness, sharing, and accessibility of research papers. However, the status of online development varies widely among fields and development of infrastructure in the field of humanities and social sciences has been slow compared to the natural sciences.[24]

Many publications can still be viewed only on paper at present. In the humanities and social sciences there are many academic journals that are supported by membership fees. This may make it difficult to immediately shift to full open access but putting these journals on the Internet after a certain period of time has passed is certainly possible. In addition, it would be worthwhile to utilize institutional repositories, which is to promote the openness of in-campus research and research results, as a portal

[24] For example, out of about 1.2 million papers published in the journals of Japanese academic societies from 2002 to 2013, over 70% are thought to be available online in some form. Among them, the on-line provision rate of natural science fields such as physics and biology is in the 70 to 80% range but is only 51.5% in the social sciences and 43.7% in the humanities literature. The difference is clearly large. Sato Sho et al. "The Online Acquisition Environment for Articles Published in Japanese Academic Association Journals," *Information Management* 58 vol. 12, (2016), pp.908-918.

to disseminate articles originally published in journals owned by academic societies.[25]

③ Establishment of evaluation criteria based on the characteristics of fields

Objective evaluation standards should be established (evaluation criteria, evaluation methods) that reflect the characteristics of the humanities and social sciences in order to raise the overall standard of academic research. In the humanities and social sciences, the evaluation criteria and evaluation methods are different for each field; using the same criteria for all disciplines lacks fairness.[26] As soon as possible, the Science Council of Japan and the academic societies must cooperate to establish objective and reasonable evaluation indicators.[27] It is desirable to establish evaluation indices based on the agreement of scholars and reflect these evaluation indices in the allocation of research budgets and competitive funding. The following two points should be taken into consideration in this context.

First, in the humanities and social sciences, it is highly regarded in the academic community both in Japan and abroad to cover expansive ground and to build overall knowledge. Rather than the frequent publication of short academic papers, a book every few years is the style of noted scholars in the humanities and social sciences. This is essentially the same overseas.

As a consequence, the humanities and social sciences have made a major quantitative contribution to the vigorous publishing culture in Japan. The proportion of all books that originate from the humanities and social sciences is quite large with social science, literature, and art being the three major genres (Appendix 5). This weight means that the humanities and social sciences are responsible for maintaining the quality of the publishing culture in Japan. That is why the publication of high standards of humanities and social science books is expected and many excellent academic works have been published. Because books are not subject to peer review as are academic journal articles some see books as not being properly vetted for quality but in Japan the publication of academic books is often the result of stiff competition prior to publication. It can be said that quality assurance for books comes through competition for publishing subsidies and for endorsement from academia at large.[28] Without these it is impossible to publish and this competition provides quality control.

Second, uniform evaluation criteria based on the number of papers published in English does not fit the humanities and social sciences. Today, criteria heavily weighted to the number of published articles in English language journals are applied uniformly across various areas of research evaluation including competition for funding. This leads to various contradictions. In the case of humanities and social sciences, depending on the research field, it is necessary to exchange and accumulate research within each language sphere. In addition, even in fields where research presentation in English is the

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[25] As a prerequisite, it is recommended that academic societies formulate a policy that allows authors to register and open their own publications in a repository of their own institution and by so doing promote broad open access. In addition, the University Library of Tsukuba is the center for the creation of an academic society copyright database (SCPJ). As of June 9, 2016, 2,612 academic societies had registered their policies in the SCPJ database and of these 1022 permitted accumulation in repositories and public access subject to conditions.

[26] For example, in economics and psychology, it is common practice to send research results in English to international journals using statistical data that can be compared internationally. Evaluation criteria similar to those of natural science are often applied in research fields where the boundaries between natural science and humanities are fluctuating such as natural geography and human geography, anthropology and cultural anthropology. In regional research and environmental research, interdisciplinary research is already to be seen. In contrast research is generally conducted in Japanese in various disciples such as Japanese literature, Japanese history, Japanese art history, etc. that are related to Japanese culture and in disciplines that analyse various phenomena in Japanese society such as law in practice.

[27] Establishing evaluation criteria for the humanities and social sciences is an important issue that the First Section of the Science Council of Japan should address in its upcoming 24th term.

[28] To see how high the quality of the publications that have received the Grant-in-Aid for Scientific Research is, Sogo Tachibana, "The Publication of Academic Science and the Grant-in-aid for Research Publication: Focusing on the University Press Sector" WEB University Press No. 79. http://www.ajup-net.com/web_ajup/079/79T1.shtml

norm, there is a duty to keep the citizenry informed by providing books with a structured view of knowledge in a particular area by disseminating results in Japanese.

(3) Review university budgets and the way research is funded

① The importance of stable funding: guaranteeing coverage of basic expenses to encourage continuing research

Since the mid-1990s, higher education policy in Japan has shifted the weight of research funding from basic expenses (Management Expense Grants for national universities and subsidies for private university operating expenses) to competitive funding. Under this policy, which aims to promote research through the creation of a competitive environment, the Management Expense Grants for national universities and subsidies for private universities have been gradually reduced. It has been widely pointed out that this lack of stable funding creates difficulties in sustaining education and research and that it has caused problems in basic research and a decline in research performance even in the natural sciences.[29] In the humanities and social sciences, teaching posts have been eliminated as personnel expenditures have been reduced with either successors not being appointed or by shifting to term contracts. Funds for maintaining the fundamental research environment have been reduced including the funds available for academic journal subscriptions. This has had an enormous impact on education and research.

Competitive funds such as the Grant-in-Aid for Scientific Research have an important role. However, with competitive funding that emphasizes "support for time-limited research projects" we cannot avoid the weakening of the long-term education and research infrastructure. In the case of the humanities and social sciences, most scholars belong to universities, and the possibility of obtaining external funds other than a Grant-in-Aid for Scientific Research is limited in relative terms. If the reduction of basic research funding for universities and the growing reliance on competitive funding and donations continues as at present the whole of humanities and social science research are likely to be in crisis.

An emphasis on basic funding does not mean simply "preserving" the existing composition of academic fields and their research environment. The structure of academic disciplines must be constantly reviewed from the viewpoint of enhancing education and advancing the arts and sciences. And, it is necessary to adapt and apply new technical possibilities such as digital technology in order to secure the research environment. However, such review and adaptation should be conducted based on a medium- to long-term perspective, the direction being taken by academic societies and the voluntary and autonomous considerations of the university.

The national government should be cautious about urging reorganization from a short-term perspective focused on budget allocation and evaluations.[30] To that end, it is necessary to secure stable funding from taxes. However, in a situation such as the present one of fiscal restraint, it is difficult see a way to guaranteed stable funding. Universities and research institutions must not only present an

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[29] For a recent example, see "Investing for the Future: Statement of National University Science Department Heads" (October 31 2016). http://www.s.u-tokyo.ac.jp/ja/info/5092/

Again, this was a ringing warning that the reduction in management expense grants was leading not just to a reduction in posts but destroying the foundation supporting basic research. The situation is deteriorating in both the liberal arts and the physical sciences. See also the "Statement by the Science Technology Council Academic Science Subcommittee Head" (November 17 2016). http://www.mext.go.jp/b_menu/shingi/gijyutu/gijyutu4/toushin/1379568.htm

[30] See also Appendix 12, "Joint Statement from the Heads of Humanities Departments at 17 National Universities" (October 9 2015).

appeal that states the necessity of stable tax-based funding, but also obtain public understanding of the necessity of securing such funding by setting out research results and their contribution to society in an easy-to-understand manner.

② The necessity of "large scale" funding: constructing a comprehensive base for academic research

The academic research budget of the humanities and social sciences is about one-third that of the natural sciences[31](Appendix 6). The scientific community and the funding agencies must consider the appropriateness of the distribution of funds to each and every academic field from a variety of perspectives and approaches including an economic approach. But at the very least the notion that "There is nothing in humanities or social science research that requires big ticket funding" must be cast aside. This is because for the humanities and the social science to respond to the changing contemporary world from a mid- to long-term perspective, or looking at the three phases of "global, national, local," there are cases where big ticket expenditure is necessary.[32]

Large scale funding is necessary for sustainable social research, implementation of regional research, responses to globalization, the overseas dissemination of research results, the accumulation of "big data," the construction of databases, etc. Surveys and data are at the base of a comprehensive structure for academic research including research in the natural sciences and are indispensable for the development of academic research as a whole. The academic infrastructure in Japan lags not just the West but some other East Asian countries as well. Reconsideration of this situation should be positioned to look toward the building of a comprehensive academic research foundation widely available to domestic and overseas researchers across and transcending the division between arts and science as a matter of national policy based on the agreement of the academic community. While the Science Council of Japan has made proposals for "open science,"[33] notable areas for which there should be budgetary provision to provide big ticket funding are: (1) database creation; (2) rationalization of the infrastructure for the digitization of research materials; (3) planning and promoting a shared use system for these.

(i) Database creation

Building databases of historical and public documents, survey data, etc. is essential not only for further development of the humanities and social sciences but also for establishing the foundation of international collaborative research.[34] Moreover, since the advent of the Internet age, databases must be accessible to anyone who wishes to use them.[35] Although there are efforts in the

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[31] Refer to Ministry of Internal Affairs and Communications, "Summary of Science and Technology Survey Results for 2013" (December 15 2015). http://www.stat.go.jp/data/kagaku/kekka/kekkagai/pdf/29ke_gai.pdf

[32] Four projects were adopted under the heading "humanities and social sciences area" by the Science Council of Japan as part of its "Master Plan for Large Scale Projects." Science Council of Japan, Science Researcher Committee, Subcommittee to Examine Plans for Large Scale Academic Research, "2011 Master Plan Large Scale Research Plans and Plans for Large Scale Academic Research Facilities," appendix 4. http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-21-h135-1-2e.pdf

[33] Science Council of Japan, Committee on the Handling of Open Science, "Recommendations on Open Science for Open Innovation" (July 6 2016). http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-23-t230-en.pdf

[34] For example, for research on China, more than 2.6 million Chinese documents have already been digitized. In the US and China these documents can be freely accessed at major libraries and at universities by researchers and students. There is, however, no direct access from Japan. Science Council of Japan, Japanese Language and Literature Committee, Philosophy Committee, History Committee, Regional Research Committee, Joint Asian Studies-Asian Relations Subcommittee, "Recommendations to Promote Humanities Asian Studies" (July 2014). http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-22-t195-1.pdf

[35] For example, in Europe and the United States, archives are changing from something for historians to something for citizens. Yumiko Ohara "Building a New Archival Architecture in Society: Efforts of National Archives in Other Countries," *Archives* No. 19 (2005).

humanities to create significant large-scale databases such as "Database of Pre-modern Japanese Texts,"[36] academic societies and universities need to actively cooperate with such efforts and pressure must be applied to entities that have yet to participate and to areas where issues remain. To that end it is necessary to organize large-scale, long-term projects by mobilizing the National Diet Library, the National Archives, the National Institute of Informatics and other national institutions, scientific communities of the humanities and social sciences, and other national institutions, local public archives and libraries, universities and research institutes, academic societies, etc.

