

Report on Survey on Awareness and Status of Diversity at The University of Tokyo, 2020 Summary

Executive Summary

Notes on the analysis results in this report

The respondents to this survey account for only about one-fourth of all students or faculty and staff members at the University of Tokyo. It is likely that many of these respondents have a keener interest in or awareness of diversity than other students or faculty and staff members. Therefore, we should be careful not to assume that the results of this survey represent the whole picture of students as well as faculty and staff at the University of Tokyo. The answer percentages shown in this report have been calculated from answers provided by those survey respondents.

It has been pointed out that social survey respondents in general are more likely to be diverse than the general population.

The following are digests of the summaries shown in the beginning of the chapters.

Chapter 1: Overview of the Survey

The call for respondents to this survey was announced to all students as well as faculty and staff, and the survey was conducted over the period between December 2020 and January 2021. In the end, 25.6 percent of students and 26.0 percent of faculty and staff members responded.

To the question asking the respondent's gender, 30.2 percent of student respondents answered "Female," 65.7 percent "Male," 0.9 percent "Other," 2.8 percent "Don't want to answer," and 0.4 percent provided no answer. The percentage of the female student respondents among female students enrolled at the University (31.9 percent) was higher than the percentage of the male student respondents among male students enrolled at the University (22.3 percent).

To the question asking the respondent's gender, 46.1 percent of faculty and staff respondents answered "Female," 49.7 percent "Male," 0.2 percent "Other," 3.3 percent "Don't want to answer," and 0.7 percent provided no answer. The percentage of the female faculty and staff respondents among female faculty and staff members working at the University (25.6 percent) was almost the same as the percentage of the male faculty and staff respondents among male faculty and staff members working at the University (26.3 percent).

Chapter 2: Differences from the Previous Survey

Regarding opinions about sexual harassment, more respondents chose "I disagree" as their response to such a statement as "Sexual jokes and topics help facilitate human relations."

A higher percentage of faculty and staff respondents selected "I agree" as their view on the statement "I'd rather stay away from sexual harassment issues." The reason for the increase cannot be identified solely through this survey.

Higher percentages of respondents answered "I think the behavior is always deemed as sexual harassment" to the questions asking if they think certain behaviors as sexual harassment in various cases.

The percentages of respondents who had been subject to sexual harassment did not significantly change. What is notable is that, among the male respondents who answered that they had been subject to sexual harassment, much higher percentages answered "No, I didn't" to the question asking if they consulted anyone about what had happened. This survey alone is not enough to determine whether the percentages rose because more people now correctly acknowledge

incidents that they had not bother to consult someone about as sexual harassment or there are any other reasons.

Chapter 3: Gender and Harassment Awareness

The survey presented a set of statements designed to study respondents' gender and harassment awareness. Overall, there was a greater tendency for the respondents--students and faculty/staff alike--to express disagreement ("I disagree" or "I somewhat disagree") with the statements that deny diversity or support

or “ Don’ t want to answer” as their gender tended to score lower than other respondents of different genders in all items. Faculty and staff respondents who provided the answer “ Other” or “ Don’ t want to answer” as their gender tended to score higher in “ conservative views on gender roles.”

Chapter 4: Students’ Awareness and Experiences of Sexual Harassment

According to the survey responses from students, at least 79 percent of the respondents answered that the following are deemed as sexual harassment: making comments on someone’ s physical appearance, personal life, and sexual orientation; trying to have a personal relationship with someone even though he/she does not want to; most of the behaviors that coerce a person into playing a gender role. This indicates that these students at the University of Tokyo share the awareness of what sexual harassment is. On the other hand, whether they think those behaviors are “ always deemed as sexual harassment” or “ can be deemed as sexual harassment depending on the situation” differ between genders. The percentage of the male respondents who answered “ I think the behavior is always deemed as sexual harassment” was lower than that of the respondents who specified themselves as “ Female” or “ Other.” Moreover, compared to the respondents who identified themselves as “ Other” gender, lower percentages of male and female respondents think that they feel sexually harassed when someone pries into their personal life or talks about their sexual orientation and/or gender identity without their permission. These results indicate that even if people share the awareness that a certain behavior can be sexual harassment, whether the behavior is actually perceived as sexual harassment in certain contexts and/or relationships differs between genders.

