Academic Year 2018

WASEDA University Diversity Promotion-Related Attitudes and Fact-Finding Survey Report

Office for Promotion of Equality and Diversity, WASEDA University

Introduction

In both the 2008 and 2013 academic years, Waseda University conducted a Gender Equality-Related Attitudes and Fact-Finding Survey aimed at faculty and staff, the results of which have contributed to the discussion of gender equality promotion policies at Waseda University, as well as been incorporated into the implementation of the Waseda Vision 150 Gender Equality and Diversity Promotion Project.

Since the 2013 survey, Waseda University has been progressively expanding the scope of its gender equality promotion initiatives to encompass diversity promotion as a whole, such as by reorganizing the Committee for the Promotion of Gender Equality (Office for the Promotion of Gender Equality) into the Committee for the Promotion of Equality and Diversity (Office for the Promotion of Equality and Diversity) in July of 2016 and releasing the Waseda University Promotion of Diversity Declaration in July of 2017.

It is within this context that the Waseda University Diversity Promotion-Related Attitudes and Fact-Finding Survey was recently carried out with the aim of ascertaining the attitudes towards and actual state of gender equality, support for people with disability and support for sexual minorities within the Waseda community. The survey questionnaire was provided to 3,183 faculty and staff in total, and responses were received from a large majority of these. We are deeply grateful to the many faculty and staff who took the time out of their busy schedules to participate.

This survey yielded a wealth of extremely valuable data and insights from the perspective of faculty and staff. The results will be carefully considered and applied to Waseda University's diversity promotion efforts moving forward. Moreover, it is our hope that these results will be utilized not only by the Office for the Promotion of Equality and Diversity but by all relevant parties within the Waseda community.

Survey Overview

▪Survey Period: November 8 (Thu) - 30 (Fri), 2018
▪Survey Method: Online questionnaire completed via MyWaseda
▪Questionnaire Items: Key Attributes, Diversity Promotion-Related Awareness and Interest,
  Gender Equality-Related Items, Support for People with Disability-Related Items,
  Support for Sexual Minorities-Related Items
▪Survey Target: As of November 1, 2018, a total of 3,183 faculty and staff who meet at least one of the employment
  criteria below have been provided with questionnaires.
  Tenured Professor, Associate Professor and Assistant Professor or Teacher (affiliated senior
  high school); Professor (specially-appointed); notenured Professor, Associate Professor and
  Lecturer or Assistant Professor, Research Associate, Full-time Staff or Full-time Contract Staff
▪Valid Respondents / Response Rate: Faculty:605, Staff:524 / Faculty:29.6**%**,Staff:45.9**%** (The details are as Table1.)

Table1. Responses by Sex and Age (%)

Faculty		n	29 or younger	30 - 39	40 - 49	50 - 59	60 or older	Non-response
Overall	Number Targeted	2,041	139	417	427	491	567	—
	Respondents	605	30	135	155	164	116	5
	Response Rate	29.6	21.6	32.4	36.3	33.4	20.5	—
Female	Number Targeted	380	28	117	94	93	48	0
	Respondents	167	10	56	38	44	19	0
	Response Rate	43.9	35.7	47.9	40.4	47.3	39.6	—
Male	Number Targeted	1,661	111	300	333	398	519	0
	Respondents	434	20	79	117	120	97	1
	Response Rate	26.1	18.0	26.3	35.1	30.2	18.7	—
Staff		n	29 or younger	30 - 39	40 - 49	50 - 59	60 or older	Non-response
Overall	Number Targeted	1,142	107	343	335	282	75	—
	Respondents	524	44	160	159	129	24	8
	Response Rate	45.9	41.1	46.6	47.5	45.7	32.0	—
Female	Number Targeted	432	61	144	124	93	10	0
	Respondents	204	27	68	60	44	2	3
	Response Rate	47.2	44.3	47.2	48.4	47.3	20.0	—
Male	Number Targeted	710	46	199	211	189	65	0
	Respondents	316	17	92	99	85	22	1
	Response Rate	44.5	37.0	46.2	46.9	45.0	33.8	—

Note: Among survey respondents, three answered "Other" and five answered "No response" when asked to specify their sex. Out of respect for the personal privacy of
these respondents, they are only included in the overall figure with regard to sex-specific tabulation.

1. Key Attributes

We will first present a profile of the survey respondents by examining their key attributes.

1   Age

Among faculty, those in their fifties comprise the largest percentage (27%), followed by those in their forties (26%) and those in their thirties (23%). Among female respondents, those in their thirties comprise the largest percentage (34%), and this is reflected in the high response rate for this age group.

