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# Report on Survey on Diversity & Inclusion

## Kagawa University vol. 2

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August 2023

Kagawa University



Office for the Promotion of Diversity

# I. Overview of the Survey

## I-1. Purpose of the Survey

In October 2021, Kagawa University issued a "Declaration of D&I Promotion," aiming to realize a campus where diversity is respected and everyone can play an active role. In order to promote D&I, this survey was conducted on all constituents (students, faculty, and staff) to identify issues at the university and to develop future projects.

## I-2. Survey Methodology

Online survey using Microsoft Forms

## I-3. Survey object

As of June 1, 2023, 9,385 enrolled students and faculty members (including part-time faculty and rehired staff members)

## I-4. Survey period

From June 1, 2023 to June 30, 2023

## I-5. Survey items

Basic items such as attributes, awareness of D&I-related measures and facilities, understanding of terms related D&I, experience of receiving education and training related to D&I, D&I-based university administration, etc. In addition, a description field (not open to the public) was provided in accordance with the four areas of the guideline.

## I-6. Response rate

Responses through June 30, 2023 were analyzed as valid responses.

Students 2,091 votes / 33% response rate; Faculty and staff 1,182 votes / 40%.

## 2. Questionnaire results

### 2-0. experience in responding

Since this is the second time this survey has been conducted, we asked respondents about their experience with the university-wide survey. Seventy-four percent of students and 58% of faculty and staff responded for the first time. Twelve percent of students and 25% of faculty responded for the second time, while 14% of students and 17% of faculty were unsure.

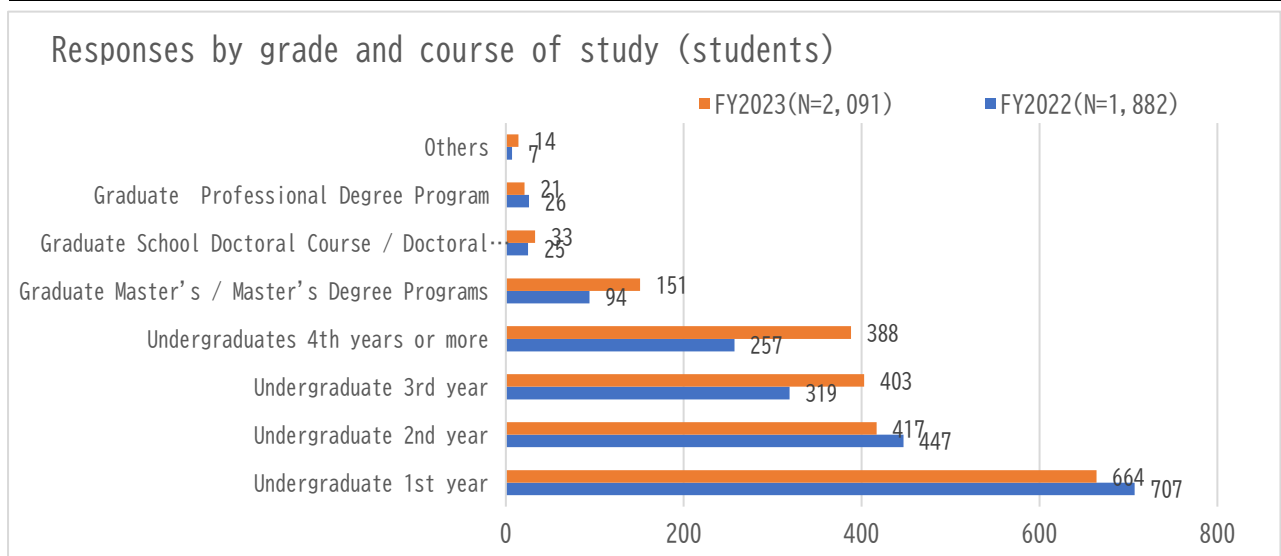
### 2-1. Respondent Attributes

#### 2-1-1 Students

[Responses by grade level].

Undergraduate students had the highest response rate (51%) for first-year students in their grade, and the response rate declined as the grade increased. The numbers in parentheses in the following figures and tables indicate the frequency in the previous year.

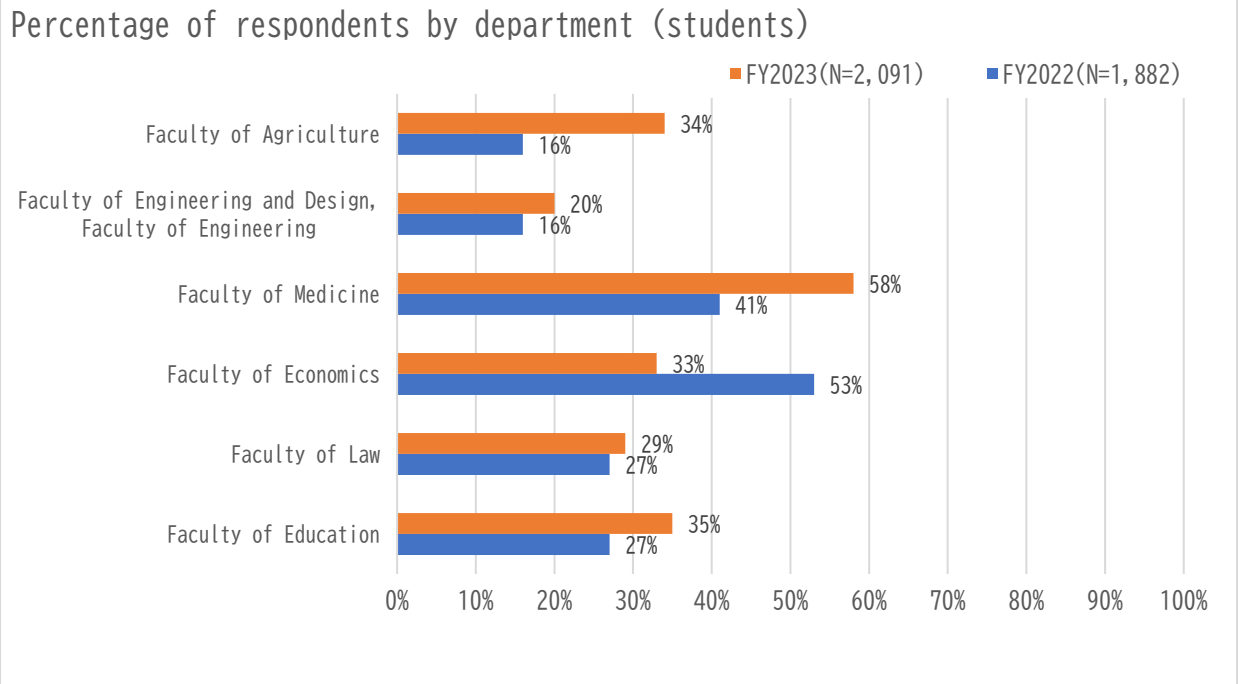
Grade/Program	Number	Number of responses	Response rate
Undergraduate 1st year	1,295(1,280)	664(707)	51% (55%)
Undergraduate 2nd year	1,298(1,304)	417(447)	32% (34%)
Undergraduate 3rd year	1,317(1,300)	403(319)	33% (25%)
Undergraduates 4th years or more	1,719(1,780)	388(257)	23% (14%)
Graduate Master's / Master's Degree Program	583(436)	151(94)	26% (22%)
Graduate School Doctoral Course Doctoral Course	143(207)	33(25)	23% (12%)
Graduate Professional Degree Program	66(114)	21(26)	32% (23%)
Others	-	14(7)	
<b>Total</b>	<b>6,421 (6,421)</b>	<b>2,091 (1,882)</b>	<b>33% (29%)</b>



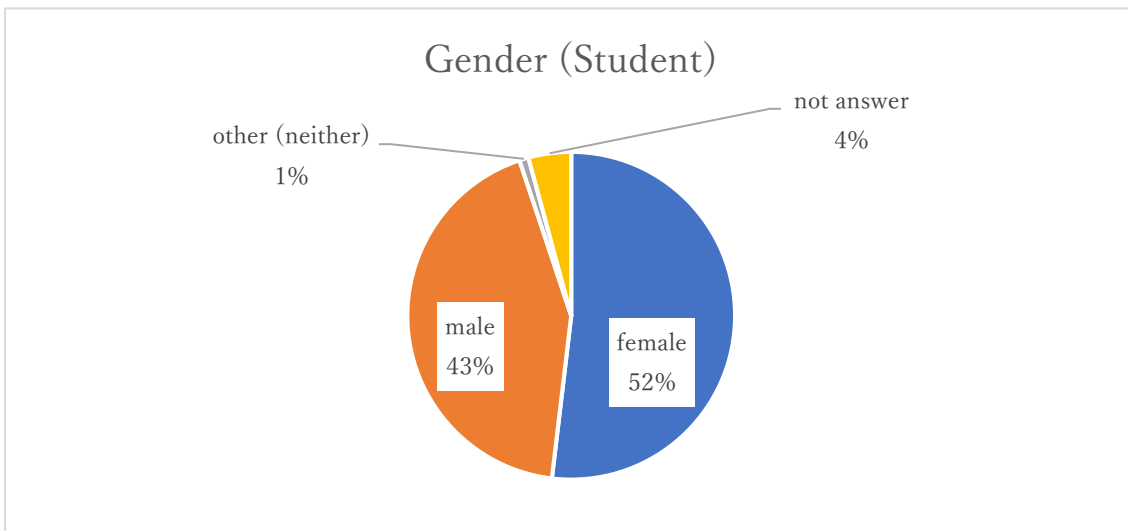
[ Responses by Department].