Higher percentages of female respondents and of those who identified themselves as “ Other” gender had sexual harassment experiences than male respondents. 15.3 percent of male respondents had been subject to sexual harassment in some form whereas 30.1 percent of female respondents and 39.4 percent of those who identified themselves as “ Other” gender had sexual harassment experiences. The percentage of the respondents who had been subject to sexual harassment was particularly higher among women who are in graduate schools and undergraduate faculties/college with a lower percentage of female students. Furthermore, the respondents who provided the answer “ Female,” “ Other,” or “ Don’ t want to answer” as their gender or who provided no answer were more prone to the effects of sexual harassment on their university life than male respondents.

Male respondents were less likely to suffer sexual harassment. A high percentage of the male respondents who had been subject to sexual harassment answered that the experiences had no effects on them. That said, at least 10 percent of the

male respondents with sexual harassment experiences answered, "I came to distrust, feel disgust at, or fear other people," which means men are not totally free from damage done by sexual harassment experiences.

45 percent or more of the respondents who had been subject to sexual harassment, regardless of gender, answered that the person who harassed them was their peer, and about 40 percent answered that it was an older student. This indicates that sexual harassment often occurs among students. On the other hand, although the percentage of the respondents who had been sexually harassed by their supervisors was low, harassment by a supervisor tends to have multiple effects on the respondents who suffered it, such as those on their study, research, and emotional health.

Chapter 5: Faculty and Staff's Awareness and Experiences of Sexual Harassment

Regardless of who the perpetrator may be, the following behaviors are particularly deemed as sexual harassment: naming and/or making fun of individuals who are gay, lesbian, or of unknown sex; bringing up the topic of someone's sexual orientation or gender identity without his/her consent; staring at parts of someone's body (e.g., breast, hip, legs, crotch).

Respondents tended to feel sexually harassed when an executive faculty member or their superior, rather than their colleague, displayed these behaviors. They also found it easier to say "No" to these behaviors when their colleagues displayed them.

Among faculty and staff respondents, 6.5 percent of females, 6.3 percent of males, and 5.6 percent of those who provided the answer "Other" or "Don't want to answer" as their gender experienced the type of sexual harassment that sexually objectifies a person by talking about his or her physical appearance in an undesirable manner. As for the type of harassment that is manifested in a physical setting, such as a nude poster put up on the wall of the workplace, 4.4 percent of females, 4.3 percent of males, and 4.2 percent of those who provided the answer "Other" or "Don't want to answer" had experienced it. As for the type of harassment that coerces a person into playing a gender role in the workplace or in an educational or research setting, such as coercive assignment to a certain role based on gender, 5.9 percent of females, 5.6 percent of males, and 1.4 percent of those who provided the answer "Other" or "Don't want to answer" had experiences of it. As for the type of harassment that is manifested in an undesirable environment, such as interference with work, 4.4 percent of females, 4.3 percent of males, and 4.2 percent of those who provided the answer "Other" or "Don't want to answer" had experienced it.

forcing a person to take off his or her clothes, 1.0 percent of females, 0.8 percent of males, and 1.4 percent of those who provided the answer “ Other” or “ Don’ t want to answer” had experienced it.

Female respondents and those who provided the answer “ Other” or “ Don’ t want to answer” as their gender were almost twice as likely to be subject to sexual harassment as male respondents.

According to the regression analysis, respondents who are in their 30s, female, staff members, full-time workers, and Japanese were prone to sexual harassment. Although it was difficult to confirm significant differences in the regression analysis, the applicable rate of victimization among respondents who provided the answer “ Other” or “ Don’ t want to answer” as their gender or who are foreign nationals was relatively high for all types of sexual harassment.

Both males and females were more prone to sexual harassment “ during regular working hours” and “ during a social gathering.”

In many cases, one perpetrator harassed a female, and three or more perpetrators harassed a male.

In many cases, perpetrators were males regardless of the victim’s gender.

Respondents who did not consult anyone about what had happened and/or who are on a contract without term tended to answer, “ I did not experience any particular change (in my physical/mental state and/or work).” In terms of gender characteristics, female respondents didn’ t.

Chapter 6: Characteristics of Student Respondents by Discipline

We sorted responses from students by discipline (i.e., the humanities and social sciences, natural sciences, and interdisciplinary or other fields) to compare them in terms of gender and harassment awareness. Students in the humanities and social sciences (HSS) showed somewhat greater awareness, those in the natural sciences (NS) somewhat lower awareness, and those in interdisciplinary or other fields (IO) were somewhere in between. Overall, no significant difference was noted.

There was no difference between the disciplines in their views of what they would do if the hypothetical harassment behaviors were directed at them.