(ii) Providing an infrastructure for the digitalization of materials

Web publication of academic journals is being switched to the electronic platform J-Stage (Japan Science and Technology Information Aggregator, Electronic)] provided by the Japan Science and Technology Agency. Proactive efforts toward openness are also expected of humanities and social science associations, but in order to facilitate a smooth transition, support and consideration for electronic media conversion is also necessary. In addition, materials such as books, reports, drawings, images and the like also play an important role humanities and social sciences research. While paying attention to issues such as copyright, it is necessary to have a structure for academic research that by systematically promoting the digitization of these materials.

(iii) Planned promotion of a common shared use structure

Recently, due to the reduction in basic funding and the soaring cost of foreign language academic journals, the continued maintenance of book acquisitions and journal subscriptions has come under threat at many universities. The situation is especially serious at small universities where the library acquisition budget is limited. Since all of the recently expanded electronic document collections are expensive, in the West library consortia have become central with national government encouragement and support for their creation and introduction on a national scale. A movement in this direction has also started in Japan but the reality is that there are still many collections yet to be included.

③ The significance of humanities and social science programs in regional national universities

In response to the "6.8 Notice" in 2015, a council comprised of the heads of humanities department of 17 national universities issued a joint statement (October 9 2015, Appendix 12). It stated, "The humanities and social sciences contribute to the formation of the foundation of society and disregard for the humanities social science in education and research cannot but shake the foundation of society to its very core. Moreover, regional national universities [national universities that recruit students largely from one region rather than nationally] have a great significance in terms of national equality of opportunity for higher education." This was a sharp protest against the pressure in the 6.8 Notice to

http://www.archives.go.jp/publication/archives/wp-content/uploads/2015/03/acv_19_p37.pdf

[36] The construction of the "Database of Pre-modern Japanese Texts" is expected to produce results in the future but it is limited to images and texts not covered by copyright. Many materials are excluded such as maps, art, inscriptions, etc. The necessity of constructing a text database as well as other issues has been pointed out. National Institute of Japanese Literature "Project to Build an International Collaborative Research Network for Pre-Modern Japanese Texts." http://www.nijl.ac.jp/pages/cijproject/index_e.html
See also "Database of Pre-modern Japanese Texts and the Future of Research," *Trends in the Sciences*, vol. 21, no. 6, 2016. http://jssf86.org/doukou243.html

"abolish organizations or to convert them to serve areas that better meet society's needs." Continuing, the Joint Statement went on to say, "It is our strong desire that MEXT should not press for a single uniform reform of humanities, social sciences, undergraduate schools and graduate schools but rather support flexibility based on the distinctive characteristics of each university in consideration of the basis of the raison d'etre of the humanities and social sciences."

As stated previously, one role played by regional national universities is to provide equality of educational opportunities for all citizens. Nevertheless, the disparity between metropolitan areas and other areas is rapidly expanding both in education and research. There are fewer universities in non-metropolitan areas (Table 6), and alternative options for research, education and social contribution similar to those made by the humanities and social sciences are limited. Lack of personnel replenishment and budget reduction that would detract from the academic system will greatly infringe upon the student's right to learn. Enormous expectations are placed on humanities and social science research at regional national universities in terms of not only the preservation of provincial history and the local cultural heritage, but also for the revitalization of the local economy and improvement of regional "brands." In the area of life-long learning there is also a great need for the humanities and social sciences (Appendix 8). There needs to be a renewed awareness on the part of the government of the role of regional national universities as a concentration of specialists involved in the continuation of local culture and the analysis of social problems. There needs to be a reaffirmation of the role played by humanities and social science departments in terms of national government funding and personnel allocations so that the future development of all of these institutions is not lost.

Even before the "6.8 Notice" humanities and social science programs at regional national universities were at crossroads.[37] According to a NHK survey in 2015 July, of the 42 national universities with humanities and social science departments 11 were "restructuring and creating new departments," 8 "did not yet have concrete plans but were studying the issue," 6 had "departments where the intake quota had been reduced," 3 had "made educational goals more explicit," and 7 "were restructuring but not as a reflection of national government policy."[38] In terms of the direction of reorganization, themes such as global and interdisciplinary faculties and a focus on "regional revitalization" stand out. In some cases the intake quotas for liberal arts programs were reduced with a transfer to the sciences. It is true that reorganization and restructuring according to contemporary needs is necessary and useful. However, as can be seen from cases where universities failed to meet enrolment quotas when they restructured, the question of whether the changes were truly suited to "social demands" has naturally emerged. Careful decisionmaking on the part of everyone, including the national government, is imperative (Appendix 2).

Regional national universities have two roles in principle. As a national university they make a contribution to the entire citizenry and are to serve regional development in the context of the need for "regional revitalization."[39] It is desirable that regional national universities will reflect these two roles

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[37] After being given corporate status in 2004 the national universities were required to formulate medium-term targets and plans every six years. The period 2010-2015 was the second phase of reform and is referred to as "the period of fundamental reform." Based on the summary of the "Second Medium-Term Targets and Medium-Term Plans," in the third period 2016-2021 many universities have started engaging in "self-reform."

[38] Survey results reported on NHK News July 19 2015.

[39] http://www.mext.go.jp/a_menu/koutou/kaikaku/coc/1362179.htm
For example, district national universities are also positioned as base schools in the "Universities as the Centers of Local Communities and Regional Revitalization Project (COC +)" of the MEXT that includes 256 universities nationwide. The MEXT, "Universities as the Centers of Local Communities and Regional Revitalization Project (COC +)."
http://www.mext.go.jp/a_menu/koutou/kaikaku/coc/1362179.htm

as part of their own self-driven, self-determined reform of the educational and research goals, particularly when it comes to the humanities and social sciences. On the other hand, in many cases in contemporary regional national universities presidential leadership is stressed and top-down personnel and other reforms have been carried out. Building a consensus that adequately reflects the views of all those composing the university is something that is required for the realization of institutional and staffing reform. It is desirable to promote self-reform of departments by always comparing the vision indicated by the president with the needs of students, the region, and the university itself and to undertake university reform through self-initiative.

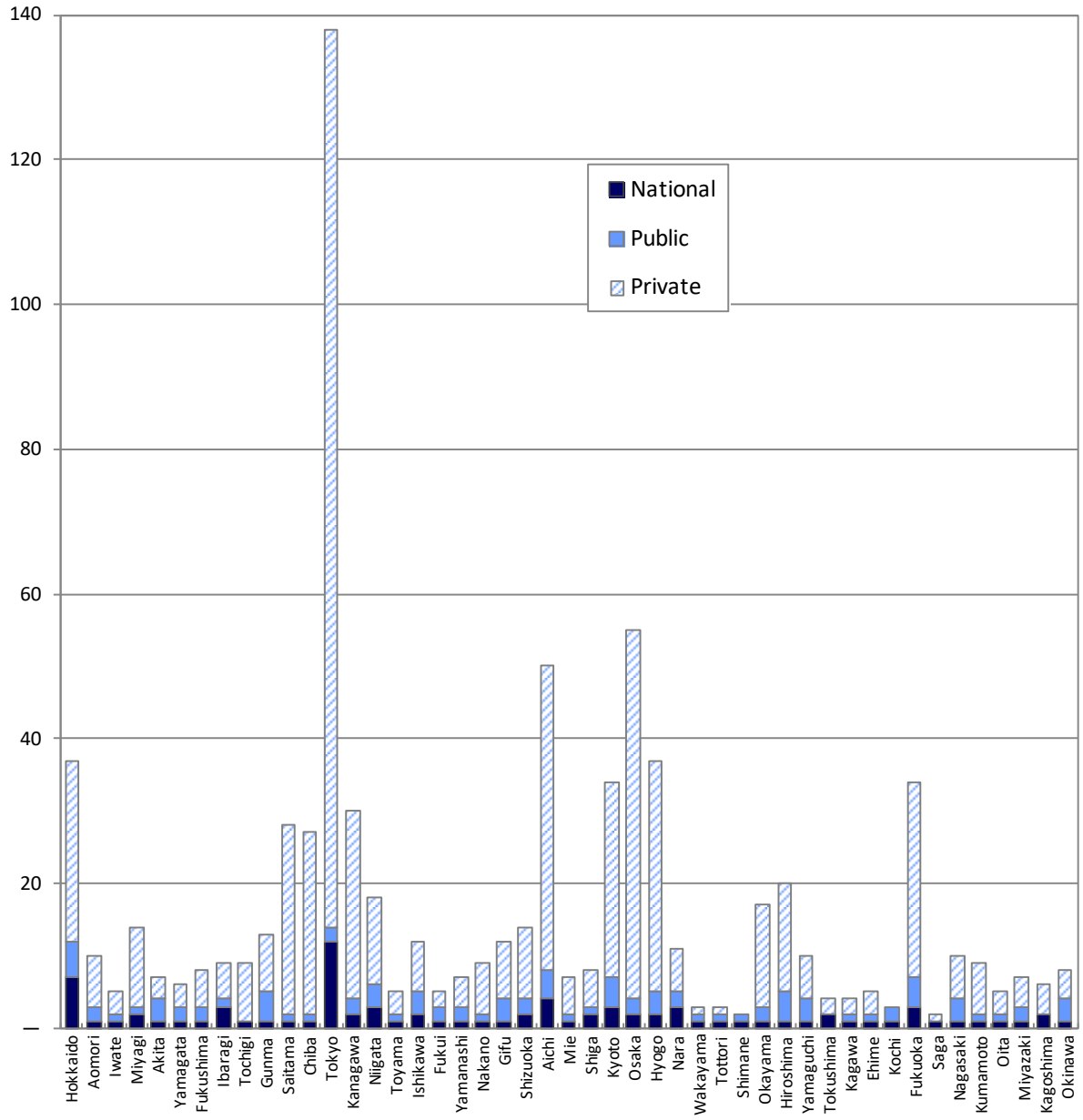

Table 6: Distribution of Universities by Category and Prefecture

(4) Starting full-fledged support for young academics and female scholars

① Support for young academics

For young academics in the humanities and social sciences, the conversion of full-time posts from open-ended appointments to fixed-term appointments and the reduction in part-time posts are serious problems that threaten their life as researchers. Posts associated with the large project funding that has come in parallel with the reduction of guaranteed basic funding are overwhelmingly fixed-term. To the extent that it is mainly young researchers who are employed for such posts it might seem that this change would be beneficial. However, in the case of humanities and social sciences the adoption of project-based funding is confronting young academics with double difficulties. First, large projects that might employ young researchers are extremely rare in the humanities and social sciences compared to the natural and life sciences. Even in projects that bring together the arts and sciences there have been a series of cases in which young researchers were essentially wasted because they were unable to make use of their original expertise in the humanities and social sciences after having been employed under the highly ambiguous category of "research assistants with certain specialized skills." Secondly, in the humanities and social sciences where research is based on a long-term perspective, it is difficult to obtain results that will lead to securing a stable position while employed on a short-term contract.