In terms of faculty affiliation, the Faculty of Medicine had the highest response rate at 58%, followed by the Faculty of Education (35%) and the Faculty of Agriculture (34%). The numbers in parentheses in the following figures and tables indicate the frequency in the previous year.

By Student Affiliation	present members	Number of responses	response rate
Faculty of Education	696(698)	243(188)	35% (27%)
Faculty of Law	686(680)	199(181)	29% (27%)
Faculty of Economics	1,118(1,134)	364(600)	33% (50%)
Faculty of Medicine	1,036(1,043)	596(424)	58% (41%)
Faculty of Engineering and Design, Faculty of Engineering	1,456(1,478)	295(230)	20% (16%)
Faculty of Agriculture	637(631)	216(101)	34% (16%)
Graduate School of Science for Creative Emergence	288	79	27%
Graduate School of Law	2	0	0
Graduate School of Economics	2	1	50%
Graduate School of Engineering	38	5	13%
Graduate School of Medicine	231	31	13%
Graduate School of Agriculture	128	15	12%
Graduate School of Education	37	24	65%
Graduate School of Management	66	14	21%
Other / Blank	-	9(6)	-
Total	6,421 (Undergraduate only 5,664)	2,091 (Undergraduate only 1,730)	33% (Undergraduate only 31%)



Gender was female 52% of the respondents, 43% were male, 1% were other (neither), and 4% did not answer the question.



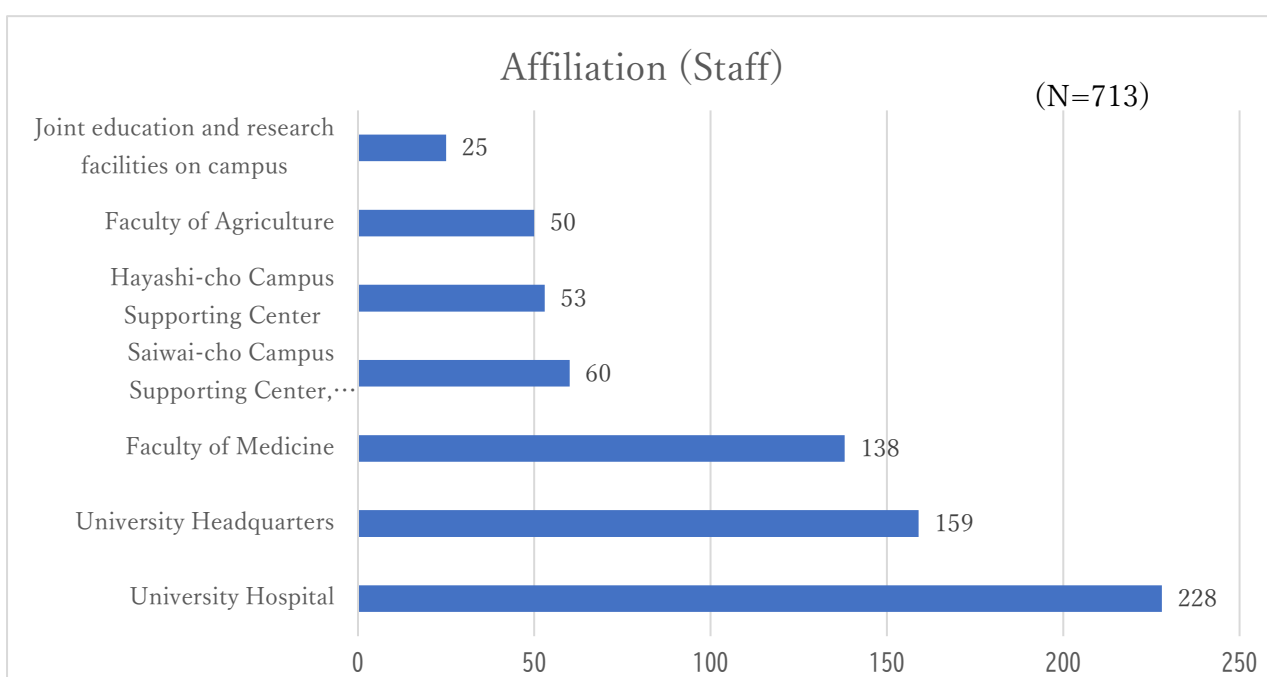
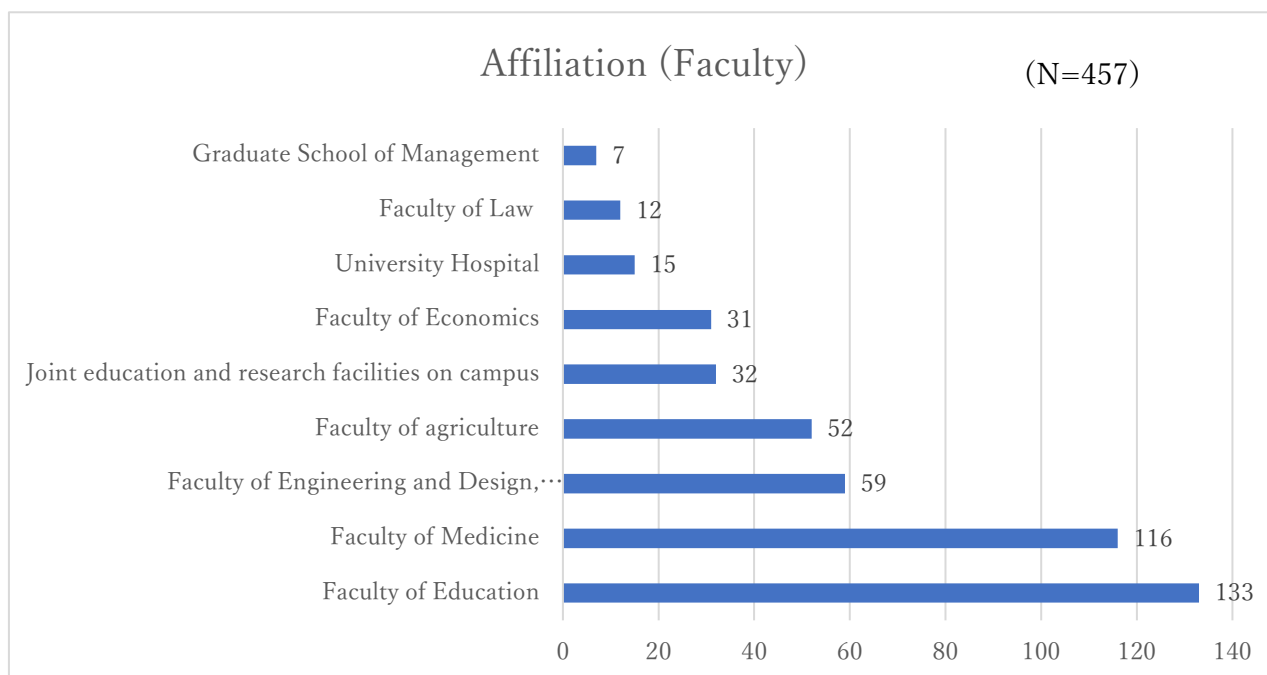
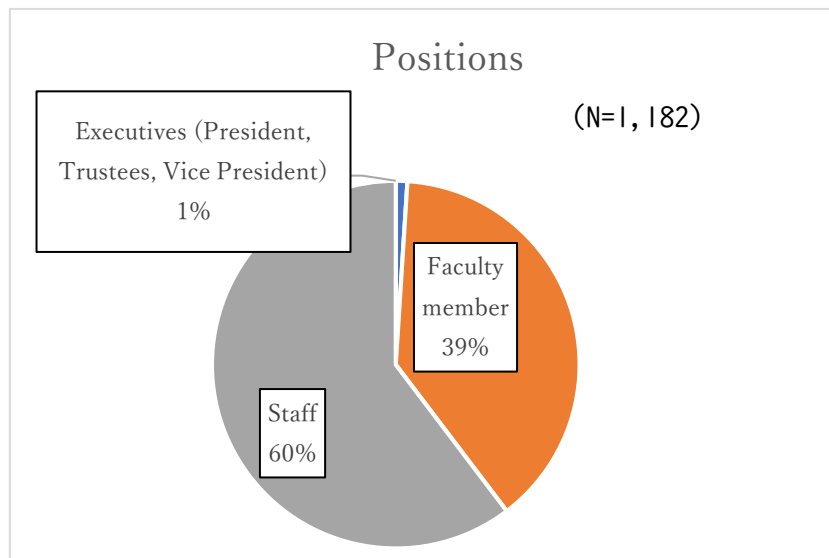
## 2-1-2 faculty and staff

The response rate for faculty and staff was 133% for executives (presidents, directors, and auditors), 52% for faculty, and 34% for staff.