The response rate for staff almost exactly reflects the composition ratio of the total number of staff targeted, with the response rate for those age 60 and up being low, while the response rate for the other groups averaging between 40% and 50%.
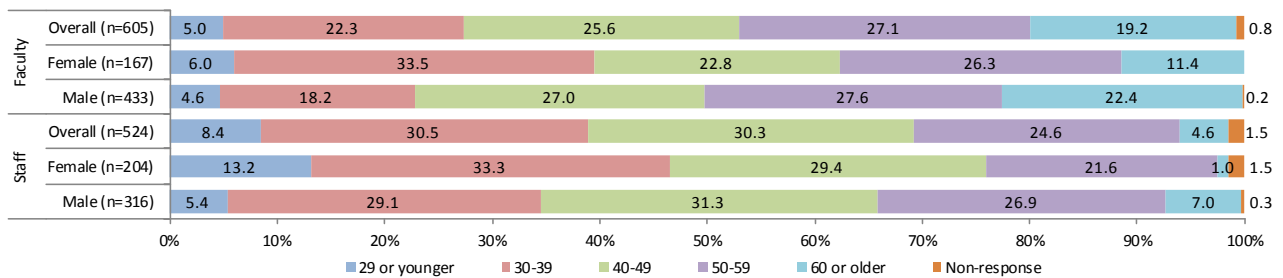

Fig.1 Composition by Sex and Age

2   Qualifications, Managerial and Non-managerial (Staff)

When we sort faculty by qualification, we see that "Professors" comprise the largest group (48%). The percentage of professors who are female stops at just over 30%; in contrast, however, the percentage of notenured professors and other similarly qualified faculty who are women is high at 40% (this figure is 24% for men).
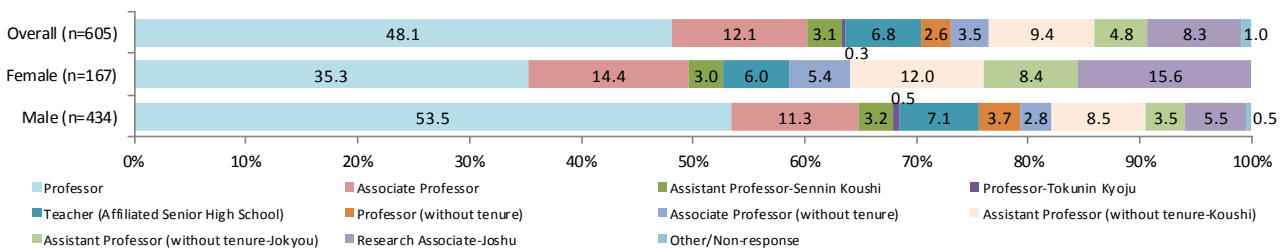

Fig.2 Breakdown by Sex and Qualification (Faculty)

Full-time staff comprise 72%, and male respondents comprise 86%. Among female respondents, full-time contract staff make up a high percentage (48%).
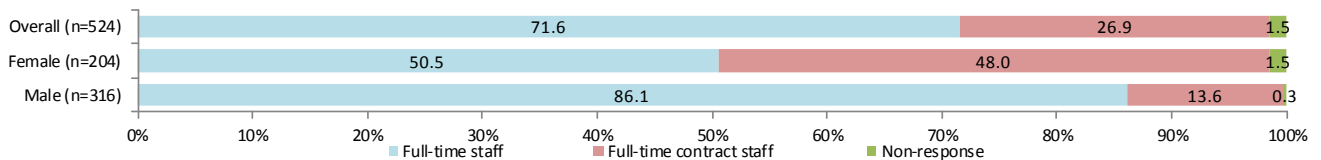

Fig.3 Breakdown by Sex and Qualification (Staff)

Managerial level full-time staff respondents comprise 28%, with 32% of male respondents and 18% of female respondents matching this description.
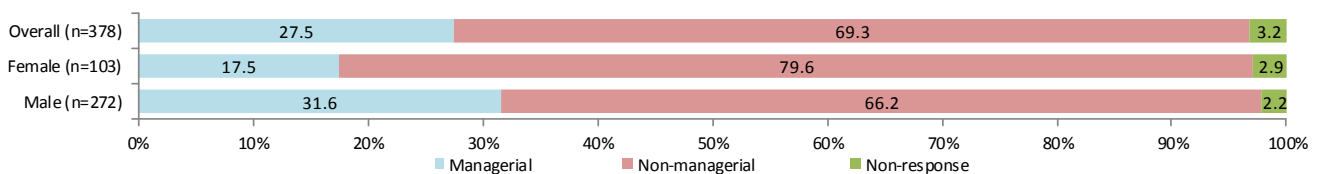

Fig.4 Sex and Managerial/Non-managerial (Staff)

3　Areas of Specialization (Faculty)

With regards to areas of specialization, "Humanities" and "Social Science" together account for 38% of female respondents, followed by "Natural Science" at 16%.