At the same time, universities today are heavily dependent on adjunct lecturers especially in the case of the humanities and social sciences in private institutions where a high student faculty ratio prevails. Among young academics employed as adjunct lecturers many are unable to obtain a stable position. The current situation is such that at a critical stage of their career they are forced to support themselves by scrambling around for low paying jobs. Moreover, in recent years, there has been a tendency to considerably reduce part-time posts as a result of restraints on personnel expenses with the result that many young academics are in a crisis situation with respect to living expenses.

As described above, in order to secure stable posts for young researchers, the government must first ensure the funding of the basic expenses of universities and other research institutions. For their part universities must see the use of low wage adjunct lecturers as a problem to be overcome and work to secure improved compensation for adjunct lecturers and to secure regular positions. In addition, the government and universities should cooperate and take urgent steps to correct the wage disparity between full-time and part-time jobs.[40]

② Support for female scholars

A target for the proportion of women in leadership positions was set in 2003 at "30% by 2020" (the so-called "2020-30 target"). In the Third Basic Plan for Gender Equality (2010), a new goal was set, that of raising the proportion of female university professors (positions above that of lecturer) to 30% by 2020. However, the proportion of female scholars in Japan is lower than in other countries (Table 7) and it would appear that the hurdles to overcome in achieving this goal are quite high. At the same time, in fact the percentage of female scholars in Japan is actually relatively high in the humanities and social sciences and there are a number of fields in which the percentage exceeds 30% (Appendix 9). As a result, support for female researchers tends to be biased toward the natural sciences with the

[40] There has been no improvement in the compensation of adjunct lecturers. See *Japan Association of National Universities Survey* (2015).

result that problems facing female researchers in the humanities and social sciences becomes difficult to see clearly. It is necessary to further strengthen the support for female scholars with comprehensive and holistic policies.

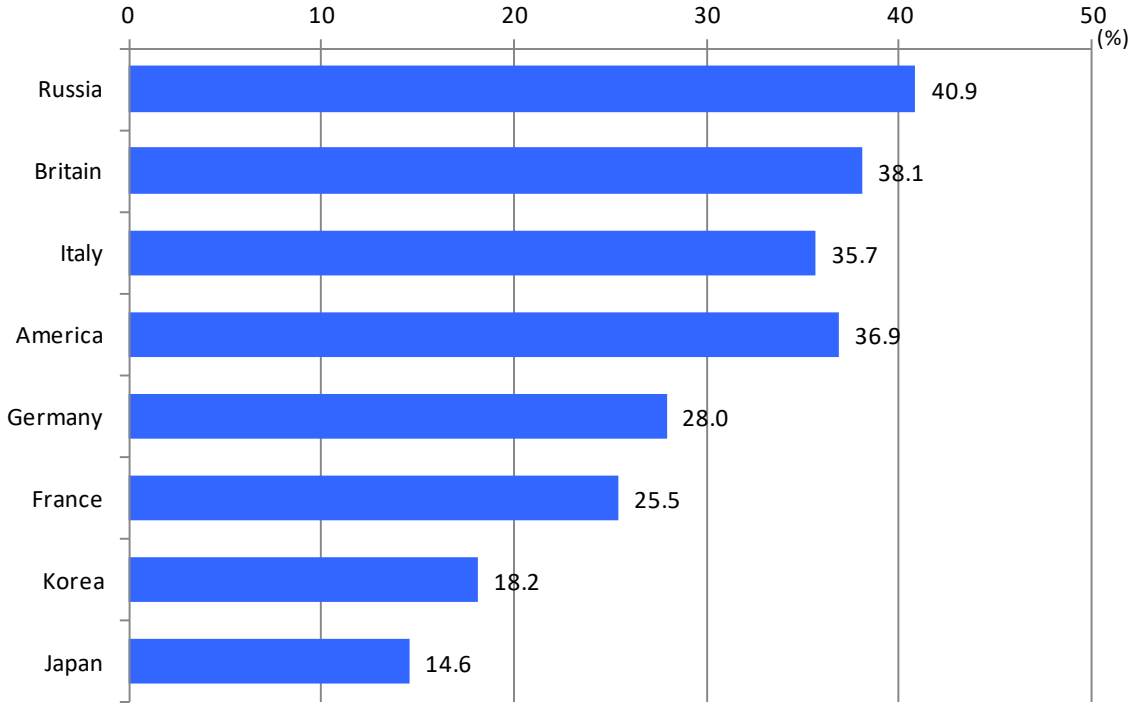

Table 7: Proportion of Female Scholars (2013)
Derived from **Main Science and Technology Indicators** and **Science and Engineering Indicators 2016**.

The first challenge is to eliminate job gap disparities. The proportion of female faculty members in the humanities and social sciences is steadily rising, and the job gap disparity has tended to shrink as compared with the natural sciences. However, the disparity has not disappeared with a smaller proportion of women as one goes up in the ranks (Table 8). In addition, there are not a few female researchers in the humanities and social sciences who are forced to choose between scholarly life and family life and who have chosen to sacrifice marriage or children. Research institutions such as universities must take the lead in striving to realize a work-life balance.[41]

The second challenge is to increase the proportion of female of leaders in academic societies. In the humanities and social sciences, although the proportion of female members is high, the proportion of leadership positions occupied by women in academic societies is generally low, not reflective of the ratio of female membership.[42] The absence of female leaders who could serve as role models reduces the motivation of young female scholars. Each academic association should take urgent countermeasures such as setting targets for the proportion of female leaders.

[41] Refer to the Science Council of Japan Gender Equality Subcommittee, "(Recommendation) Gender Equality in Science and Technology" (December 2015). http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-23-t216-1.pdf
[42] Refer to the published data of the Science Council of Japan for the number of members and officers in the registered academic societies.

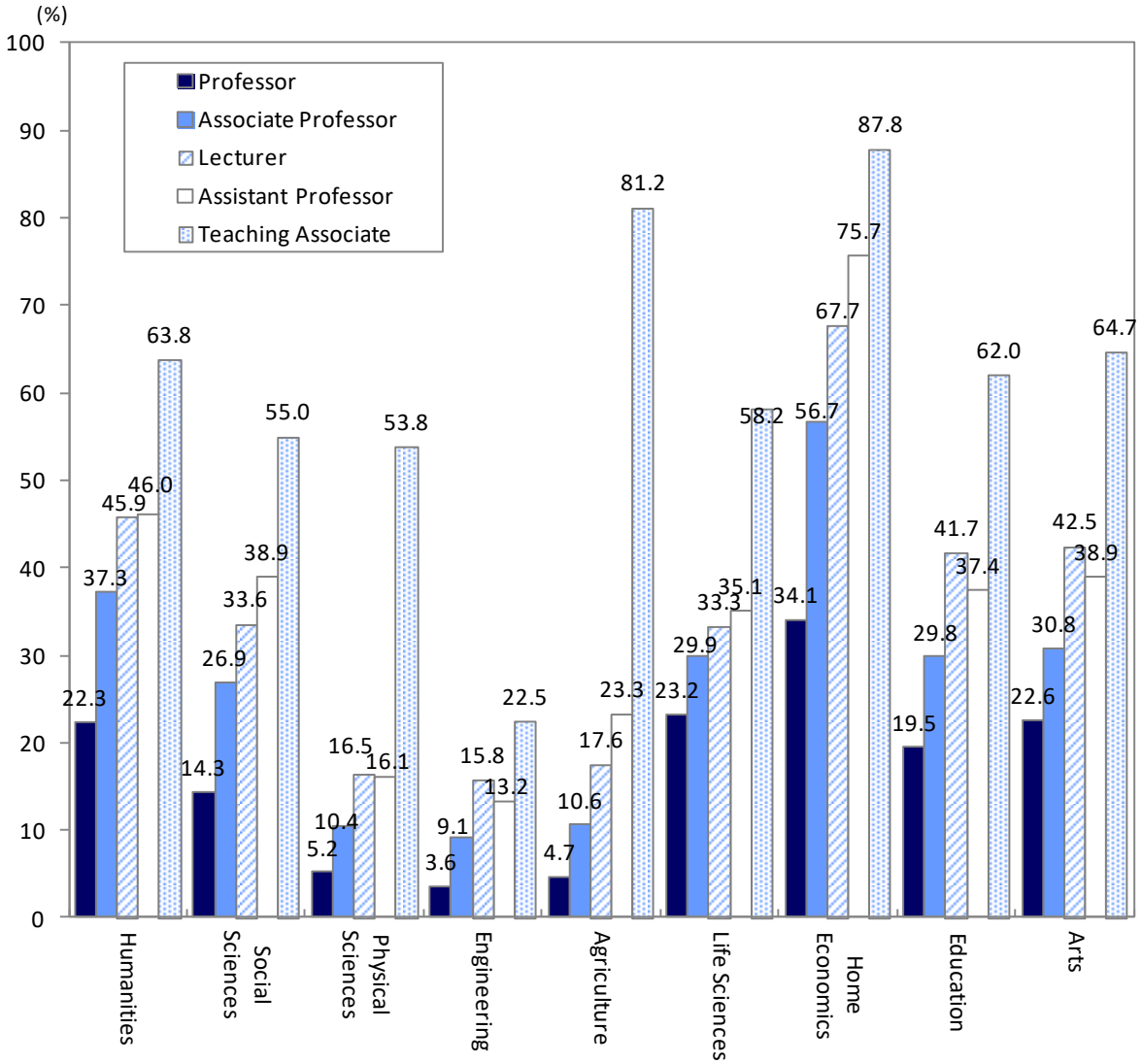

Table 8: Proportion of Women by Academic Rank 2014
Derived from the Cabinet Office, **White Paper on Gender Equality**, 2015 Edition.