In terms of faculty affiliation, the Faculty of Agriculture had the highest response rate at 85%, followed by the Faculty of Engineering and Design, Faculty of Engineering (69%), Faculty of Economics (66%). In terms of staff affiliation, the highest response rate was 87% for the Hayashi-cho Campus Supporting Center and the Faculty of Engineering and Design, Faculty of Engineering 87%, followed by the Faculty of Agriculture (85%), and the Saiwai-cho Campus Supporting Center, and Faculty of Education, and Faculty of Law, and Faculty of Economics, and the Graduate School of Management (65%). Figures in parentheses in the charts below indicate last year's frequencies.

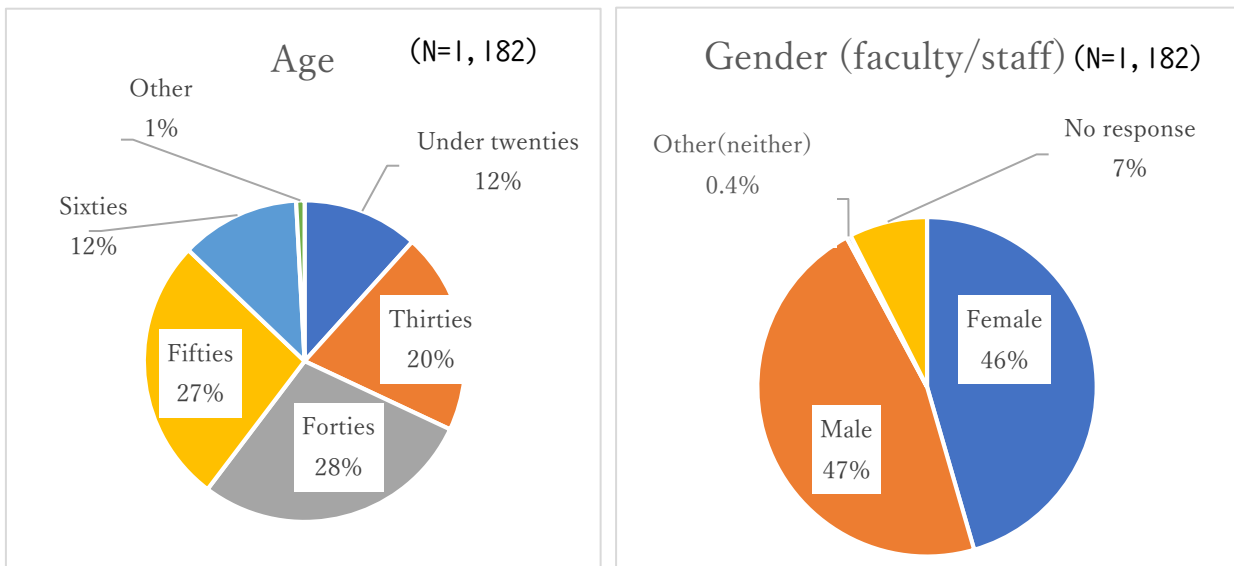
By Occupation	Number	Number of Responses	Response Rate
Executives (President, Trustees, Vice President)	9	12	133%
(Officers and Vice Presidents, FY2022)	(15)	(11)	(73%)
Faculty member	879(1,065)	457(383)	52% (36%)
Staff	2,076(1,813)	713(665)	34% (37%)
Total	2,964(2,893)	1,182(1,059)	40% (37%)
Faculty member (Affiliation)	Number	Number of Responses	Response Rate
Faculty of Education (including affiliated schools)	230	133	58%
(FY2022: Excluding affiliated schools, including staff of the Faculty of Education)	(87)	(70)	(80%)
(FY2022: Affiliated schools including staff)	(173)	(87)	(50%)
Faculty of Law (including staff in FY2022)	25(28)	12(16)	48% (57%)
Faculty of Economics (including staff in FY2022)	47(51)	31(34)	66% (67%)
Graduate School of Management (including staff in FY2022)	15(17)	7(11)	47% (65%)
Faculty of Medicine	192	116	60%
University Hospital	153	15	10%

Faculty of Engineering and Design, Faculty of Engineering (FY2022 including staff)	86(149)	59(50)	69% (34%)
Faculty of Agriculture (University farm) (including staff in FY2022)	61 (114)	52 (63)	85% (55%)
Joint education and research facilities on campus (including libraries, museums, institutes, centers, international offices, health centers, etc.)	70	32	46%
Total	879	457	52%
<b>Staff (by department)</b>	<b>Number</b>	<b>Number of Responses</b>	<b>Response Rate</b>
Saiwai-cho Campus Supporting Center, Faculty of Education (including affiliated schools), Faculty of Law, Faculty of Economics, Graduate School of Management  (FY2022 Saiwai-cho Campus Supporting Center only)	93 (51)	60 (33)	65% (65%)
Faculty of medicine University Hospital (including faculty in FY2022)	360 1,172 (1,829)	138 228 (521)	38% 19% (28%)
Hayashi-cho Campus Supporting Center, Faculty of Engineering and Design, Faculty of Engineering	61	53	87%
Faculty of Agriculture (University farm)	59	50	85%
Joint education and research facilities on campus (including libraries, museums, institutes, centers, international offices, health centers, etc.)  (FY2022: Related to the Organization, Centers, etc.)	63 (121)	25 (29)	40% (24%)
University Headquarters	268(273)	159(145)	59% (53%)
Total  (FY2022 total for faculty and staff)	2,076 (2,893)	713 (1,059)	34% (37%)





Respondents in their 40s were the largest age group, accounting for 28% of respondents, followed by those in their 50s (27%) and 30s (20%). By gender, female accounted for 46% of the respondents, male for 47%, others (neither) for 0.4%, and 7% did not respond.



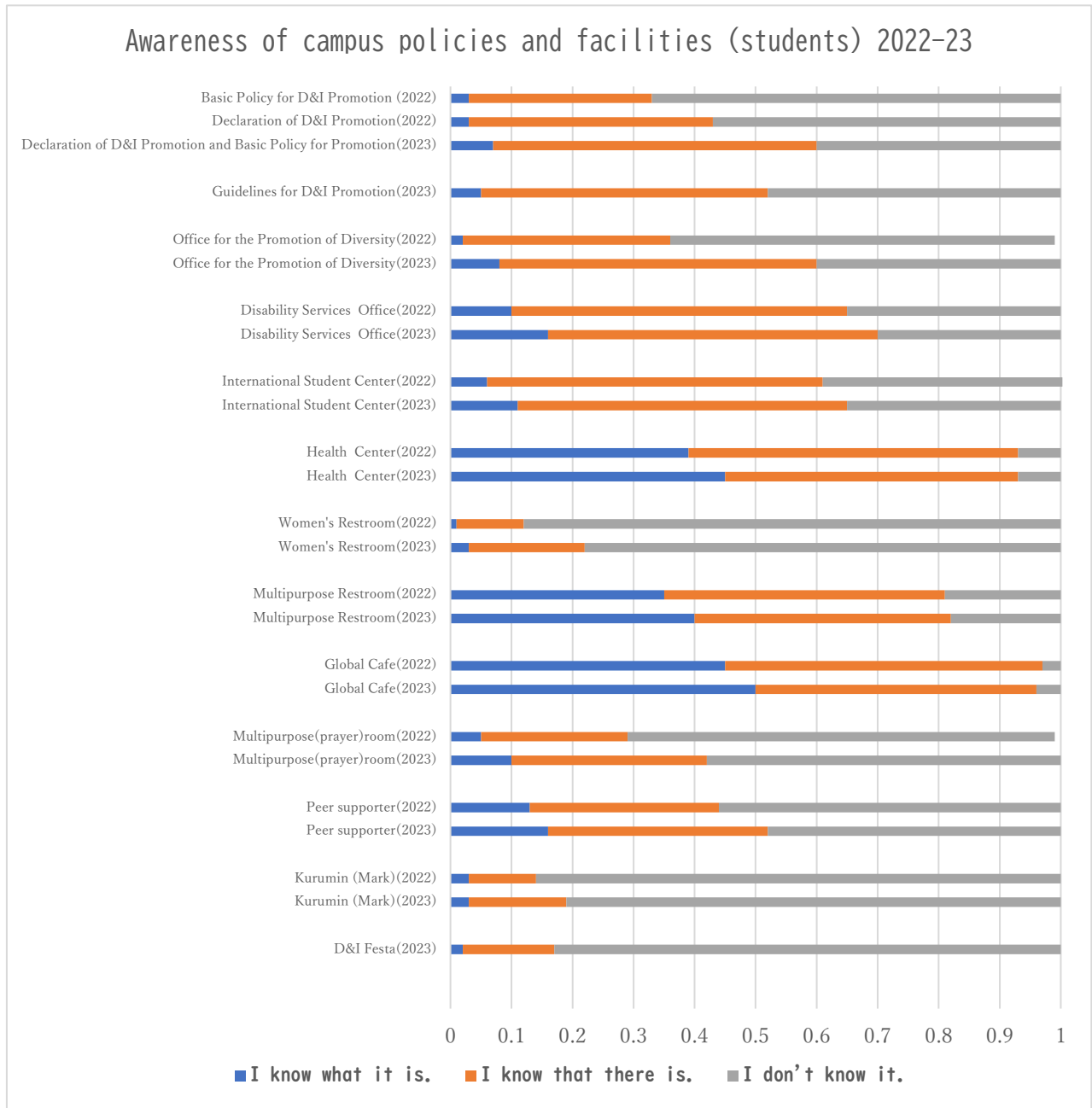
## 2-2. Awareness of D&I-related measures and facilities