We compared responses from female students in terms of experiences of harassment. More respondents in the HSS had the experiences of harassment in human interactions they were unwilling to have than their counterparts in other fields, whereas more respondents in the NS were prone to harassment during school activities in the forms of being assigned to a role based on their gender and of witnessing the display of sexual images in a common space such as a club room or research office. Students in IO tended to be less subject to the behaviors of

harassment. One of the reasons for this tendency may be that many of these respondents were first- or second-year undergraduate students who have been at the University for only a limited time. We also compared responses from male students sorted by discipline. Although the comparison was done within a range of limited degrees of experiences, the tendencies by discipline were largely the same.

First-year undergraduate students made up about 60 percent of the student in our study. The percentage of those who had experienced harassment was substantially lower than those of students in the other disciplines. This is probably because they'd have had only limited in-person interactions due to the coronavirus pandemic.

To the question about the effect of harassment they had been subject to, more than half of the respondents answered "I did not experience any particular change" in all disciplines. On the other hand, more respondents in the HSS answered that they came to distrust other people and avoid the location where the harassment had occurred. When responses were broken down by discipline, the HSS respondents were more likely to report a change in behavior.

Chapter 8 Problem Awareness and NSN & V

“ suggestions and requests”), each of which included numerous subcategories. While these responses included a lot of criticism and doubts about the survey method and details, many of them expressed support for the survey and hope for publication.

with certain frequency on the campus, varying by attribute and position of the University community members and in detail and severity, and that the corrective action needed has not been taken in quite a few cases.

More than 50 percent of student respondents and 40 percent of faculty and staff respondents believed that “there are problems” on the campus. To address this reality, the University should give priority to providing more extensive and in-depth education and training as well as counseling services for all its community members, as the survey confirmed that there is great demand for these efforts. In addition, we should identify and respond to each of the items that require specific institutional actions. Currently, there are discrepancies and discords in perception among the University community members. The University of Tokyo should present its precise ideas and direction even more clearly to rectify the discrepancies and discords.

1. About the Chapter

Each of the chapters in this report offers a multiple-perspective analysis of data from the Survey on Awareness and Status of Diversity at The University of Tokyo conducted by the University of Tokyo in FY 2020. The respondents were students as well as faculty and staff members. In this final chapter, Section 2 recapitulates the insights provided in each chapter that are key to gaining an accurate picture of the current realities facing the University of Tokyo. Then Section 3 discusses the implications provided as to the measures that the University should take.

2. Summaries of the Insights Gained through the Analyses in the Chapters

2.1 Gender and Sexual Harassment Awareness

This survey consists of three questions in order to gain a better

“ The male-female ratio of 8:2 of undergraduate students at the University of Tokyo reflects the difference in academic ability between men and women,” “ It is understandable for men to be generally more forceful in a romantic relationship ” “ Romantic relationships between people of the same sex are abnormal,” and “ A person should not change the sex he or she was assigned at birth.” Although the percentages of the students who expressed agreement were somewhat higher than those of faculty and staff, the differences were not notable

from all-male high schools. Among faculty and staff members, difference

basis,” “ Stares at parts of your body (such as breast, hip, legs, and crotch),” “ Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer,” “ Brings up the topic of your sexual orientation or gender identity without your consent,” and “ Names and/or makes fun of individuals who are gay, lesbian, or of unknown sex.”

When differences in the responses sorted by students' attributes were examined, fewer male students answered that almost all behaviors would be “ always deemed” as sexual harassment, as might be expected. Notably fewer male students chose the answer “ Says things like ‘ Girls should be loveable,’ or ‘ be a nan,’ ” which constitutes a behavior that forces a person to accept a gender role, would always be deemed as s

“ having been subject to conversation about their appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way” (10.0%). The other experiences got only 0.3 to 3.7 percent. That said, when the experience rates were sorted by gender, 18.1 percent of females and 22.7 percent of respondents of “ Other” gender “ had heard sexual topics and obscene jokes in an unwanted way,” while only 9.9 percent of males selected this option. Moreover, 9.4 percent and 9.3 percent of females “ had been looked at with an obscene look, had been physically approached too closely, or had been subject to overly familiar physical contacts” and had been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails by people who “ looked suspiciously at them” (16.7 percent of the respondents who identified themselves as “ Other” gender “ had been teased by other people because they could not decide whether they are a man or a woman or been laughed at or teased for being a sexual minority (such as LGBT).” Since these experience rates are not low, these findings indicated that

experienced sexual harassment and that NS students had lower awareness of sexual harassment as stated in the previous section, it is surmised that the presence of not a small number of sexual harassment cases in the HSS faculties/graduate schools made students more keenly aware of the reality. It is also possible that NS students might not recognize some behaviors as sexual harassment when they are subject to them because they are less sensitive to the reality.