(5) Establishment of a comprehensive policy for the arts and sciences

① Creation and publication of a "White Paper on the Arts and Sciences"

In order to clarify the present situation and issues surrounding the arts and sciences in Japan in an evidence-based way, inform the public of the results and invite them tp partake in evaluation, it is necessary to create a "White Paper on the Arts and Sciences" (tentative, hereafter WPAS), one that covers all academic fields including the humanities, social sciences and natural sciences. Even though the government (MEXT) would have prime responsibility for creating the WPAS organizations such as universities, the Science Council of Japan and the academic societies in each field should participate in the creation of materials and the provision of information. The national government should embrace all organizations and groups that can deal with areas that the government alone cannot cover.

The contents of the WPAS should include statistical data on the current situation of the arts and sciences regarding the training of researchers, education and career patterns, the support structure for research, diversity including gender equality, etc. along with international comparisons. It should also

include self-evaluation of research accomplishments with respect to particular problems. In addition, the proposed White Paper should be structured and use language and a style that will make it a venue for a multifaceted, multilayered dialogue among researchers that transcends national and disciplinary boundaries and which brings together undergraduate students, graduate students, high school officials, policy-making institutions, fund allocation agencies and the media in an "academic forum."

② The promotion of a comprehensive policy for the arts and sciences and the codification its legal basis

Japan has no overall national policy that covers the academic world as a whole, one that would include the humanities and the social sciences. The Science and Technology Basic Law (STBL) sets out the fundamental measures concerning the promotion of science and technology "with the exception of those related only to human sciences."[43] The Science and Technology Basic Plan formulated on the basis of the STBL is directed at the natural sciences and technology derived from the natural sciences. It only makes scattered and fragmentary reference to the humanities and social sciences, primarily in terms of "collaboration between the arts and science." Similarly, basic research in the natural sciences that is hard to relate to the advance of applied science and technology is relegated to a peripheral position. While the 5th Science and Technology Basic Plan gives somewhat more attention to the relation between science and society, policies positioning the humanities, social science and basic research in the natural science are, as in the past, conspicuous by their absence.

In response to this situation, the Science Council of Japan has three times pointed out the necessity of constructing a comprehensive policy for the arts and sciences and a new structure for the academic world. In addition to the 2001 Statement and 2010 Recommendation mentioned above, there was also the 2003 Report "New Academic System: The Academy for Society and the Integration of Arts and Sciences." In this it was noted that there needed to be a change from the pattern institutionalized in the 19th century of "science for the sake of science" to "science for the sake of society and humankind."[44] More recently, there has been the promotion of the international program "Future Earth" which is directed to "preservation of the environment in a context of coming near to physical limits and creating a sustainable global society." To support this, it made the proposal for the the necessity of not only interdisciplinary research involving the natural sciences, humanities and social sciences but also "transdisciplinary" research that would bring society and the scientific community closer together.[45]

In the 21st century society, the "promotion of science and technology following 'The Science and Technology Basic Law' (STBL)" falls short of solving myriad problems, thus presenting an acute need for the formulation of a policy that will provide for the comprehensive and balanced development of the arts and sciences. It is desirable that a legal basis for planning and implementing a comprehensive policy on the arts and sciences be created. For example, the previously suggested "Basic Law for the Arts and Sciences" (tentative name)[46] is one possibility. Alternatively, there might be a revision of the "Science and Technology Basic Law" (STBL) to become the "Basic Law on

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[43] "Human science" in the Science and Technology Basic Law (BLST) refers to the "humanities and social sciences" mentioned in this proposal.

[44] "(Report) New Academic System: The Academe for Society and the Integration of Arts and Sciences" (June 2003). http://www.scj.go.jp/ja/info/kohyo/18pdf/1829.pdf

[45] "(Recommendation) Promoting Future Earth in Order to Realize A Sustainable Global Society" (April 2016 April). http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-23-t226.pdf

[46] As for "Basic Law for the Arts and Sciences," see Ishii Shiro, "Toward the Establishment of the 'Basic Law for the Arts and Sciences', " JSPS *Japanese Scientific Monthly*, vol. 61, no. 3, 2008, pp.162-164.

Comprehensive Science and Technology" (tentative name) achieved by deleting the provision "with the exception of those related only to human sciences" and clearly incorporating the humanities and social sciences into the scope of the law. The Science Council of Japan wishes to actively cooperate in the future to study and establish such a comprehensive law and policy on the arts and sciences.[47]

[47] The relation between the proposed "Basic Law for the Arts and Sciences" (tentative name) and the "Science and Technology Basic Law" (BLST) is an issue for future consideration. In addition, the Science Council of Japan made a request entitled "(Request) Toward the Sustainable Promotion of Science and Technology Research by Establishing a Comprehensive Science and Technology Policy" (August 2010). There, revising the term "science technology" in the law to "science and technology" to dispel the impression that policies are biased toward applied technology and also to eliminate Article 1 that states "with the exception of those related only to human sciences" to make it clear that humanities and social sciences are included in "science and technology" and in the need for a long-term and comprehensive policy on "science and technology" as a whole. Even now it is difficult to say the government is paying sufficient attention to this issue. http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-21-k102-1.pdf

Appendixes

【Appendix 1】 Supplementary explanation for international readers: The content of the "6.8 Notice" and the subsequent situation

On June 8th 2015 a notice entitled "Overhaul of Organization and Overall Operations of National University Corporations" was issued under the name of the Minister of Education, Culture, Sports, Science and Technology (MEXT). That notice contained the following paragraph. The underlined portion attracted special attention.

3 Review of the overall operations and organization of Japanese national university corporations

It is asked that each national university corporation conduct a review in accord with this notice while giving due attention to local circumstances. The results of this review are to be included in the mid-term goals and mid-term plans of each university and in concrete form in the plans for each fiscal year.

(1) Review of organizational structure

(i) Review of organizational structure with respect to the "redefinition of missions"

Universities will move quickly to make reforms to their organizational structure based on their strengths, distinctive characteristics and social role that they identified when they engaged in the "redefinition of missions." Especially with respect to teacher training departments at the graduate and undergraduate level and humanities and social science departments at the graduate and undergraduate level, universities are to formulate plans for structural reorganization that take into account a decline in the 18-year old population, human resource demands, a need to secure educational and research standards, and the role of national universities. Universities will proactively make efforts to abolish structures or shift resources to areas of high social demand.

As the title of the notice indicates, the subject was a review of the overall operations and organization of Japanese national university corporations and it called forth a high level of interest because it was interpreted as meaning that "overall the humanities and social sciences in Japan are under threat." In response to this interpretation of the "6.8 Notice," MEXT made an explanation at the 218th Executive Board meeting of the Science Council of Japan on September 18, 2015.

MEXT recognized that the Notice was interpreted as meaning that MEXT was "sending out a message that graduate and undergraduate programs in the humanities and social sciences should be abolished and resources shifted to areas of high social demand namely the natural sciences" or "MEXT thinks that the humanities and social sciences are not important" or "MEXT is emphasizing only practical knowledge with immediate application" or "MEXT thinks that the humanities and social sciences are not needed in national universities." The MEXT response was a resounding "No" to each of these interpretations. "MEXT is not denigrating the humanities and social sciences or any specific academic area. It is not focusing solely on practical studies with immediate application." Further, it was explained that the "abolishment of structures" was a reference to graduate and undergraduate programs in education which do not focus on acquisition of a teacher certificate. Although MEXT did

not issue a revised version of the 6.8 Notice, they later publicized this follow-up explanation on their website both in Japanese and in English.[48]

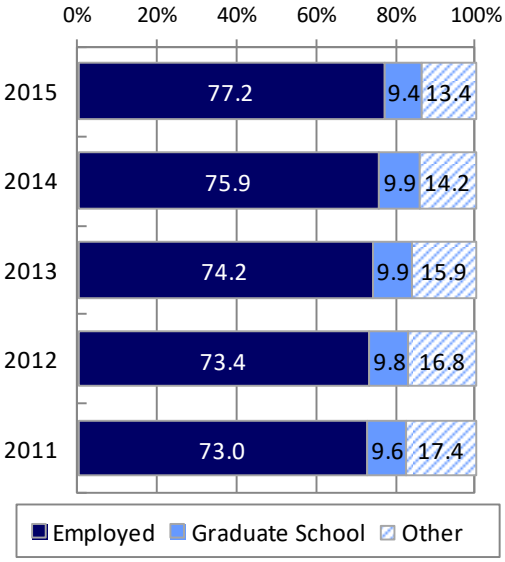
【Appendix 2】 Supplementary explanation for international readers: Reorganization of humanities and social science departments in Japanese national university corporations

When Japanese national universities were given corporate legal status in 2004, they were required to draw up mid-term goals and mid-term plans every six years. The third period of these plans and goals is from 2016-2021. In this third period universities were charged with the goals of becoming "national universities that will generate high value added [output] and have sustainable "competitive power" with this to be achieved by each university utilizing its strengths and special characteristics to the maximum while formulating on its own a structure for development and improvement" ("Plan for the Reorganization of Japanese National Universities," 2015). The request for the reorganization of the humanities and social sciences that was made in the 6.8 Notice of 2015 was one aspect of the reforms called for in this third period.