In October 2021, the University made a D&I Promotion Declaration and established a basic policy for D&I promotion. In April 2022, the Office for the Promotion of Gender Equality was reorganized as the Office for the promotion of Diversity and the D&I Promotion Committee was established to implement D&I-related policies.

The students were asked about their awareness of D&I-related policies and facilities by selecting "I know what it is," "I know that there is," and "I don't know," and their level of awareness (total of "I know what it is," "I know that there is," and "I don't know") was calculated. The highest level of recognition (the sum of "know the contents" and "know of the existence") was given to the "Global Café," followed by the "Health Center," "Multipurpose Restroom," "Disability services Office," and "International Student Center.

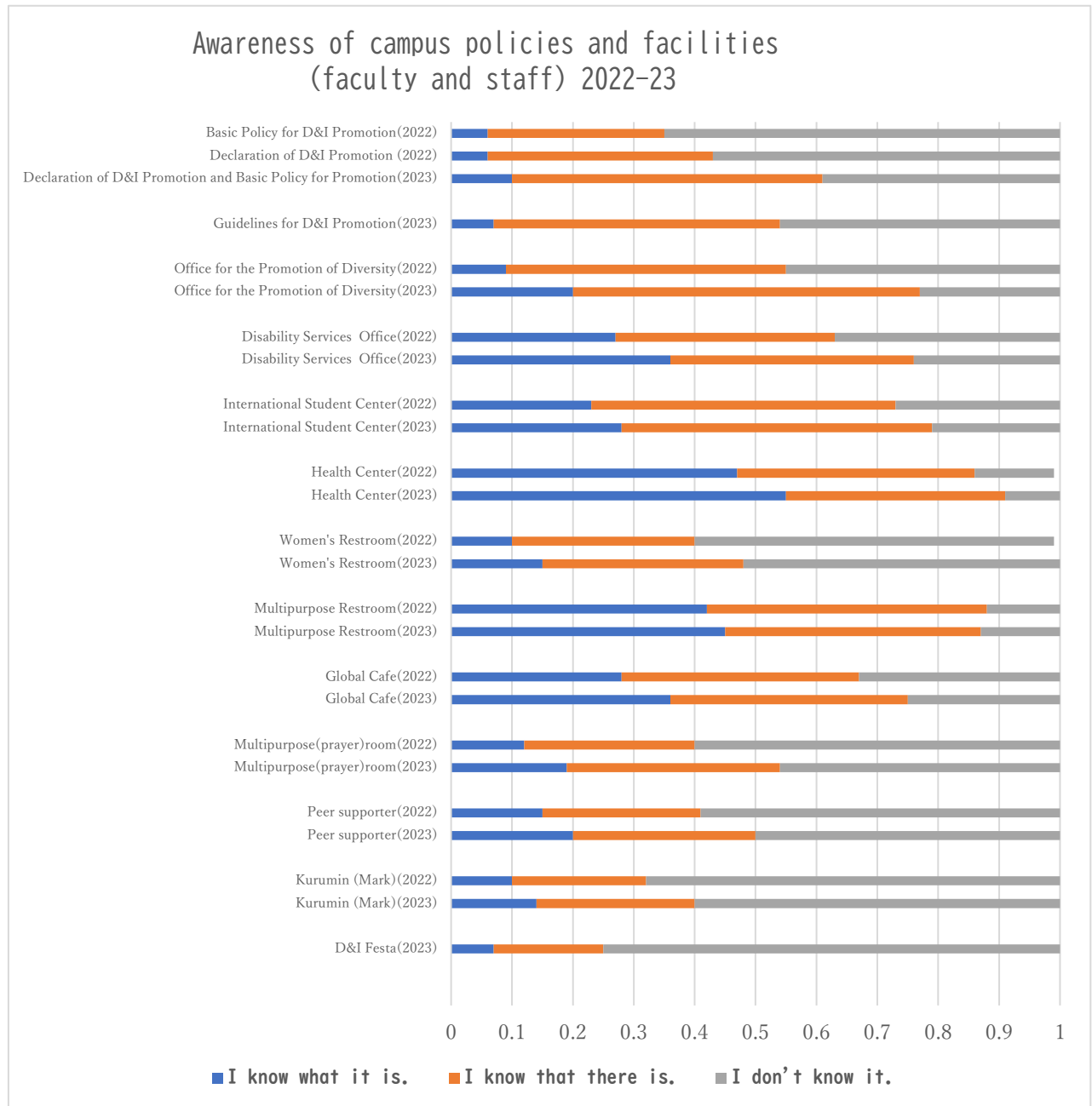
On the other hand, those with low recognition were "D&I Festa," which started in FY2022, "Kurumin (mark)" and "Women's Rest Area." "Declaration of D&I Promotion and Basic Policies for Promotion" and "the Office for the Promotion of Diversity," which include the term "diversity," both of which were recognized by less than half of the respondents in the previous survey, exceeded half of the respondents. The overall level of recognition has increased since the previous year. In particular, recognition of the Office for the Promotion of Diversity, the Women's Break Room, and the Multipurpose (Worship) Room increased significantly.

<Students> Comparison for the 2022-23 school year



Faculty and staff had the highest level of recognition of the Health Center, followed by the Multipurpose Restroom. More than three-fourths of the respondents were aware of D&I-related facilities such as the International Student Center, the Global Cafe, the Disability Services Office, and the Office for the Promotion of Diversity. Recognition of the "Declaration of D&I Promotion and Basic Policies for Promotion" increased from more than one-third in the previous survey to more than 60%. Compared to the previous year, the level of recognition increased overall.