The analysis in Chapter 5 also shows that the top two experiences that faculty and staff members had were the same as those that students had. But the experience rates for “having been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way” and “having et e

disciplines show that, even after controlling gender, no

survey show that the percentage of those who have experienced the harassment has not decreased. The two most common forms of harassment among students and faculty/staff alike were sexual topics discussed in their presence and comments on their physical appearances. Coercive assignment to varying roles based

3 Implications of the Findings and Insights

3.1 Priority Measures

3.1.1 Education and Training

As stated in the previous section, the necessary measure that was most requested by student and faculty/staff respondents was education and training for students and faculty/staff. Many of the opinions provided in the open-ended question also suggested how education and training should be given and what they should offer.

Major suggestions include the following:

- All students and faculty/staff should be required to receive sexual harassment prevention education and training, just as they have to take information security training, because it is essential to ensure that students and faculty/staff members with lower awareness and the likelihood of becoming perpetrators also attend.
- What actions likely constitute sexual harassment or sexual discrimination, and what problems a perpetrator and victim face when harassment occurs, should be clearly communicated.
- Education and training should use techniques designed to have a great educational impact on participants, adopting role-playing and workshops-style sessions, in addition to just imparting knowledge.
- Cases of sexual harassment that actually occurred at the University of Tokyo should be used for discussion (without disclosing the names of the people involved) to ground the program in reality.

Adopting all of these at once may be difficult. Yet, given that there are growing needs for education and training, it is desirable that the University provides a well-developed educational curriculum for students and training program for faculty and staff as soon as possible. The University of Tokyo has been showing an educational video about diversity and inclusion to undergraduate students in the Diversity Division since July 2021. The University should also improve this video so that it is available for all students and staff members. The University should also consider providing training for faculty and staff members.

be based on misunderstandings and incorrect information. Such misunderstandings should be cleared up, whereas the University should explore the possibility of improving and expanding the counseling systems it offers. The major suggestions that respondents made in detail in their answers to the open-ended question include the following:

- Providing a clearer picture of the process/procedure the University uses to respond to a report of sexual harassment and ensuring that it is known to all University community members.
- Setting up a service for helping University community members contact off-campus third-party professionals with legal expertise and/or authority to intervene.
- Establishing a well-developed program designed to provide care and followups for both perpetrators and victims.
- Setting up an anonymous counseling service available via e-mail or LINE.
- Clearly presenting the procedures for selecting and training faculty and staff members responsible for handling sexual harassment issues in each faculties/graduate schools.
- Improving and expanding the counseling service available to international students in their languages.

These ideas may also be difficult to incorporate at once, yet the University should discuss which one can be adopted as soon as possible.

There was also criticism against the copy "Harassment??" on the Harassment Counseling Center's current leaflet. It is suggested that this copy, which may sound as if harassment were encouraged, be changed.

3.2 Other Specific Measures to Explore

In their answers to the open-ended question, respondents provided many specific issues that the University of Tokyo should systematically address, other than the need for education and training as well as counseling services. The following are some of the major issues we present as a step toward improvement:

- First- and second-year female students are divided into classes as evenly as possible across the Junior Division. This often creates a classroom setting with only a few female students in some divisions, making these women feel isolated. The University should reconsider its policy on gender composition in the classroom?
- The PE course required in the Junior Division is coed, and female students often find themselves in an awkward or unpleasant situation in class. Gender composition should be reconsidered for this reason as well.
- Many school documents require that a gender be specified even when one's gender has nothing to do with the purpose of the documents. This field should be

removed

- The University should provide single-sex locker rooms, changing rooms, and lounges, etc.

It should also be noted that responses contained many criticisms and doubts about the method and details of this survey.

Of course, these males include those with acute awareness and/or sexual harassment

(<http://park.itc.u-tokyo.ac.jp/sexspectrum/index.html>)

2) In 2020, the administration department of the University of Tokyo discussed how to rectify this situation and decided to “ place about five female students wherever possible in the first foreign language course in Natural Sciences I (or place all female students in one class if fewer than five female students take the language course). This policy will be enforced in FY 2021, and if no major issue arises, it will continue to apply from FY 2022 onward.” The plan has been carried out on a trial basis since FY 2021.