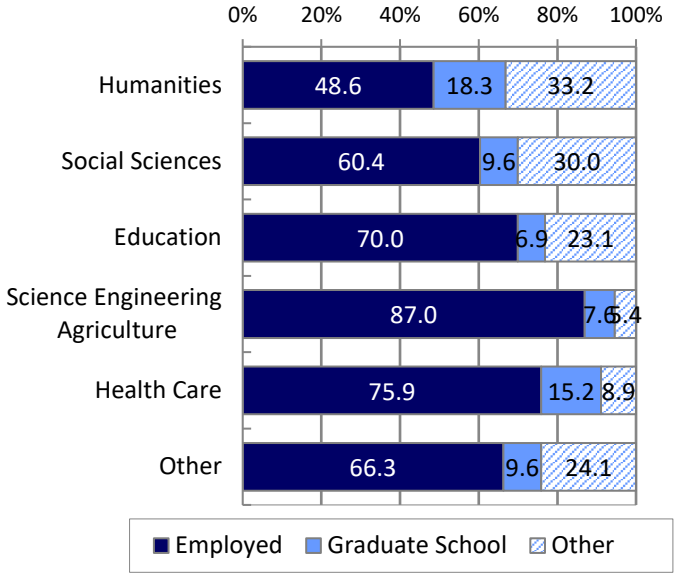
Currently there are 86 national universities in Japan and of these there are 60 that have departments in the humanities and social sciences. In 2016 at the beginning of the third period, there were 33 universities that had indicated they had undertaken a restructuring of their humanities and social science departments. Details of the plans made by each university are available (Japanese language only) from the MEXT web page "Mid-Term Goals and Plans for the Third Period for Each National University Corporation and Each Inter-University Research Institute Corporation" at this URL:
http://www.mext.go.jp/a_menu/koutou/houjin/1368750.htm

[48] http://www.mext.go.jp/component/a_menu/education/detail/__icsFiles/afieldfile/2015/10/01/1362382_2.pdf
The English version, "National University Reform for the Coming Era," was issued on October 1, 2015.
http://www.mext.go.jp/en/policy/education/highered/title02/detail02/__icsFiles/afieldfile/2015/10/01/1362381_1_1.pdf

【Appendix 3】Trend in post-graduation status



Trend in Post-Graduation Status
Derived from School Basic Survey 2012-16



Post-graduation Status by Field (March 2016)
Derived from School Basic Survey 2016 Edition

(Note here the term "master's course etc." refer to master's courses, the first stage of doctoral courses in graduate schools, and 4-year integrated programs in medical, dentistry, pharmaceutical science and veterinary medicine.)

【Appendix 4】Student-faculty ratios by field

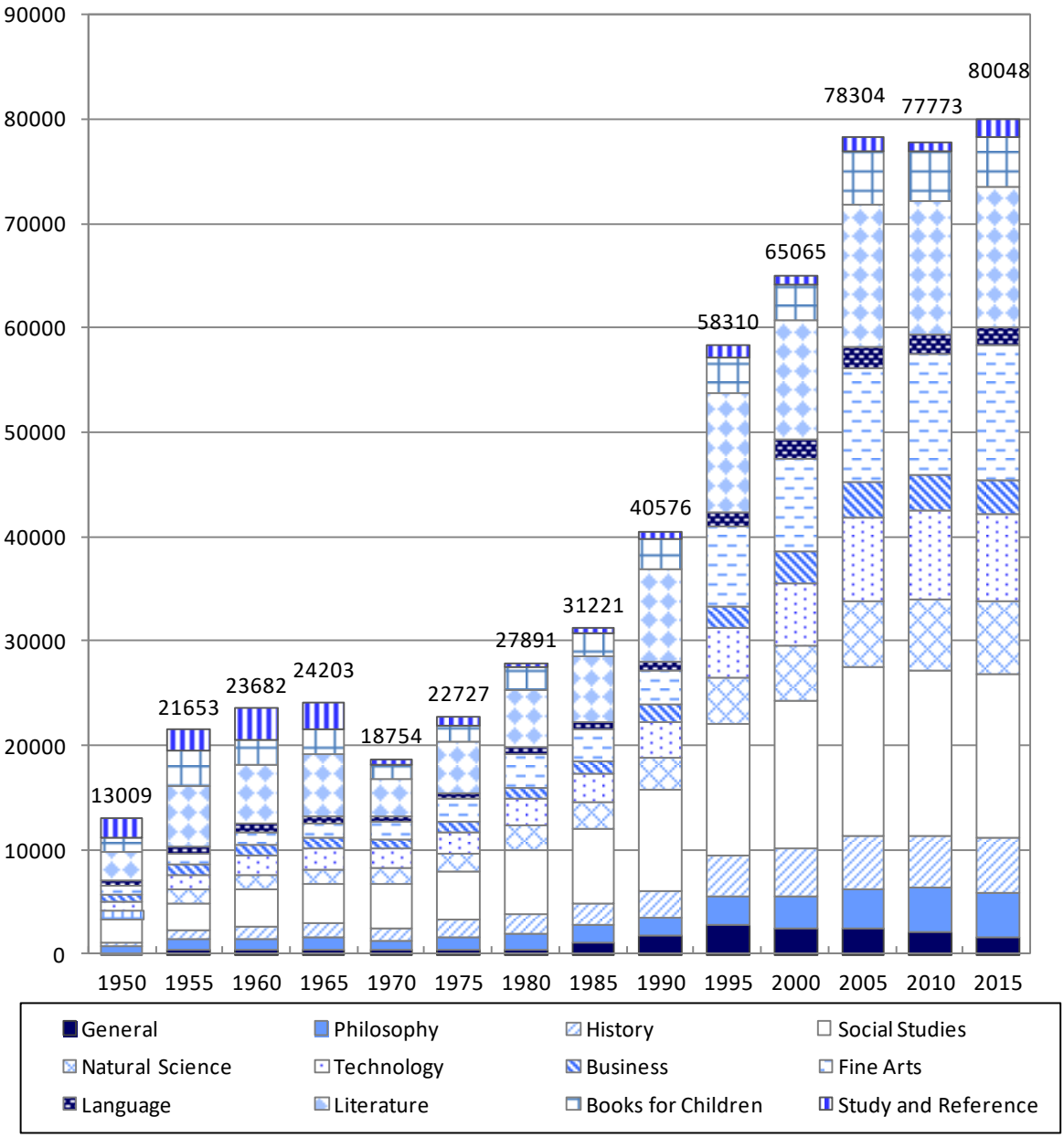
Field	Type	Students	Faculty (Full and Joint)	Student Faculty Ratio	Field	Type	Students	Faculty (Full and Joint)	Student Faculty Ratio
Total		2,202,652	104,740	21	Medicine	Total	59,871	12,574	4.8
Literature and Humanities	Total	458,665	18,304	25.1		National	35,400	4,202	8.4
	National	30,135	2,102	14.3		Public	4,698	1,017	4.6
	Public	21,468	1,075	20		Private	19,773	7,355	2.7
	Private	407,062	15,127	26.9	Dentistry	Total	11,232	1,711	6.6
Sociology and International Studies	Total	158,257	5,519	28.7		National	2,054	419	
	National	7,947	451	17.6		Public	674	63	10.7
	Public	8,054	543	14.8		Private	8,504	1,233	6.9
	Private	142,256	4,525	31.4	Pharmacy	Total	66,475	3,189	20.8
Law and Political Science	Total	157,455	4,598	34.2		National	3,362	399	
	National	10,355	594	17.4		Public	1,903	139	13.7
	Public	3,768	112	33.6		Private	61,210	2,652	23.1
	Private	143,332	3,892	36.8	Health Care	Total	122,018	8,583	14.2
Economics Management Business	Total	405,910	11,569	35.1		National	503	83	6.1
	National	26,275	1,099	23.9		Public	20,030	1,748	11.5
	Public	17,958	584	30.8		Private	101,485	6,752	15
	Private	361,677	9,886	36.6	Life Science (Home Economics)	Total	68,094	2,833	24
Education (National and Public Only)	Total	53,917	4,593	11.7		National	1,320	96	13.8
	National	53,502	4,552	11.8		Public	1,773	142	12.5
	Public	415	41	10.1		Private	65,001	2,595	25
Physical Sciences	Total	53,164	3,402	15.6	Arts and Sports Science	Total	99,273	4,590	21.6
	National	17,643	1,691	10.4		National	3,296	253	13
	Public	6,180	502	12.3		Public	5,385	764	7
	Private	29,341	1,209	24.3		Private	90,592	3,573	25.4
Engineering	Total	335,888	15,688	21.4	General Studies, Environmental Studies, Human Life Studies, Communication Studies	Total	77,750	3,254	23.9
	National	82,437	5,490	15		National	3,136	369	8.5
	Public	17,540	1,267	13.8		Public	7,023	373	18.8
	Private	235,911	8,931	26.4		Private	67,591	2,512	26.9
Agriculture	Total	74,683	4,333	17.2	In the case where there were fewer than ten faculty in a category, the student faculty ratio has been omitted.				
	National	26,168	2,399	10.9					
	Public	3,492	347	10.1					
	Private	45,023	1,587	28.4					

Derived from Asahi Shimbun and Kawaii-juku Joint Survey, Japanese National Universities Revealed [Hiraku Kokuritsu Daigaku], 2016 Survey Report.

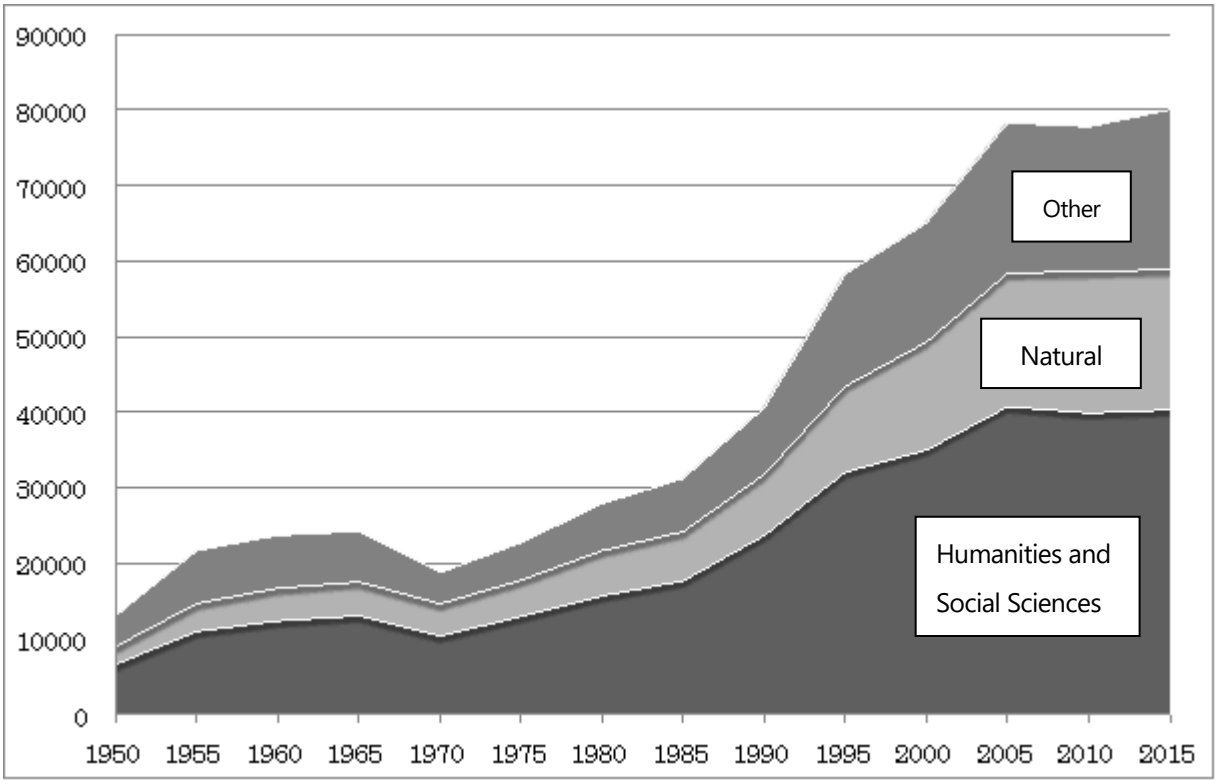
【Appendix 5】

①Number of publications by category

Shuppan News, Shuppan Nenkan (Publishing Yearbook), 1951-2016



② Trends in the number of publications by field



(Note) In the table above the humanities and social sciences consists of philosophy, history, language, literature, social science, the natural science consists of physical science, technology, and industry, while the other category consists of general texts, art, books for children, and reference books for study.