<Faculty and Staff> Comparison of 2022-23 degrees



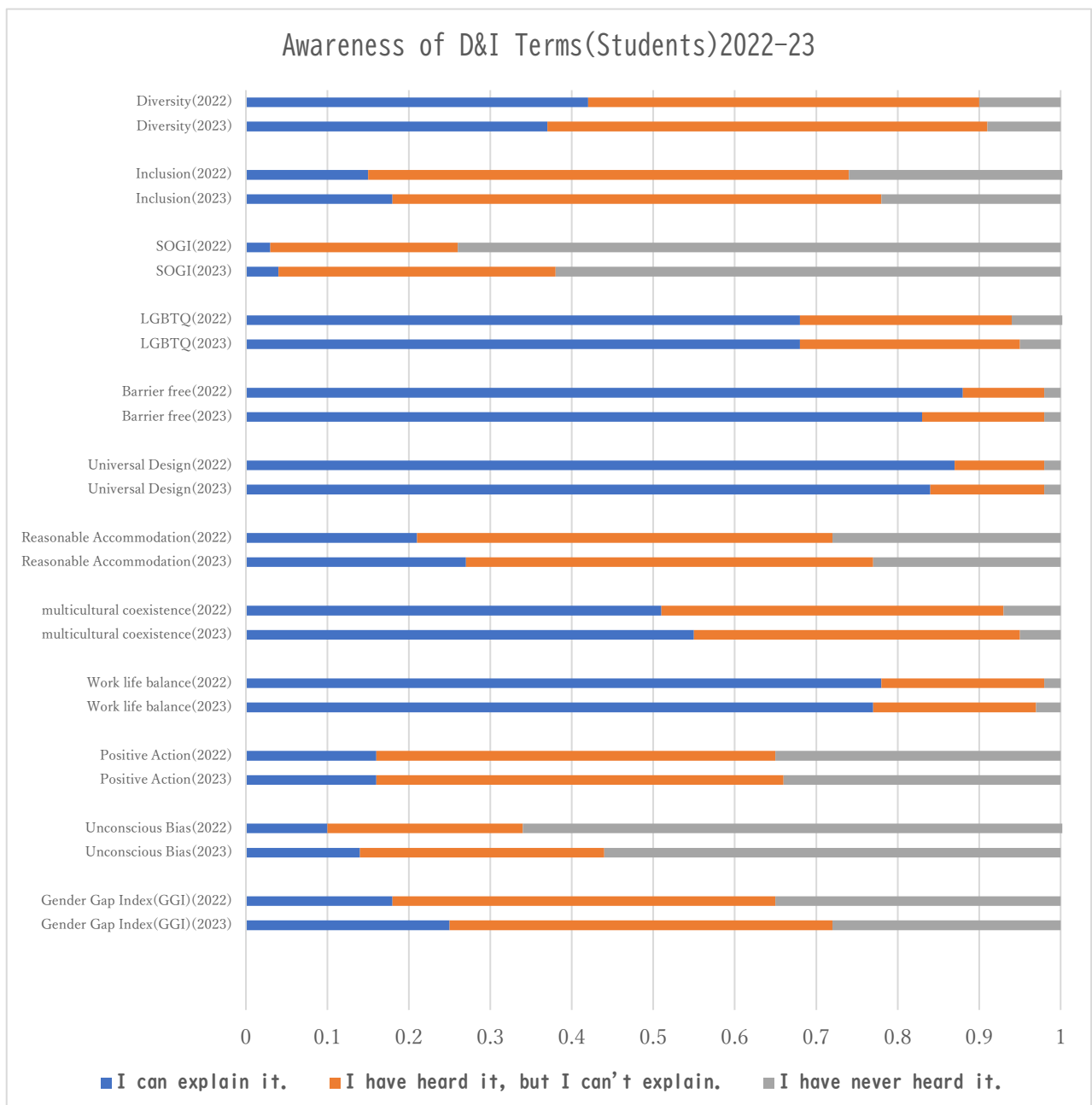
### 2-3. Awareness of D&I terms

The respondents were asked about their understanding of D&I-related terms, with three choices: "I can explain the terms", "I have heard of it, but cannot explain it", and "I have never heard of it".

Among the six areas of student understanding where the total of "I can explain terms" and "I have heard of them but cannot explain" exceeded 90% are "Diversity", "LGBTQ", "Barrier-Free", "Universal Design", "Multicultural coexistence" and "Work life balance". Of these, more than 80% of respondents answered that they could "explain the terms" for "Barrier-free" and "Universal Design". On the other hand, "SOGI" and "Unconscious Bias" were less well understood, with approximately 60% of respondents saying they had never heard of them.

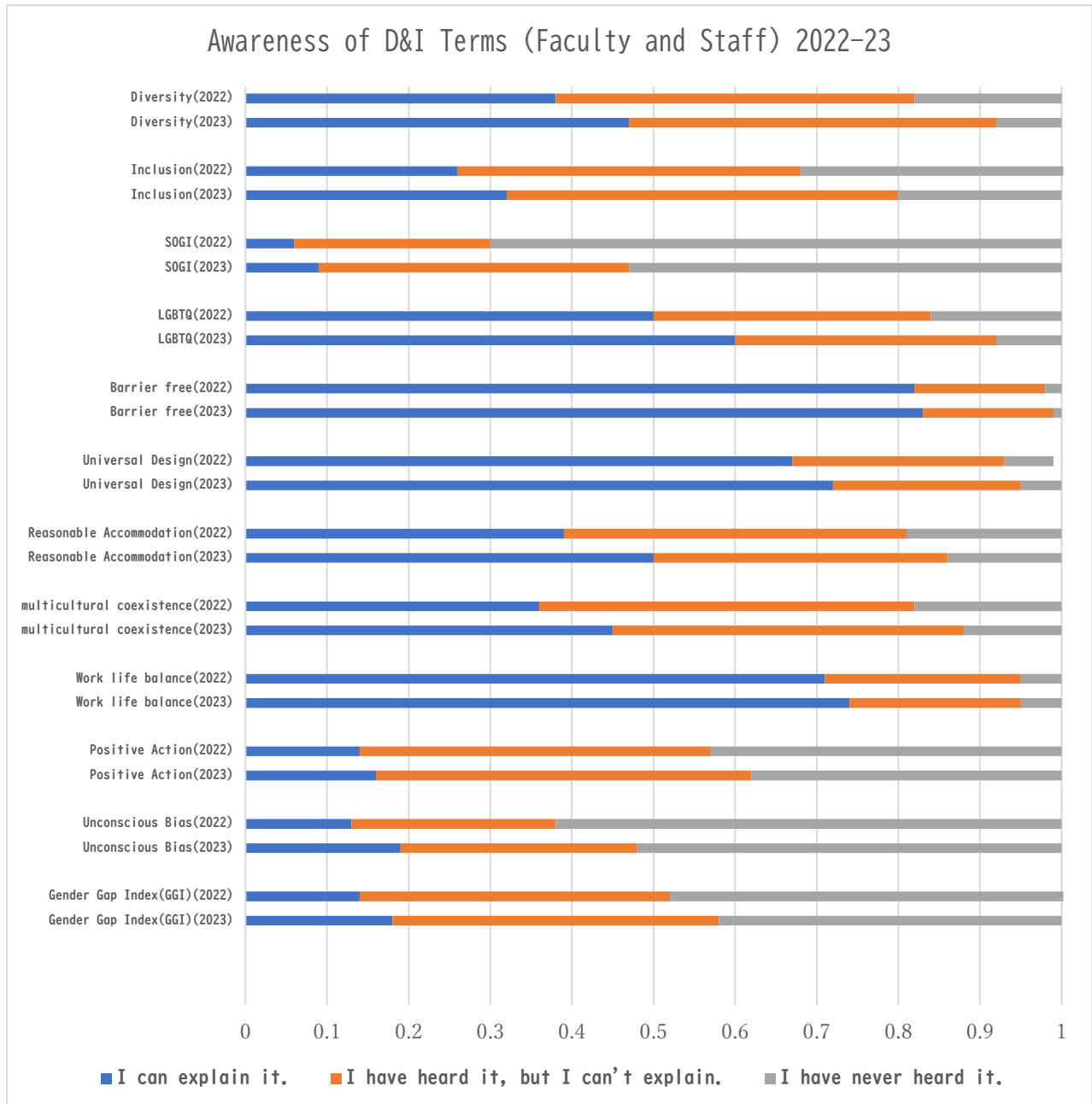
Compared to the previous year, overall awareness at the "have heard of" level has increased, while understanding at the "I can explain it" level has decreased in the "diversity", "barrier-free" and "universal design" categories.

#### <Students> 2022-23 Comparison



As for faculty and staff, the five categories for which the total of "I can explain it." and "I have heard it, but I can't explain." exceeded 90% are "diversity", "LGBTQ", "barrier-free", "universal design" and "work life balance". On the other hand, similar to the students, the least understood are "SOGI" and "Unconscious Bias", with more than half of the respondents saying they had never heard of them. Compared to last year, the overall level of understanding has increased, and there is no reduction in the level of understanding as in the case of students.