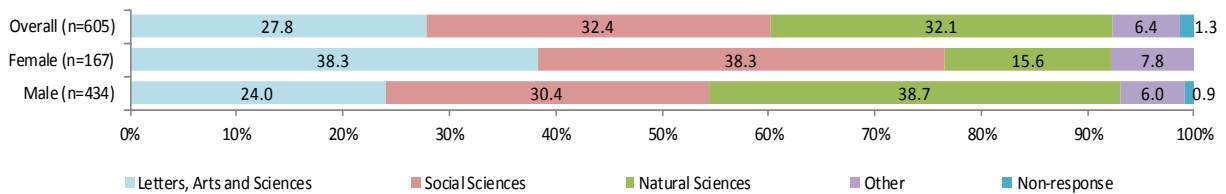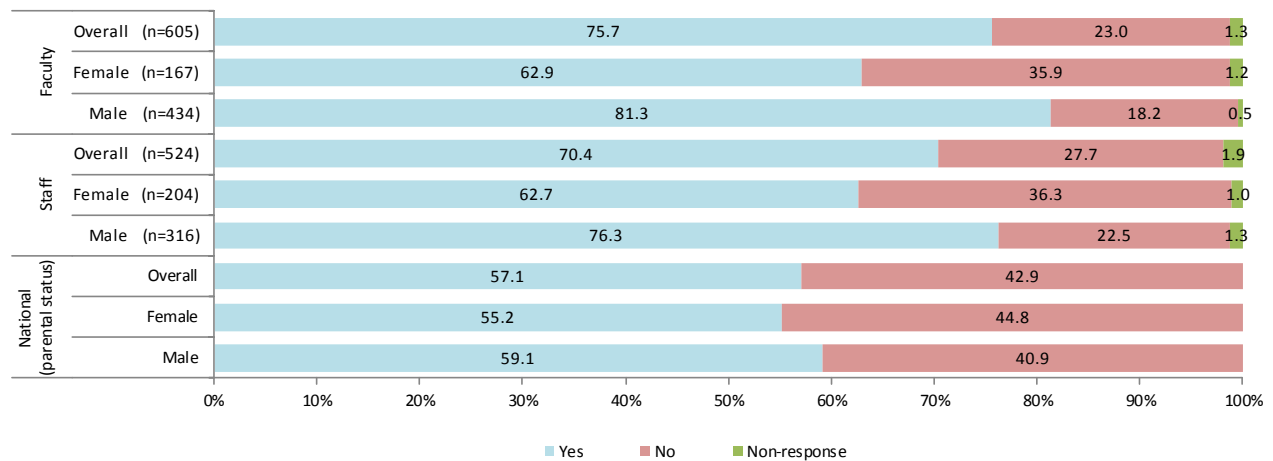|	Letters, Arts and Sciences	Social Sciences	Natural Sciences	Other	Non-response
Overall (n=605)	27.8	32.4	32.1	6.4	1.3
Female (n=167)	38.3	38.3	15.6	7.8	
Male (n=434)	24.0	30.4	38.7	6.0	0.9

Fig.5 Sex and Area of Specialization (Faculty)

4　Marital Status and Parental Status

Looking at family status, we see that 81% of male faculty respondents are married and 65% have children. For female faculty respondents, 63% are married and 44% have children.

Among staff, 76% of male respondents are married and 60% have children. For female respondents, 63% are married and 49% have children.

		Yes	No	Non-response
Faculty	Overall (n=605)	75.7	23.0	1.3
	Female (n=167)	62.9	35.9	1.2
	Male (n=434)	81.3	18.2	0.5
Staff	Overall (n=524)	70.4	27.7	1.9
	Female (n=204)	62.7	36.3	1.0
	Male (n=316)	76.3	22.5	1.3
National (parental status)	Overall	57.1	42.9	
	Female	55.2	44.8	
	Male	59.1	40.9	

*National (marriage rate) statistics are taken from the Population Census1 conducted in 2015 by the Ministry of Internal Affairs and Communications
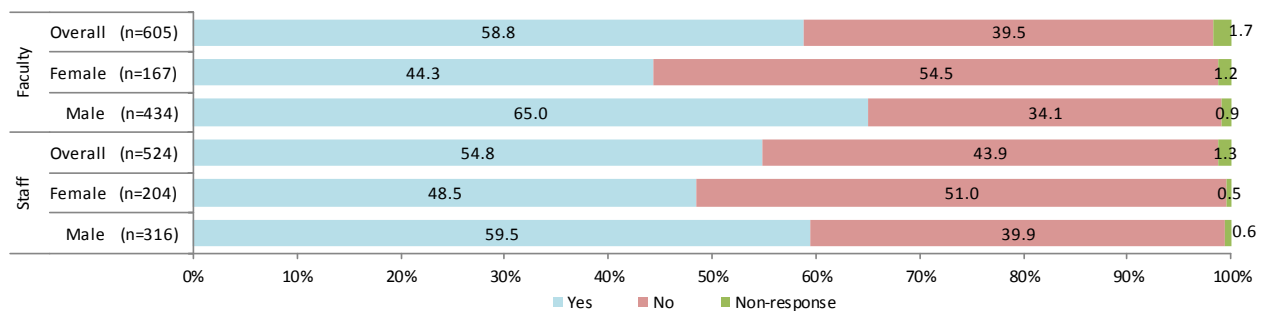
Fig.6 Sex and Marital Status

		Yes	No	Non-response
Faculty	Overall (n=605)	58.8	39.5	1.7
	Female (n=167)	44.3	54.5	1.2
	Male (n=434)	65.0	34.1	0.9
Staff	Overall (n=524)	54.8	43.9	1.3
	Female (n=204)	48.5	51.0	0.5
	Male (n=316)	59.5	39.9	0.6

Fig.7 Sex and Parental Status

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1 Ministry of Internal Affairs and Communications 2015 Population Census Table No. 5-1 "Population 15 Years of Age and Over (Total and Japanese Population), by Marital Status (4 Groups), Age (Single Years) and Sex, Percentage by Marital Status and Average Age - Japan*, All Shi, All Gun, Prefectures and 21 Major Cities"
https://www.e-stat.go.jp/stat-search/file-download?statInfId=000031473217&fileKind=1

2. Diversity-related Awareness and Interest

Waseda University has created a systematic framework within which to carry out diversity promotion, as evidenced by the establishment of the Committee for the Promotion of Equality and Diversity (Office for the Promotion of Equality and Diversity) in 2016 and the release of the Waseda University Promotion of Diversity Declaration the following year.