【Appendix 6】Academic research budget fiscal 2014

Category		Research Budget (100 million yen)	Percent Change from Previous Year	Percent of Total Budget
Total		36962	-0.1	100
Sector	National	15454	-0.3	41.8
	Public	2216	6.7	6
	Private	19291	-0.6	52.2
Field	Natural Sciences	24274	-0.1	65.7
	Physical Sciences	3400	-4.6	9.2
	Engineering	7582	-5.8	20.5
	Agriculture	1532	3.9	4.1
	Health Sciences	11760	4.8	31.8
	Humanities and Social Sciences	8479	-0.7	22.9
	Literature	2144	-3.3	5.8
	Law	135	-1.2	2.8
	Economics	2498	-2.3	6.8
	Other Humanities and Social Sciences	2802	3.1	7.6
	Other	4209	1.5	11.4
	Home Economics	775	5.8	2.1
	Education	1871	0.5	5.1
	Other	1562	0.7	4.2

Derived from Ministry of Internal Affairs and Communications, **Survey of Research and Development**, 2015 edition

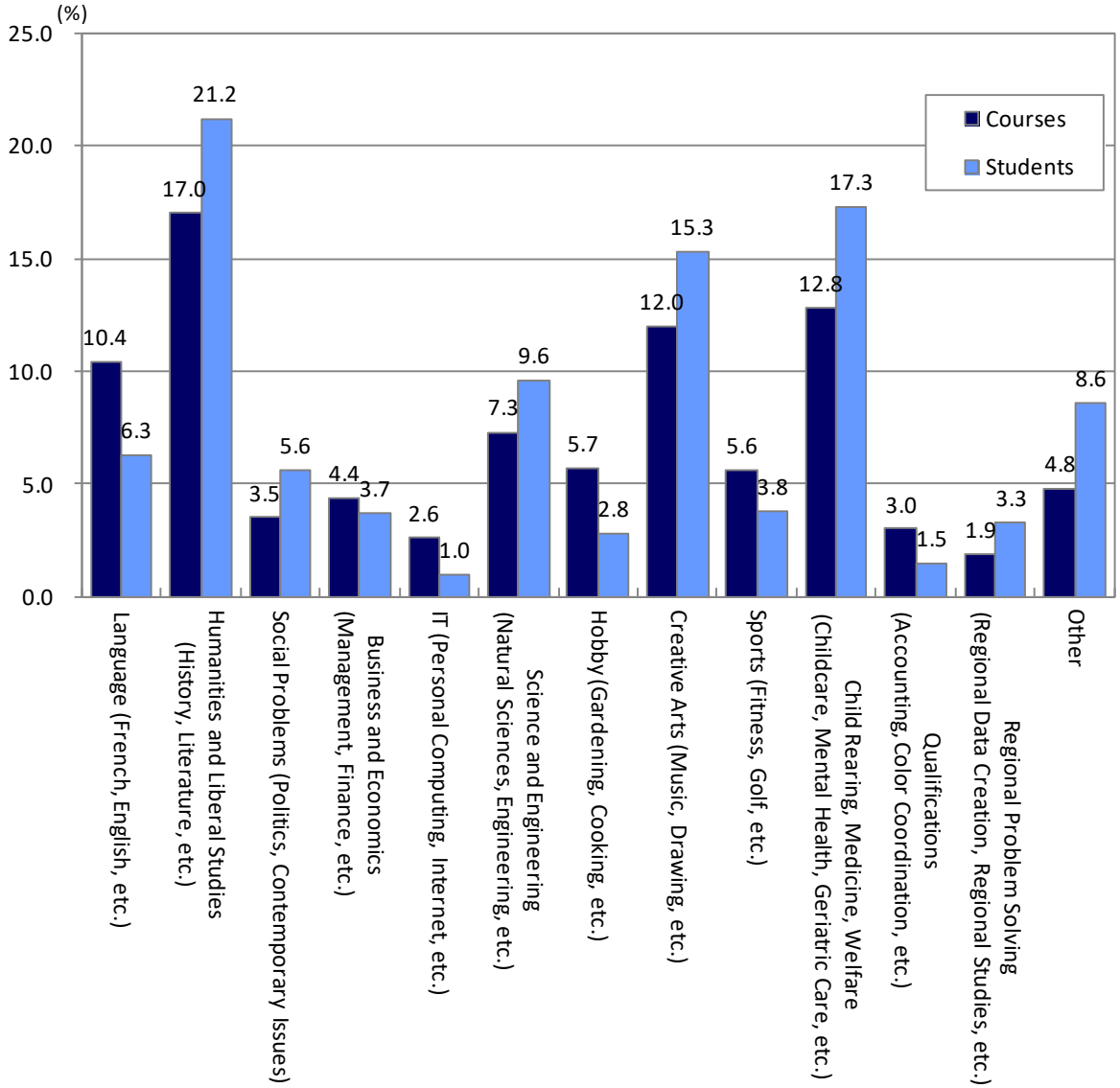
【Appendix 7】Collections secured to date

Name of the Collection	Number of Universities Subscribing
HCPP: House of Commons Parliamentary Papers	83
18th HCPP: 18c Parliamentary Papers	90
MoMW-I: The Making of the Modern World	70
MoMW-II: The Making of the Modern World, Part II: 1851-1914	61
ECCO: Eighteenth Century Collections Online	56
EEBO: Early English Books Online	11

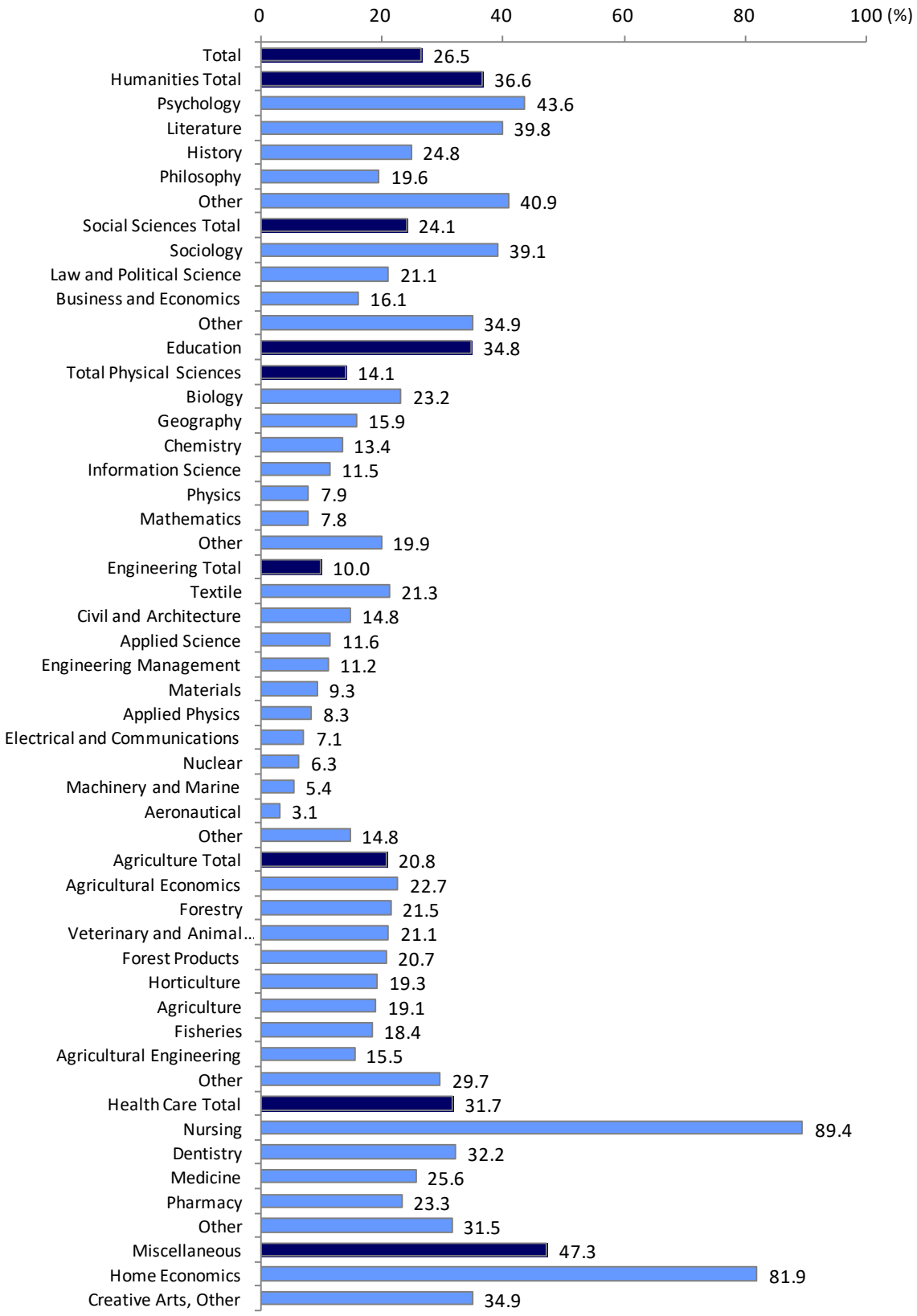
The Japan Alliance of University Library Consortia for E-Resources (JUSTICE) and the National Institute of Informatics have worked together to advance a joint project to provide electronic database collections in the humanities and social sciences. The table above shows the collections secured to date. The process is as follows. After JUSTICE negotiates the items for inclusion and original texts for the joint collection, terms of contract such as price are decided. The National Research Center, whilst providing financial assistance, also provides a system for archiving the collection domestically. Last, universities libraries sign subscription contracts for originals at heavily discounted prices, then provide those materials to users within their institutions.