<Faculty and Staff> 2022-23 Comparison

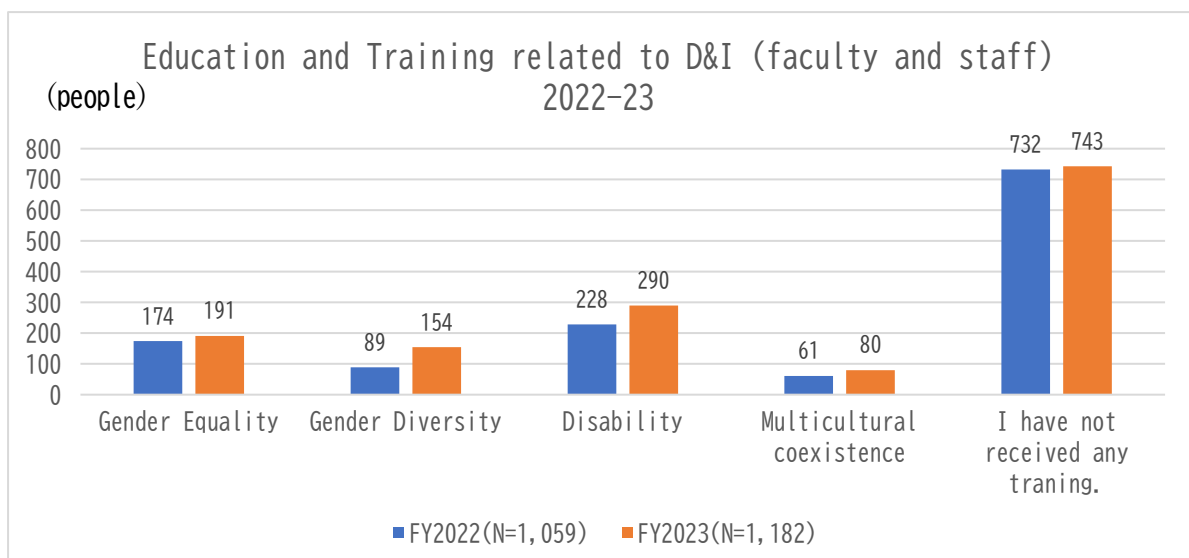
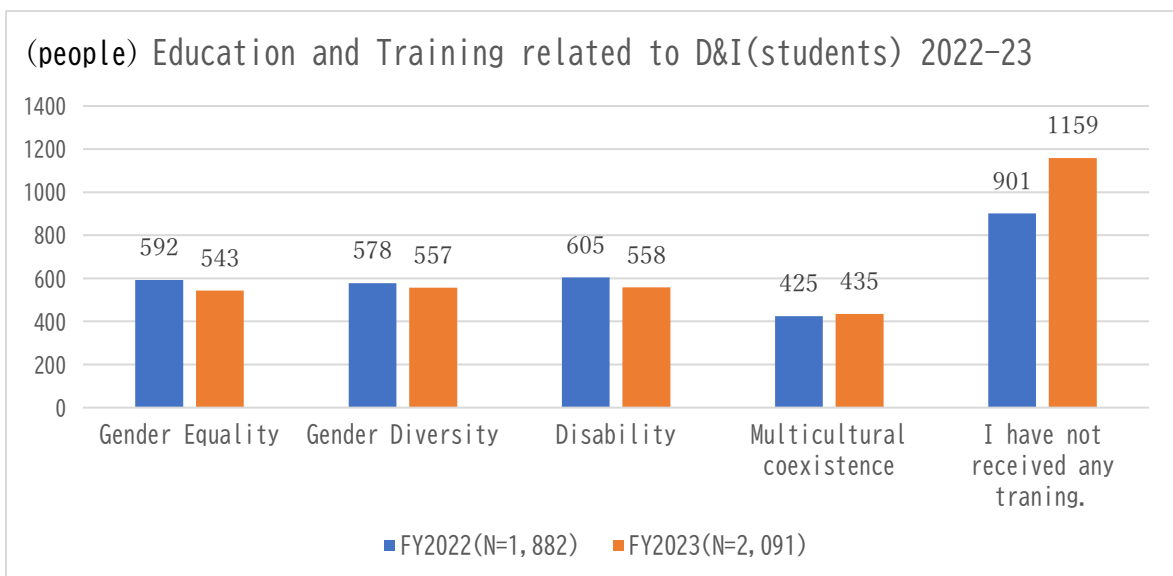


## 2-4. Experience of Receiving Education and Training Related to D&I

The Office for the Promotion of Diversity began offering "Introduction to D&I" as a university-wide common course in April 2022, and it has received high evaluation in class evaluation questionnaires.

When asked about their study experience within the past year, with multiple responses for "Gender Equality," "Gender Diversity," "disability", "multicultural coexistence" and "never" 1,159 students (55%) and 743 faculty members (63%) responded that they had never taken any courses.

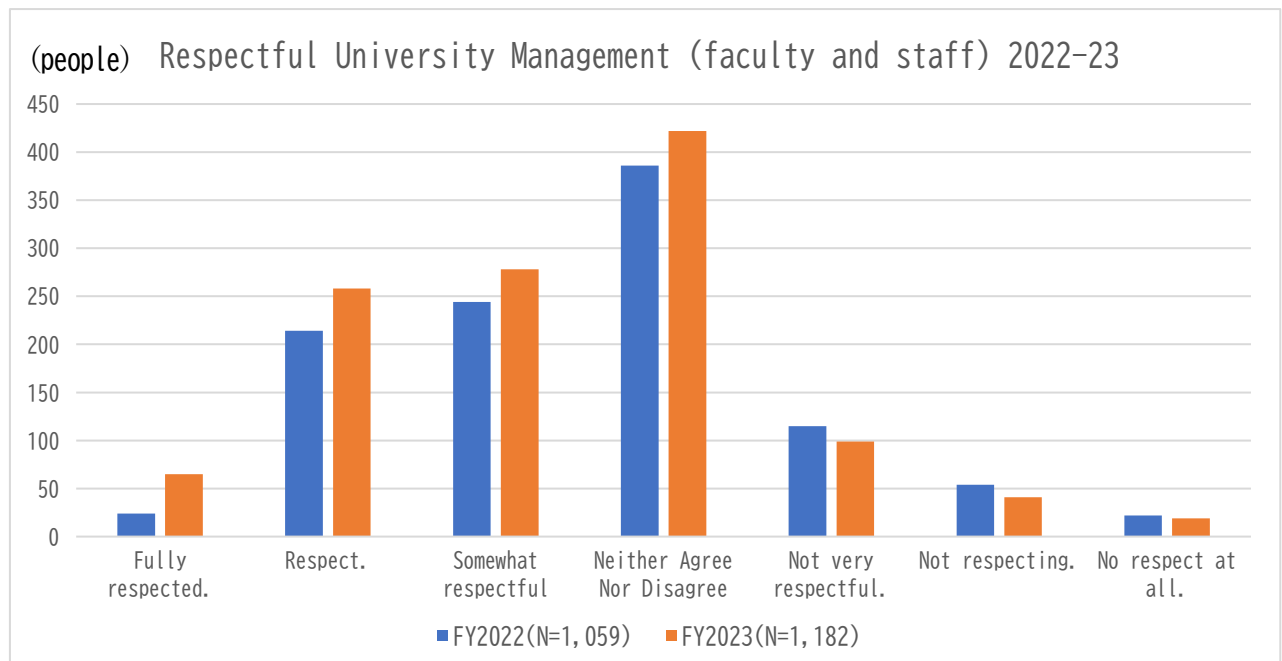
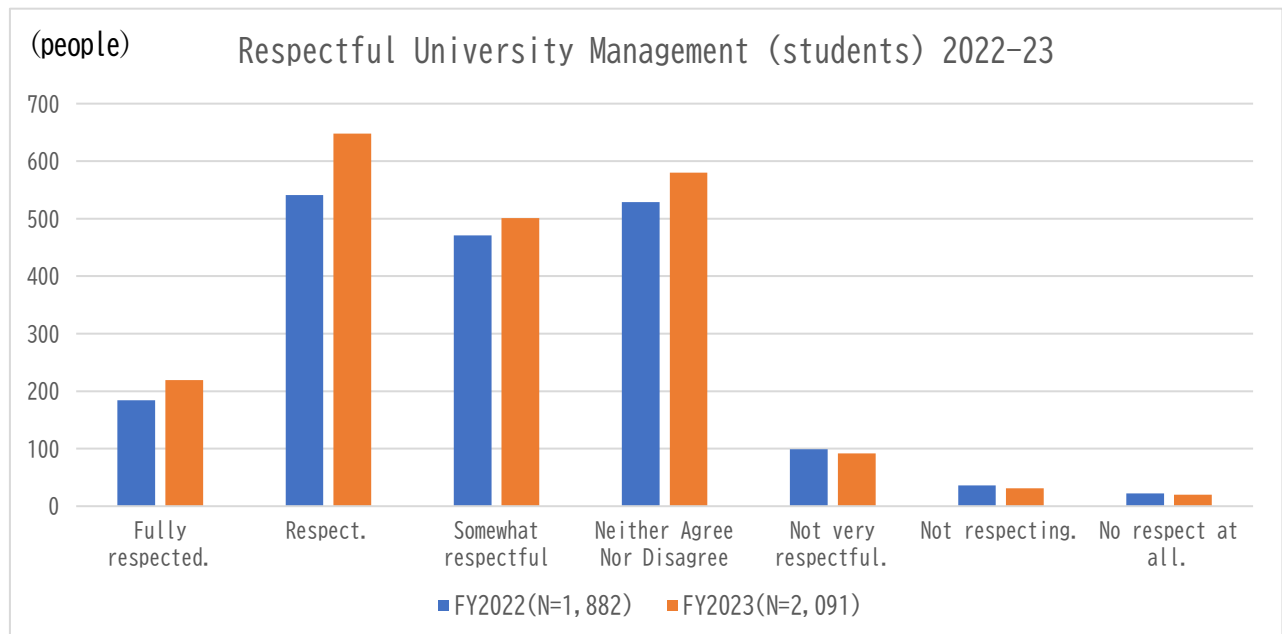
Students responded that they had attended courses on "disability" (558 people), "gender diversity" (557 people), "gender equality" (543 people), and "multicultural coexistence" (435 people), while faculty members responded that they had attended courses on "disability" (290 people), "gender equality" (191 people), "gender diversity" (154 people), and "multicultural coexistence" (80 people). Compared to the previous year, among students, training in all four categories has decreased. For faculty and staff, all four training categories have increased. In particular, the actual number of respondents with experience in "Gender Diversity" training is lower than the others, along with the number with experience in "Multicultural Conviviality" training, although the number of respondents with experience in "Gender Diversity" training has increased 1.7 times.