Among faculty, 77% report that they know about the establishment of the Committee for the Promotion of Equality and Diversity (Office for the Promotion of Equality and Diversity), while among staff the figure is 18 percentage points higher at 95%. On the other hand, however, awareness of the Waseda University Promotion of Diversity Declaration is still low, sitting at under 30% for both faculty (23%) and staff (29%).
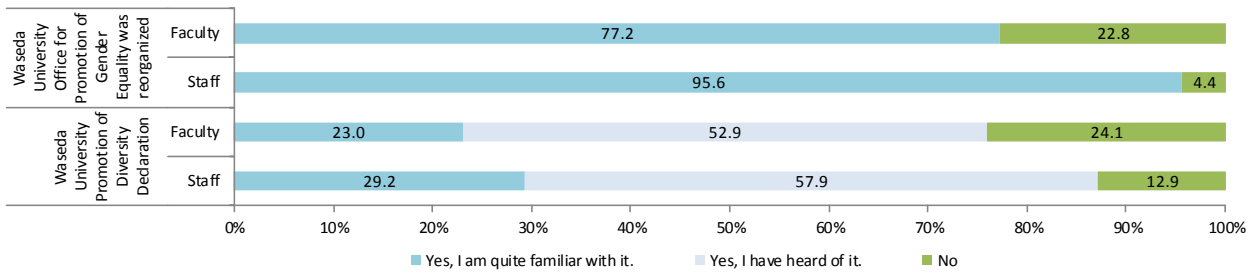

Fig.8 Waseda Diversity Promotion-Related Awareness

Overall, 85% of faculty and staff report that they know about the open lectures and events offered by Waseda University relating to gender equality, support for people with disability and support for sexual minorities, and 59% say that they are interested in attending.

With regard to the topics (i.e., gender equality, support for people with disability and support for sexual minorities) that faculty and staff say would make them interested in attending lectures and events, there are multiple answers which reflect different group trends between faculty, staff, men and women.

Among female faculty, "Gender Equality" is the most common response (79%), while less than 50% express interest in "Support for People with Disability" and "Support for Sexual Minorities." Among male faculty, "Gender Equality" is the most common response (64%), followed by "Support for People with Disability" (62%) and "Support for Sexual Minorities" (49%). Among staff, the reported interest level is above 60% for all of the topics, but among male staff there is notably high interest (72%) in "Support for People with Disability."
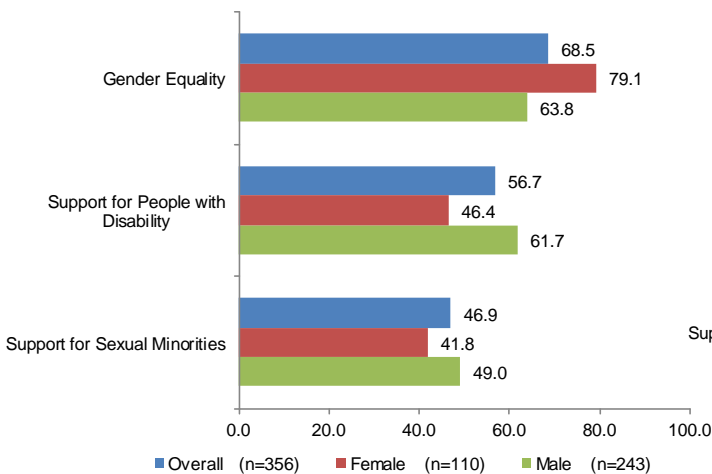

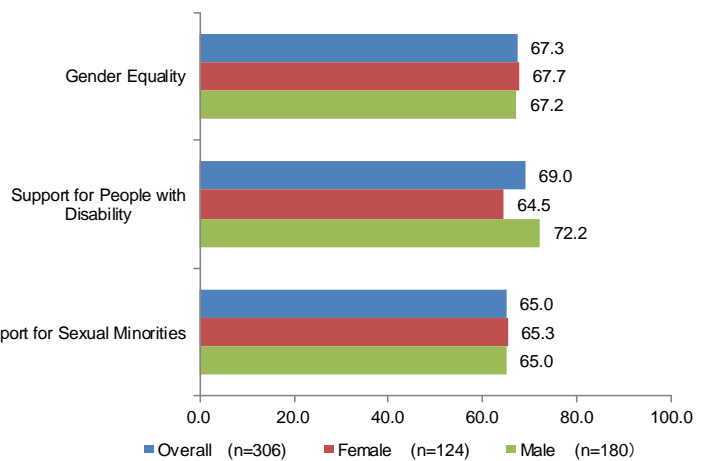Fig.9 Lecture and Event Topics of Interest (by Sex) (Faculty)

Fig.10 Lecture and Event Topics of Interest (by Sex) (Staff)

3. Gender Equality

Next, we will examine the topic of gender equality at Waseda University.