【Appendix 8】Interest in life long learning by subject area

Derived from "Survey Report on Open University Development" 2014.



【Appendix 9】Percentage of female scholars by field



Derived from 2016 Basic School Survey

【Appendix 10】

Statement of the Executive Board of Science Council of Japan On the Future Direction of the University: In Relation to the Departments/Graduate Schools of Teacher Training and Humanities and Social Sciences 23rd July 2015

On the 8th of June 2015, the Minister of Education, Culture, Sports, Science and Technology issued to all National University Corporations a notice entitled 'A Review of the Organization and Operation of the National University Corporations and Other Higher Educational Institutions'[49]. This ministerial notice instructs particularly those undergraduate departments and graduate schools which are responsible for teacher training and for the education of the humanities and social sciences (hereafter HSS), in the context of National University Corporations organizational revision to 'make every effort to draw up an organizational restructuring plan in the light of the decrease of the university-age population, the demand for human resources and the quality control of research and teaching institutions and the function of national universities.' The directive then further goes on to request taking up 'active steps to abolish organizations or to convert them to serve areas that better meet society's needs '. Science Council of Japan (hereafter, SCJ) would like to express its profound concern over the potentially grave impact that such an administrative directive implies for the future of the HSS in Japan and the very idea of the university itself, irrespective of whether it is privately or publicly funded.

1. SCJ has already issued its views on the role of the HSS in today's society in its statement, 'Recommendations on the Fifth Science and Technology Basic Plan' (released on 27 February 2015). We would like to reiterate some of the statement's key points:

> It is recognized more than ever today that there is a need for the natural sciences and the HSS to work closely together in order to produce a more comprehensive knowledge base that can respond to the various challenges facing us today. The HSS are integral to such a process. They play a vital and unique role in critically comparing, contrasting and reflecting on the way in which human beings and society operate. Academics contribute to the creation of an intellectually and culturally enriched society and are hereby responsible for its transmission to future generations. We see it as our duty to produce, enhance, and transfer in-depth and balanced accounts of knowledge about nature, the human beings, and society.

Thus, the HSS make an essential contribution to academic knowledge as a whole. The HSS are also entrusted with the role of solving – in cooperation with the natural sciences – contemporary problems domestically as well as internationally. In this light, the ministerial request to take 'active steps to abolish organizations or to convert them to serve areas that better meet society's needs', with its specific focus on the HSS, raises a number of alarming questions.

2. The university is embedded in society and is supported by it. The university therefore responds to societal demands in a broad sense, and this mission should be unequivocally acknowledged. At the

[49] In an English document later issued by MEXT, the title of the notice is translated as: "Overhaul of Organization and Overall Operations of National University Corporations."

same time, in both the natural sciences and the HSS, it is short-sighted to demand quick–fix answers to them. There are those types of societal demands which can be effectively met by setting concrete goals and then evaluating outcomes. Meanwhile, there are other types of social demands, more latent, which should be met by universities; the university needs to articulate knowledge that is based on a long-term perspective, bolster diversity, and nurture the foundation on which creativity can flourish. If the university only concentrated on the former and overlooked the latter, it would lose its essential role of supporting the intellectual nurturing of society and the education and training in a variety of skills and talents, including economic, social and cultural aspects, which all constitute our society in a broader sense.

3. The role of the HSS in higher education is expanding as we see, for example, in the promotion of 'global human resources'. Global human resources are not limited to talents equipped with global competitiveness, but also include such talents that can engage with and contribute to the global community while cherishing cultural diversity, represented by the difference in religion or ethnicity, based on the diverse cultural and historical background of humankind. So, along with competency in foreign languages, the HSS are needed in order, firstly, to understand the society, culture and history of Japan and other countries and areas; secondly, to have a good sense of judgement ; and, thirdly, to be able to think critically. For the scientific integrity, it is also necessary for those who engage in natural science and technology to understand the human and social contexts within which scientific knowledge operates. This is equally true of those in the HSS who need understand scientific and technological literacy. Today, there is a growing demand for students to adopt an interdisciplinary approach to a multitude of continuously unfolding problems. Students need to broaden their horizons through dialogue with others who have different views and insights. Against this background, any disparagement of the HSS may result in higher education in Japan losing its richness.

4. The ministerial directive to review the state of departments/graduate schools of teacher training seems to emphasize the decrease in the university-age population. The demographic trend may certainly be one of the important factors identifying social demand for teacher training, but we should also take into account other factors such as the need to improve the quality of education. As the example of the enfranchisement of 18-years old indicates, expectations and needs for primary and secondary education have been intensifying. This in turn highlights the need to have a multifaceted discussion over the quantity and quality of primary and secondary school teachers. Here, again, there is no distinction to be made between the natural sciences and the HSS. Bearing in mind new needs for re-education of active teachers, enrichment of the quality of teacher training departments and graduate schools should be undertaken, only after which necessary steps for reorganization should follow.

5. The university is both an educational and research institution. Academics serve as educators in both the broader field of the liberal arts and their own specific disciplines, while striving to maintain and advance academic knowledge as scholars. In this respect, any devaluation of the HSS in higher education could result in narrowing the opportunity for academics to fully exercise their scholarly expertise. This would in turn discourage those who aspire to be academics and hereby hamper the balanced progress of academic knowledge.

6. On the other hand, it cannot be denied that academics in the HSS have clarified in full neither the vision of human resources that the HSS departments/graduate schools nurture on behalf of society, nor the potential role that the HSS could play within the overarching world of academia. HSS

scholars are now asked to make every effort to deliberate upon these issues through multiple dialogues, from critical self-reflection to discussions with those colleagues in the natural sciences and other societal actors, and in so doing to improve the quality of teaching and research by taking on broad needs derived from social changes.

In the Recommendation quoted above, SCJ has acknowledged that 'it is now time to have a thorough discussion over the entire vision of the university and other higher education institutions in Japan, including the issues concerning their forms and number, in order for them to carry on their mission in a sustainable manner'. It has also pointed out that 'it is highly desirable that university reforms should be designed in view of the scale of their potential impact on the future of Japan and firmly grounded in a far-sighted perspective'. In addition, SCJ has long expressed its views on university education, as exemplified by the public release of the 'Standards for Organizing the Educational Programmes with the Purpose of Quality Assurance of University Education in Each Disciplinary Area'. Finally, the 'Committee to Discuss Teaching and Research at National Universities and Public Assistance from a Perspective of Academic Promotion' has been set up and its deliberations are currently in progress. Upon the publication of the Committee's deliberations, SCJ will propose a vision of the future of university, which will be informed by current pressing issues, such as depopulation and fiscal reconstruction, as well as the division of roles between public-funded and private universities.

July 23rd, 2015

Members of the Executive Board of SCJ

President Takashi ONISHI
Vice President Chiaki MUKAI
Vice President Kumie INOSE
Vice President Keisuke HANAKI
Chairperson of Section 1 Akio KOMORIDA
Vice-Chairperson of Section 1 Atsushi SUGITA
Secretary of Section1 Hisao KOMATSU
Secretary of Section1 Ryoko TSUNEYOSHI
Chairperson of Section 2 Tetsuo NAGANO
Vice-Chairperson of Section 2 Kenji OMASA
Secretary of Section2 Fuyuki ISHIKAWA
Secretary of Section2 Hiroo FUKUDA

(Original can be found here: http://www.scj.go.jp/en/pdf/kohyo-23-kanji-1e.pdf)

【Appendix 11】

Statement from the Executive Board of Science Council of Japan to Express our Sincere Appreciation for the Support and Approval towards the "Statement on the Future Direction of the University: In Relation to the Departments/Graduate Schools of Teacher Training, and Humanities and Social Sciences" and the Proposal for Nationwide Consensus towards University Reform

15th October 2015.

1. Developments in the Wake of the Debate on Issues Regarding the Progress of Humanities and Social Sciences and a Request by SCJ

Following our "Statement of the Executive Board of Science Council of Japan On the Future Direction of the University: In Relation to the Departments/Graduate Schools of Teacher Training and Humanities and Social Sciences"[50], issued on 23rd July in response to the notice from The Minister of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), we have received a message from International Social Science Council (ISSC) and many other messages and comments from various Japanese scientific societies as well as overseas organizations. We would like to hereby offer our appreciation for the expressions of support shown by the majority of these bodies for the position outlined by the executive board in the following statement:

> the HSS[51] make an essential contribution to academic knowledge as a whole. The HSS are also entrusted with the role of solving – in cooperation with the natural sciences – contemporary problems domestically as well as internationally. In this light, the ministerial request to take 'active steps to abolish organizations or to convert them to serve areas that better meet society's needs', with its specific focus on the HSS, raises a number of alarming questions.

The Minister and MEXT have recently taken every opportunity to emphasize that there are differences between the concerns of universities regarding the notice and the intentions of the Minister and MEXT. The Director General of the Higher Education Bureau of MEXT attended the Executive Board meeting of SCJ on September 18th to explain this matter, and presented a document entitled "National University Reform for the Coming Era."[52] The document expressed a refutation by MEXT of the following interpretation of the notice:

> The message is that humanities and social sciences faculties and graduate schools ought to be scrapped and transformed to that of natural sciences, which are more necessary for society.
>
> MEXT places emphasis only on practical sciences of immediate utility and thinks humanities and social sciences are unimportant.

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[50] Material of Science Council of Japan, http://www.scj.go.jp/en/pdf/kohyo-23-kanji-1e.pdf

[51] HSS: Humanities and Social Sciences

[52] Material of Ministry of Education, Culture, Sports, Science and Technology, http://www.mext.go.jp/english/highered/1362381.htm

In order to illustrate this point, the document explained how the word "abolish" in the notice referred only to abolishing those so-called "New Courses", in the teacher training universities and faculties, which do not focus on the acquisition of a teaching license. It also requested each university to tackle in a proactive manner the shift in their focus to areas of high social need.