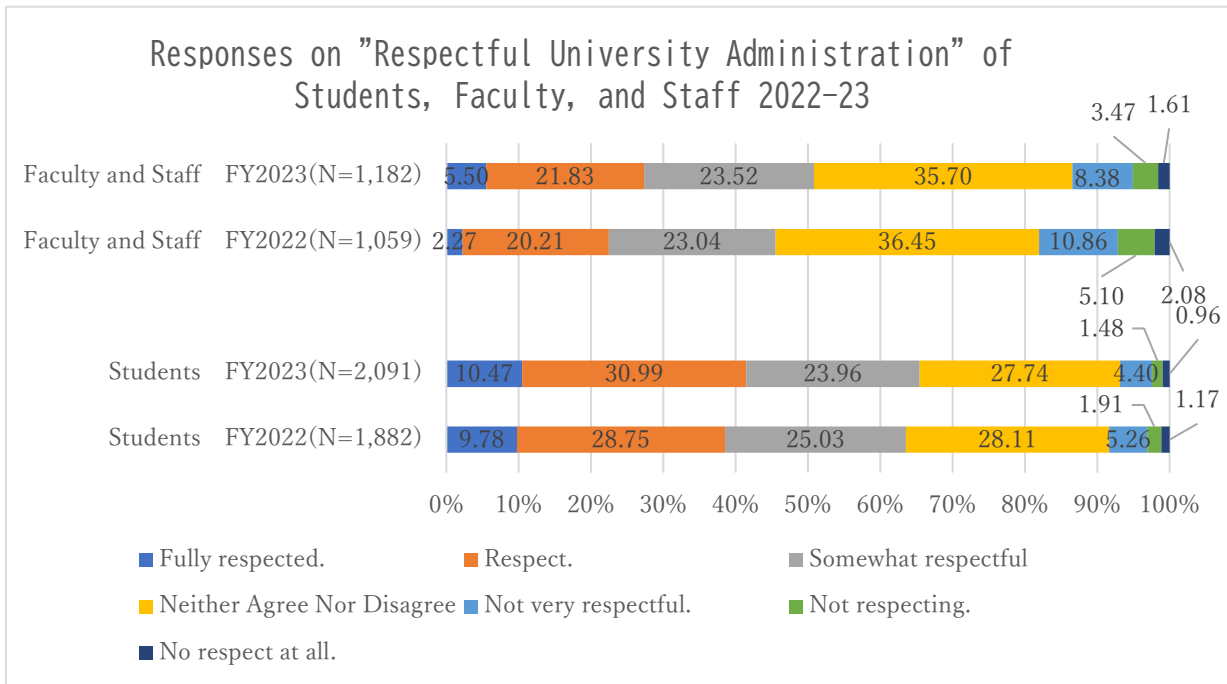
## 2-5. University management based on D&I

In order to suppress positive bias in the answers to the question, "Do you think that Kagawa University operates in a way that respects the diverse composition, values, and ideas of its members (students, faculty, and staff)?" the respondents were asked on a seven-point scale from "fully respects" to "does not respect at all".

Student responses were "fully respectful" (10%), "respectful" (31%), and "somewhat respectful" (24%). On the other hand, the total of "not much respect," "no respect," and "no respect at all" was 7%. Faculty responses were "fully respectful" (5%), "respectful" (22%), and "somewhat respectful" (24%). On the other hand, the total of "not much respect," "no respect," and "no respect at all" was 13%. Faculty and staff were less likely than students to respond "respect (fully respect to somewhat respect)". Overall, the number of constituents who responded that they tend to respect is increasing.



A comparison of response percentages with last year shows an increase in the positive trend of "respectful" for both students and faculty. However, there were 143 negative responses among students and 159 negative responses among faculty and staff.

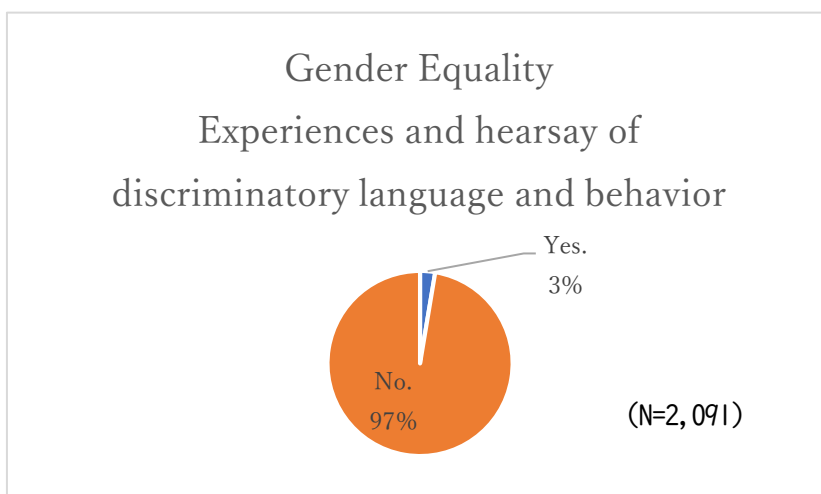


## 2-6. experiences of experiencing, seeing or hearing discriminatory words or actions on campus related to gender equality

From 2-6 onward, questions were asked in accordance with the "four areas of the Guidelines for the Promotion of D&I," and a specific description field (not disclosed) was provided. Regarding gender equality, respect for gender diversity, and multicultural conviviality, the respondents were also asked whether or not they use the university's consultation service and why (not disclosed).

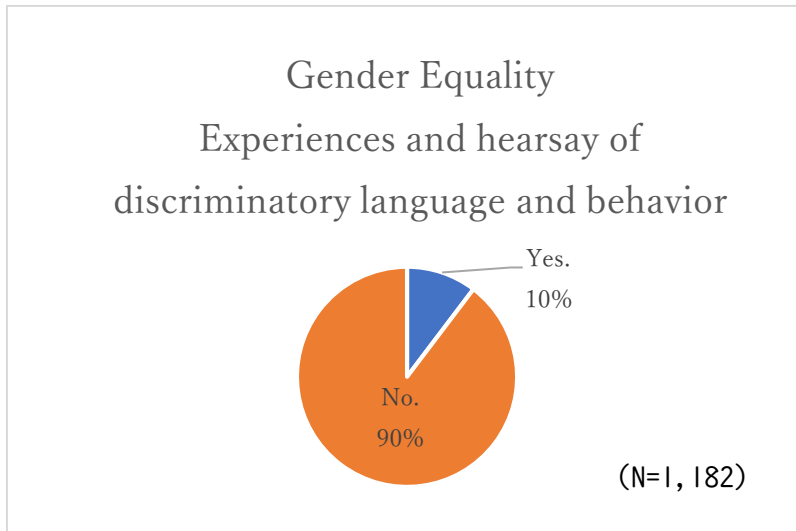
To the question, "Have you ever experienced, seen or heard discriminatory and harsh language or behavior on campus regarding gender equality?", 55 (3%) students and 122 (10%) faculty members answered "Yes". To the question, "Did you use on-campus counseling services at that time?", 4 students (7%) and 4 faculty/staff (3%) responded "Yes".