1 Female Managerial Staff Percentage, Target Role Models, Etc.

With regard to staff, Waseda University has committed itself to increasing its percentage of female managerial staff to at least 15% by 2020 as part of the University's General Employer Action Plan created in line with the Act on Promotion of Women's Participation and Advancement in the Workplace. Among Waseda staff overall, 64% approve of this goal, with 36% saying they "Approve" and 28% saying they "Somewhat approve." Compared with female respondents, the percentage of male respondents saying they "Somewhat approve" is lower, and the percentage saying they "Somewhat disapprove" or "Disapprove" is higher.
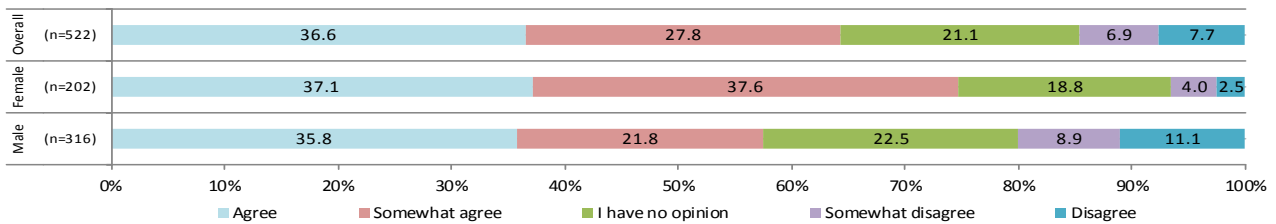

Fig.11 Staff Approval of Female Managerial Staff Percentage Target (by Sex)

Staff were presented with five factors and asked to state how much or how little they agree that these factors explain the managerial staff percentage gender gap (Men: 88.4%; Women: 11.6% (2018 academic year)). For both male and female staff, the fourth factor ("(4) Women assume a greater share of housework and childcare duties compared with men" (see "Housework and childcare" in the table)) is seen as the most causally efficacious, with female staff in particular (60%) strongly agreeing that this factor is "Applicable." In contrast, the causal efficacy of the second factor ("(2) Women are less competent than men" (see "Lack of competence" in the table)) is strongly denied by both men and women, with more than 60% saying it is "Not applicable." On the third factor ("(3) Women are not as ambitious as men about career advancement" (see "Lack of ambition") in the table), female staff affirm its causal efficacy by a 12 point margin over male staff, saying that it is either "Applicable" or "Somewhat applicable."
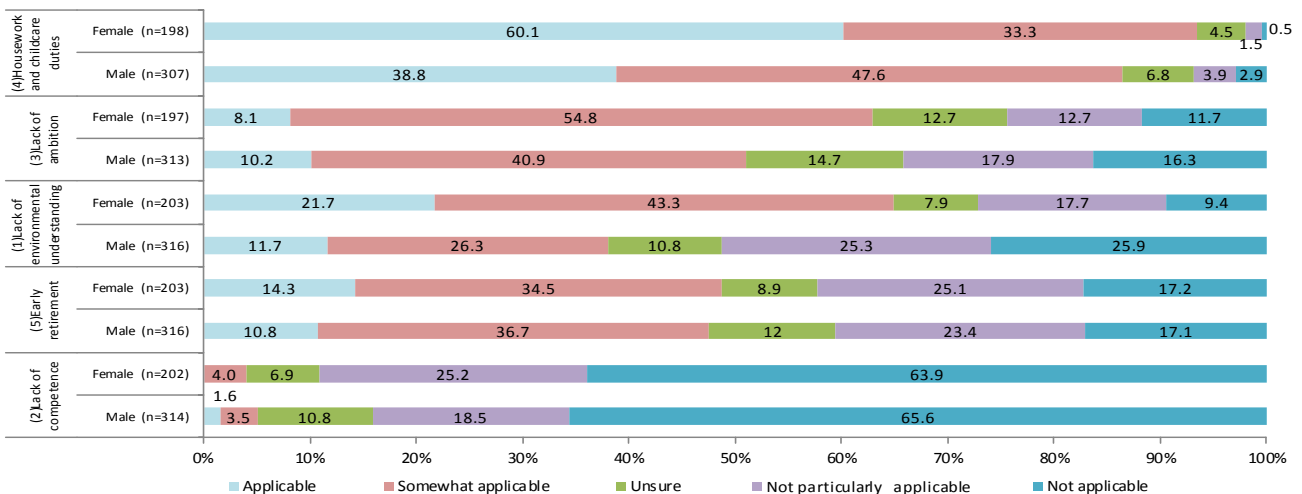

Fig.12 Reasons According to Staff for Managerial Staff Percentage Gender Gap (by Sex) (Staff)

In addition to the five reasons surveyed above, some respondents have offered their own ideas. Of the 113 opinions received, a common theme is that the disparity is due to the fact that the "Ratio of male to female staff has always differed greatly." As to why this is the case, respondents point to obstacles for women's professional development ("Out of a sense of consideration for women, they are not placed in roles requiring a lot of overtime and holiday work," and "Women have disproportionately fewer work experience and up-skilling opportunities"), the demands of work ("Professional advancement requires long work hours, working on weekends, etc., which makes it difficult to balance with child-rearing and family life") and a lack of female managerial role models.