The Executive Board of SCJ understands the points that MEXT wishes to make by these clarifications. It is difficult, however, to understand the notice in the way that MEXT claims it ought to be read. It has not dispelled the feelings of anxiety or doubt felt by many people, both in Japan and overseas over the Japanese higher education administration's plans for HSS, as has been witnessed in the media coverage. Therefore, we would like to request that MEXT explain their intentions more thoroughly henceforth.

2. Recognition of the Problems facing Higher Education Facilities

Moreover, from SCJ's perspective, it is vital to make full use of this opportunity to improve and strengthen higher education in Japan, in the light of the many important issues concerning higher education in Japan which have taken center stage as a result of the notice and the ensuing debates.

While we have been discussing this issue, two more researchers in Japan have been awarded Nobel Prizes this year, for Medicine and Physics respectively. This news is proof of the high achievements of scientific research in Japan, as well as the wealth of talent here. In fact since 2000, Japan's haul of Nobel Prizes for science is second only to that of the United States. This can also be seen as an endorsement of the hard work put in by industry, academia and the government as well as the public support for scientific research and nurturing young researchers. There is, however, great concern across the whole spectrum of society that the deterioration of research and education circumstances in Japan in recent years may bring about the degradation of its international reputation for higher education, at a time when scientific research is rapidly becoming more globally competitive.

SCJ finds the significant problems facing Japanese higher education to be as follows:

First of all, the necessity for raising the quality of teaching and research, which we mentioned in regard to HSS in item 6 of our previous Statement, should not be considered to be confined to the field of HSS. The problems that remain to be tackled in Japan exist across all the fields, including not only HSS, but also life sciences, natural sciences and engineering. The present problems in human resource development include issues such as coping with globalization, defining learning outcomes, choice of evaluation methods and building curricula for both undergraduate and graduate programs which are appropriately composed of liberal arts and specialized subjects.

In addition, there is still a lack of mutual understanding in our society about the relationships and differences between the basic, applied and practical forms of research. We must therefore accelerate the reforms to deal with these problems and strengthen higher educational institutions as hubs for international research and education. In this way we can help both Japanese and international students to be aware of their educational goals and achievements, foster the kind of human resources society truly needs, and more effectively employ the fruits of our research achievements for the betterment of society.

Secondly, since this notice was a request sent by MEXT in relation to the contents of the Third Mid-Range Target and Plan, which each national university is obliged to prepare for, it has drawn public attention to the way in which National Universities' Management Expenses Grants (NUMEG) are allocated. If we wish to provide at least enough time for voluntary reforms to be carried out, it is vital to secure government funding for a sufficient period, whether in terms of NUMEG, governmental subsidies for private universities, or other governmental supports for higher education, such as research grants for university science and technology researchers. In particular, the recent trend of an annual 1% reduction of NUMEG has begun to cause serious obstacles in education and research in universities. As a result, problems such as the stagnation of essential reforms and the difficulties of sustaining the appointment of promising young researchers, have already been observed. Therefore, in order to avoid these problems it is necessary, even in the midst of the current financial hardships, to secure a national consensus to provide the fiscal resources to enable reform.

Thirdly, university reforms should not restrict their aims to the promotion of human resources specializing only in the field of practical knowledge. Rather they should try to strike the right balance, between a broad liberal arts education and specialized expertise, which is required for success in the global era. This point has been underlined by a number of organizations, including representatives of both academia and the business community. For instance, the Japan Association of National Universities made this point in their latest document entitled "An Action Plan for the Future Vision of National Universities" (September 14th, 2015). Similarly, Keidanren (Japan Business Federation) responded to MEXT's notice by stating that "it is important that students acquire knowledge in their specialized fields as well as an understanding of the diversity of culture and society through broad experiences including studying abroad" (A View on National University Reform, September 9th 2015, Keidanren). Therefore, it is essential to reach broad consensus on the future of universities through dialogues not only within academic circles but also with business circles where most university graduates work.

3. Proposals for University Reform in Japan

Based upon the considerations above, SCJ will continue our deliberations towards making a recommendation about the future of universities to the previously established 'Committee for considering the future of national universities' research, education and government funding from the viewpoint of the promotion of Science'. We also think that it is necessary to reveal the major discussion points before our final recommendations are released in order to promote a nation-wide debate about what kind of higher education system we need to produce world class human resources and outstanding research achievements. Therefore, in order to demonstrate our commitment to play an active part in this process, we propose the following measures respectively for academic related organizations ((1), (3)), and the Government ((2), (4)),

(1) A Forum for open discussion and agreement should be set up jointly by universities and academia as well as industry and the general public. This forum should be used to debate the question of how universities should reform their curriculum and internal structure so as to be more attractive not only to graduates of high schools or colleges of technology, but also mature students. It should also consider how to make university research results, at the basic, applied and practical stages, more conducive to the development of society. Finally it should consider how

to make universities more attractive educational and research organizations to international students and researchers in the global era.

(2) Insofar as it is possible, the Government should strive to both respect the results obtained from the discussion in the Forum mentioned above and to put them into practice. Once this is done, it should stimulate a nationwide debate over how to allocate fiscal resources, in the current context of severe budgetary strain, to the various expenditures imposed by our ageing society, whether it be pension and health care or supporting the next generation, such as through the provision of higher education.

(3) Regardless of whether a university is national, public or private, each university should engage in the discussion positively and put the obtained results into practice.

(4) The government should enhance its fiscal support to universities so as to provide the necessary environment for voluntary reform to be carried out by each university while these discussions and reforms are on-going, in other words until about six years from now, which point will mark the completion of the 3rd Mid-Range Target and Plan of national universities.

SCJ is aiming at improving and sustaining human resource development and scientific research in Japan through achieving the proposals above.

15th October, 2015
Members of the Executive Board of SCJ

President Takashi ONISHI
Vice President Chiaki MUKAI
Vice President Kumie INOSE
Vice President Keisuke HANAKI
Chairperson of Section 1 Akio KOMORIDA
Vice-Chairperson of Section 1 Atsushi SUGITA
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Chairperson of Section 3 Hiroaki AIHARA
Vice-Chairperson of Section 3 Miwako DOI
Secretary of Section 3 Hideo OHNO
Secretary of Section 3 Maki KAWAI

【Appendix 12】

Joint Statement from the Heads of Humanities Departments at 17 National Universities (2015-10-9).

[To the Honourable] Minister of Education and Culture

October 9, 2015

On 8 June, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) sent to each national university corporation a notice headed “Overhaul of Organization and Overall Operations of National University Corporations.” In this notice it was stated that “Especially with respect to teacher training departments at the graduate and undergraduate level and humanities and social science departments at the graduate and undergraduate level, universities are to formulate plans for structural reorganization that take into account a decline in the 18-year old population, human resource demands, a need to secure educational and research standards, and the role of national universities. Universities will proactively make efforts to abolish structures or shift resources to areas of high social demand.”

With regard to this notice, voices of concern and criticism were raised, including from the Science Council of Japan Executive Board Statement “On the Future Direction of the University: In Relation to the Departments/Graduate Schools of Teacher Training and Humanities and Social Sciences" (July 23), the Nihon Keizai Shimbun article "the Negatives in the ‘Abolish Humanities and Social Sciences’ Notice That Would Weaken Universities” (July 29), and the Japan Business Federation statement “A View on National University Reform” (September 9).

In this context on September 18 [2015] at the Executive Board meeting of the Science Council of Japan representatives from the Higher Education Bureau of MEXT presented a document entitled “National University Reform for the Coming Era” that contained several sentences that somewhat modified its previous notice. This was also posted on the MEXT web site. However, there was no change in the policy of calling for the "abolish structures or shift resources to areas of high social demand.”

We hold grave doubts about a policy that in the context of “mission redefinition” on the part of national universities presses them to “abolish structures or shift resources to areas of high social demand only in terms of graduate and undergraduate programs in the humanities and the social sciences.” The humanities and social sciences contribute to the formation of the foundation of society and disregard for the humanities social science in education and research cannot but shake the foundation of society to its very core. Moreover, regional national universities have a great significance in terms of national equality of opportunity for higher education. The Council of 17 National University Department Heads in the Humanities is strongly opposed to the views of MEXT.

It is necessary for national university corporations to sincerely face the appearance of new needs strengthening their functions based on the distinctive character and strength of each university taking in to account their own strengths and social role. This is only natural. It is our strong desire that MEXT should not press for a single uniform reform of humanities, social sciences, undergraduate schools and graduate schools but rather support flexibility based on the distinctive characteristics of each university in consideration of the basis of the raison d’etre of the humanities and social sciences.

Council of 17 National University Heads of Humanities Departments

IMAI Masahiro, Hirosaki University Department of Humanities
YOKOYAMA Hidenobu, Iwate University Faculty of Humanities and Social Sciences
KITAGAWA Tadaaki, Yamagata University Faculty of Humanities and Social Science
KUGA Kazumi, Fukushima University Faculty of Administration
SAGAWA Yasuhiro, Ibaragi University Department of Humanities
TAKAGI Eiji, Saitama University Faculty of Liberal Arts
DAIKUHARA Chinami, Toyama University Faculty of Humanities
YOSHIDA Masaaki, Shinshu University Faculty of Arts
KONNO Kiwahito, Shizuoka University Faculty of Humanities and Social Sciences
GOTO Motoi, Mie University Faculty of Humanities
FUKINO Takashi, Shimane University Faculty of Law and Literature
NEGAYAMA Toru, Yamaguchi University Faculty of Humanities
HIRAI Shogo, Tokushima University Integrated Arts and Sciences
NISHIMURA Katsushi, Ehime University Law and Letters
YOSHIO Hiroshi, Kochi University Faculty of Humanities
HIRAI Kazuomi, Kagoshima University Faculty of Law and Letters
HAMASAKI Moriyasu, Ryukyu University Faculty of Law and Letters

【Appendix 13】

Timeline of deliberations

July 17, 2015	Establishment of the Sub-committee on the Role of the Humanities and Social Sciences and Their Promotion
July 31, 2015	The First Public Symposium: “The Humanities and Social Sciences and the Future of Universities” (at the Lecture Hall of the SCJ)
August 10, 2016	The Second Public Symposium: “The Humanities and Social Sciences and the Future of Universities” (at the Lecture Hall of the SCJ)
June 1, 2017	The Japanese original of “Toward the Comprehensive Development of Academic Research in the Arts and Sciences: Proposals from the Humanities and Social Sciences” was issued.