[Students]





[Faculty and Staff]

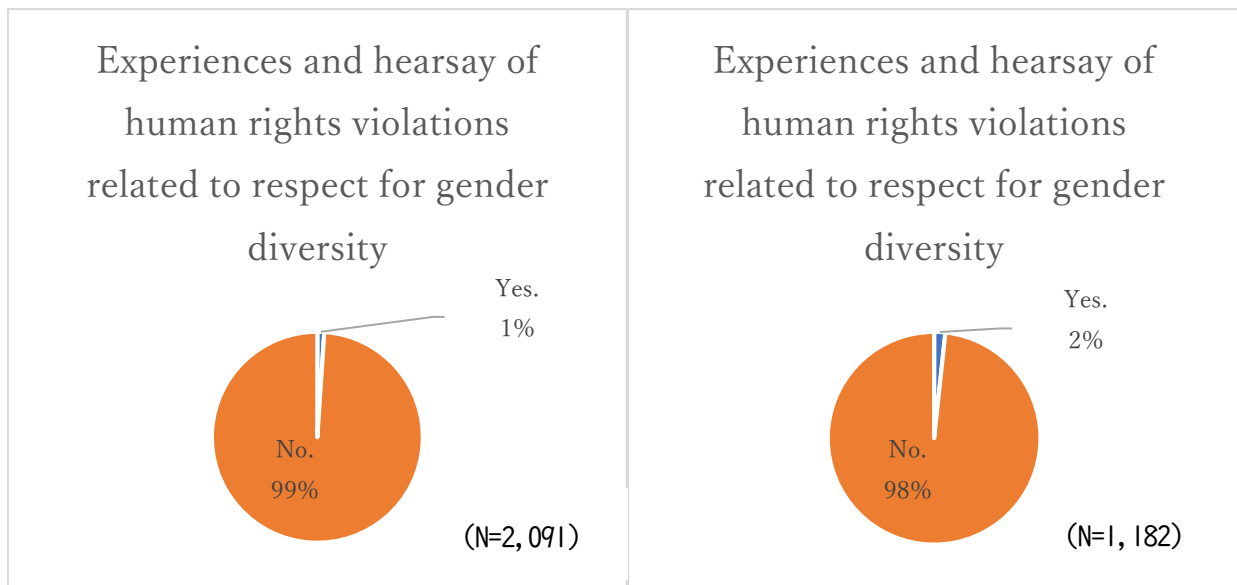


**2-7. Experiences of human rights violations on campus related to respect for gender diversity, as well as experiences of seeing or hearing about such violations**

To the question, "Have you ever experienced, seen or heard of human rights violations on campus regarding respect for gender diversity?" 22 (1%) students and 20 (2%) faculty members answered "Yes". To the question, "Did you use the on-campus counseling service at that time?" only one student (5%) answered "Yes," and no faculty members answered "Yes," while no faculty members answered "Yes."

[Students]

[Faculty and Staff]

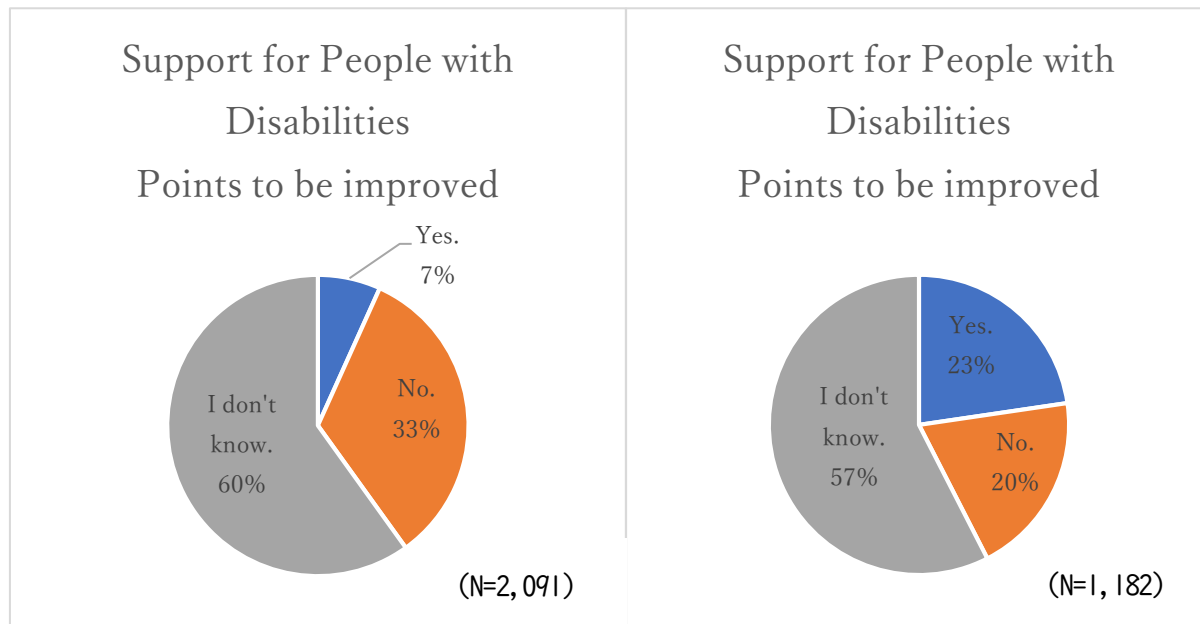


**2-8. Improvements within the university regarding support for persons with disabilities**

To the question, "Is there anything that could be improved on campus regarding support for persons with disabilities?" 141 students (7%) and 268 faculty and staff (23%) responded "Yes."

[Students]

[Faculty and Staff]

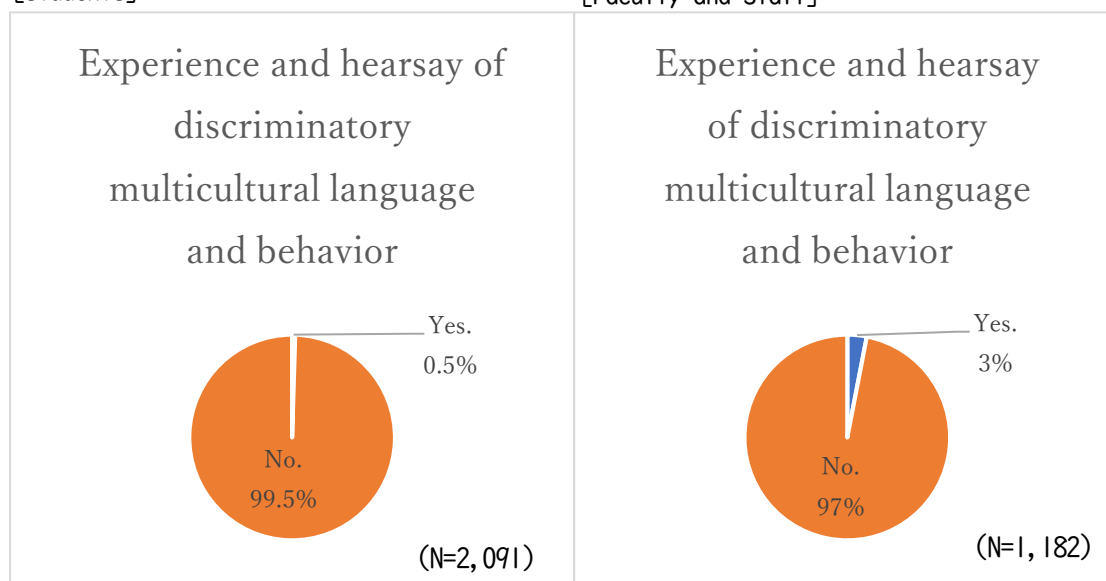


**2-9. Experiences of seeing or hearing discriminatory words or actions on campus related to multiculturalism**

To the question, "Have you ever seen or heard discriminatory words or actions against foreign students, foreign faculty members, or their foreign cultures on campus regarding multicultural conviviality?" 10 students (0.5%) and 36 faculty members (3%) answered "Yes". To the question, "Did you use the on-campus counseling service at the time of the incident?" only one student (10%) responded "Yes," and no faculty member did so.

[Students]

[Faculty and Staff]



### 3. In conclusion

The second university-wide survey, completed last year, revealed issues with D&I measures.

Awareness of campus policies exceeded 60% for the University's Declaration and Basic Policies and the Office for the Promotion of Diversity, which were recognized by less than half of the respondents in the previous year. This may be due to an increase in opportunities to publicize D&I promotion through new student orientation, training for new faculty and staff, student TA training, and an increase in the number of students taking D&I-related courses, as well as the establishment of a cooperative system with the disability services Office, International Office, and Health Center, etc. The positive responses to the question on whether the university management is based on D&I increased compared to the previous year, which may indicate that the university management that respects diversity is effective to some extent.

In this year's survey, a description field was provided in accordance with the four areas of the guidelines, and at the same time, a question was included regarding the availability of counseling services on campus (excluding support for persons with disabilities). In each of the areas of gender equality, respect for gender diversity, and multicultural conviviality, the survey revealed that even if respondents had actually seen or heard discriminatory words or actions, it was difficult or impossible for them to seek advice. However, as consultation services have not yet been established for sexual diversity, we will work with experts to develop a consultation system and actively provide information to promote respect for sexual diversity. In addition, each office will need to cooperate and respond to the experiences of discriminatory words and actions written in the description columns of each field, as well as what they have seen and heard, in order to promote D&I.

Among the four fields, the most frequent response in the descriptive field was support for persons with disabilities. For this reason, this year's D&I Festa will focus on support for people with disabilities, and we plan to hold lectures and other events in cooperation with related departments within the university.