Next, regarding the question of whether female staff have or need target role models, senior staff members or supervisors, the breakdown of "Have (Had)" responses shows 46% having/had a "Role model of the same sex," 33% having/had a "Role model of a different sex" and 77% having a "Senior staff member or supervisor who validates me.

Table.2. Presence/Necessity of Target Role Models, Senior Staff Members or Supervisors (Staff)　(%)

	n	Have (Had)	None	None, but want one	Not particularly needed	Not at all needed
Role model of the same sex	521	46.1	18.4	19.8	10.9	4.8
Role model of a different sex	519	32.8	30.1	17.9	12.7	6.6
Senior staff member or supervisor who validates me	519	76.7	7.7	8.9	4.4	1.5

Looking at the "Have (Had)" responses by sex, we see a 12 point gap between women (39%) and men (50%) who have/had a role model of the same sex. In contrast, there is a 19 point gap in the other direction between women (44%) and men (25%) who have/had a role model of the opposite sex. This shows that both men and women are likelier to have/had a target male role model than a target female role model. This trend is particularly strong for men.

With regard to whether staff have/had a senior staff member or supervisor who validated them, more women than men say they have/had received validation and affirmation from someone above them in the workplace.
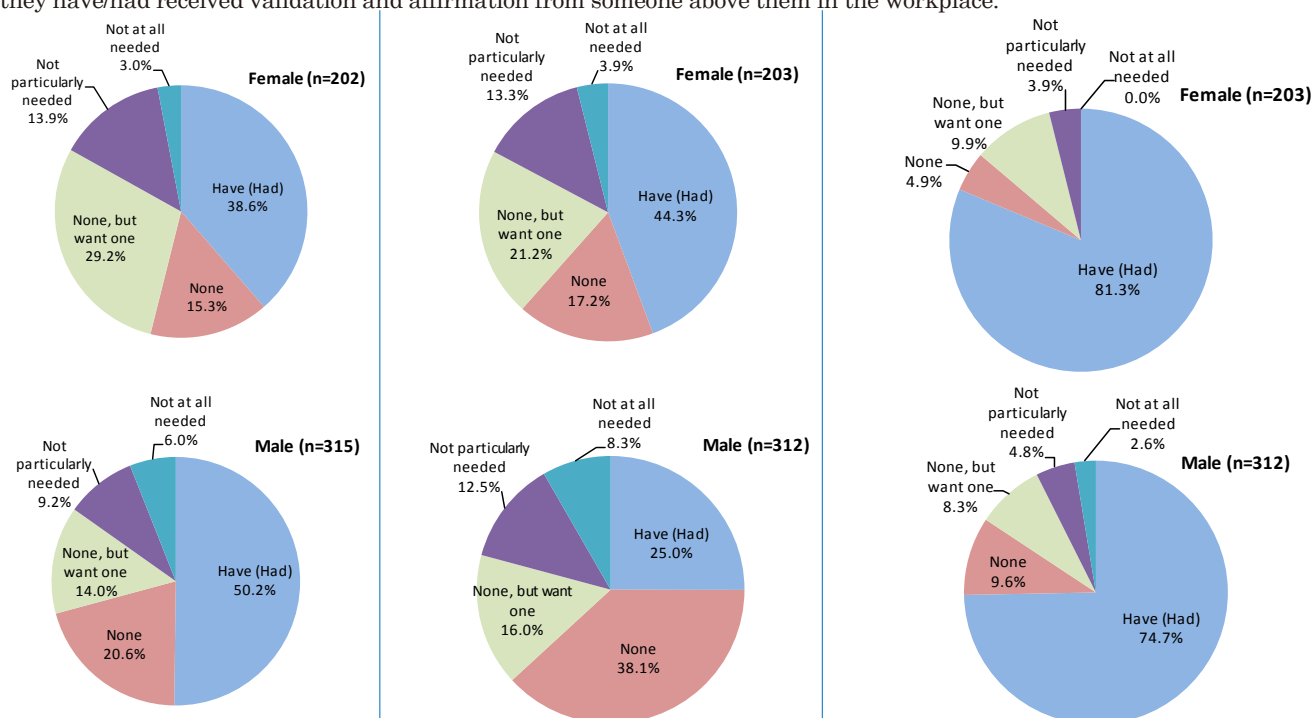

Fig.13 (1) Role model of the same sex　　Fig.13 (2) Role model of a different sex　　Fig.13 (3)Senior staff member or supervisor who validates me

2　Female Faculty Ratio and Positive Action

With regard to faculty, Waseda University has committed itself to increasing the tenured female faculty appointment ratio to an average of at least 20% between the 2016 and 2020 academic year as part of the University's General Employer Action Plan created in line with the Act on Promotion of Women's Participation and Advancement in the Workplace. Among Waseda faculty overall, nearly 80% "Approve" or "Somewhat approve" of this goal; however, there is a gap between men and women in terms of rate of approval.
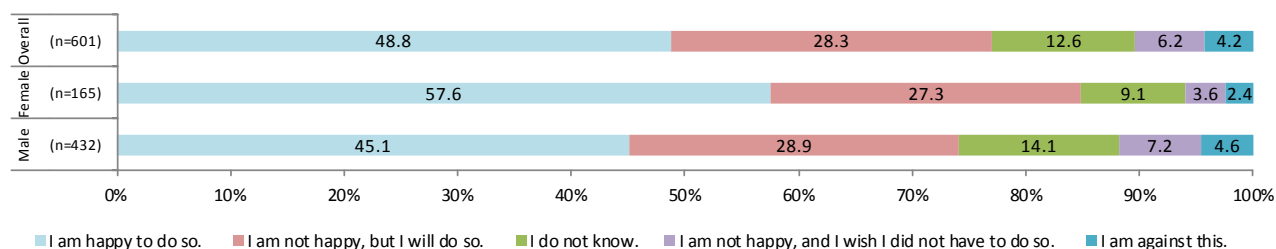

Fig.14 Faculty Approval of Female Faculty Appointment Ratio Numerical Targets (by Sex)

Similarly, when asked whether they agree with extending favorable treatment to women in comparison with men during recruitment and hiring in order to rectify the faculty gender gap (positive action), a majority of faculty (62%) either "Approve" or "Somewhat approve," but looking at just those who "Approve" reveals a 20 point gap between women (43%) and men (23%). Based on the fact that so many men are either opposed to positive action or elect not to state their opinion, we can see that most men do not approve of positive action.

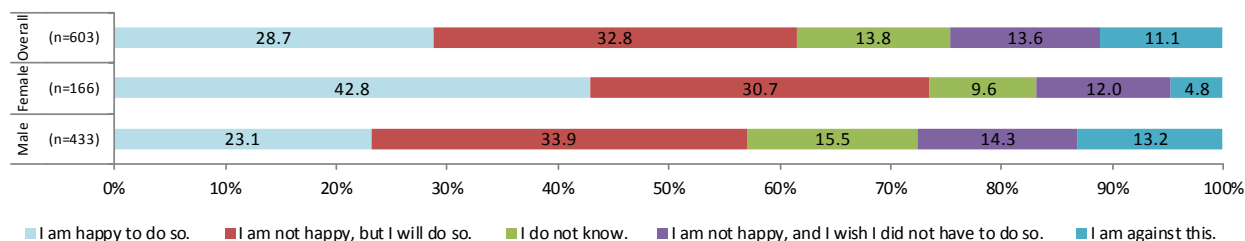|		I am happy to do so.	I am not happy, but I will do so.	I do not know.	I am not happy, and I wish I did not have to do so.	I am against this.
Female	Overall (n=603)	28.7	32.8	13.8	13.6	11.1
	(n=166)	42.8	30.7	9.6	12.0	4.8
Male	(n=433)	23.1	33.9	15.5	14.3	13.2

Fig.15 Faculty Approval of Specific Positive Actions (Multiple Answers) (by Sex)

In order to determine what sorts of specific positive action respondents who approve of positive action feel is appropriate, they were presented with six types of positive action and asked about their level of approval for each. Of the six types of positive action, the one that receives the most approval overall (79%) is "Development of a support system for balancing research with childbirth/childcare and other life events (see 'Development of Work-Life Balance Support System' in the table)," while the least approved is "Targeted recruitment of only women" (20%).

In addition, "Transparent selection criteria in faculty recruitment and hiring" receives relatively high approval (61%) from women compared with men (47%), which seems to show a difference in awareness between men and women with regard to unconscious bias during selection.
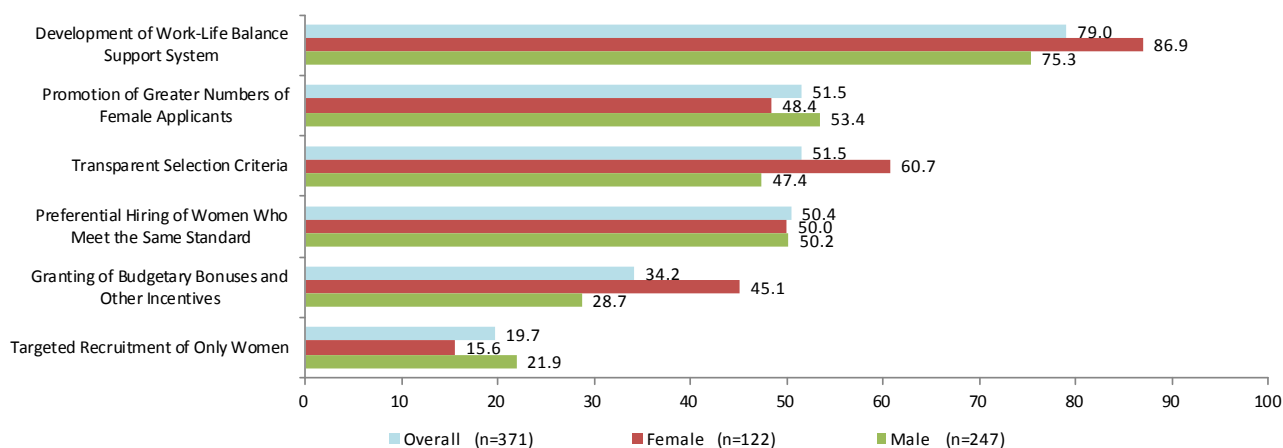

Fig.16 Faculty Approval of Specific Positive Actions (Multiple Answers) (by Sex)

Next, respondents opposed to positive action were asked to evaluate five reasons for being against it. Overall, respondents agree with "Concerns about hindering free competition (see 'Hinders Free Competition' in the table)" (73%) and "Preferential hiring of women will result in discrimination against equivalently qualified men (see 'Discriminates Against Men' in the table)" (68%) by a large margin.

In addition to these reasons, 50% of female respondents agree that "Making society more egalitarian about gender in thought and practice will naturally result in women being able to participate more fully in society." Given that "Development of a support system for balancing research with childbirth/childcare and other life events" is clearly the preferred positive action of the options provided, this shows us that faculty feel that workplace improvements are needed to better accommodate women.
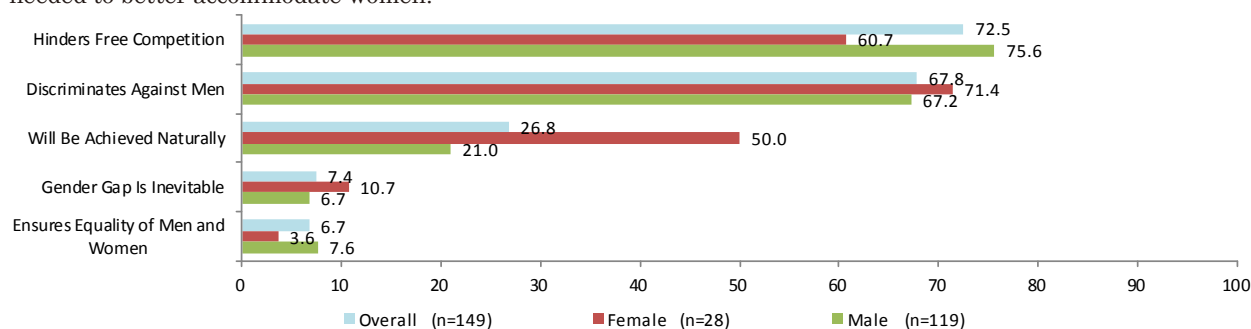

Fig.17 Faculty Opposition to Positive Action (Multiple Answers) (by Sex)

We will now look at respondents' actual experience with childbirth, childrearing and nursing care.

First, the numbers for faculty and staff who have experienced labor (or the birth of a child) since joining Waseda University are 26 female and 103 male faculty members and 55 female and 146 male staff members.

Of the faculty and staff who have experienced labor (or the birth of a child) since joining Waseda University, 15 female faculty members (58% of all female faculty who have experienced labor (or the birth of a child) since joining Waseda University) and one male faculty member (1% of all male faculty who have experienced labor (or the birth of a child) since joining Waseda University) have taken parental leave, while 51 female staff members (93% of all female staff who have experienced labor (or the birth of a child) since joining Waseda University) and 14 male staff members (10% of all male staff who have experienced labor (or the birth of a child) since joining Waseda University) have taken parental leave.

When asked about how understanding their workplace has been about taking parental leave, no faculty or staff member says that they were "Not very understanding," "Not understanding" or "Indifferent;" rather, over 90% of respondents say their workplace has been "Understanding" or "Somewhat understanding." This shows that progress is being made in terms of workplace acceptance of parental leave.

We next asked respondents who did not take parental leave about their reasons for doing so.

The most common response among female faculty is "Other" (46%), followed by "Workplace environment discourages taking parental leave" (36%). Among the reasons indicated by "Other" were employment period-relate reasons, such as having a fixed employment period which does not allow for parental leave or which will be shortened if leave is taken. Of the 11 female faculty who did not take parental leave, eight are nontenured.

From male faculty, although there are many career path-focused reasons given, such as "I did not want to interrupt my job" or "I did not want to lose income," compared with other groups, the percentage saying "I did not know about the parental leave system" is extremely high.

Among staff, the vast majority of female staff members take parental leave, but when we narrow our focus to solely male staff members, we see that a large percentage (46%) say that they did not take parental leave because "I arranged for someone other than myself to look after my child," while 27% say "I did not feel it necessary" and 29% say "My workplace environment discourages taking parental leave."

Table.3. Reasons for Not Taking Parental Leave (by Sex) (Multiple Answers)   (%)

			I did not want to interrupt my job	I did not want to lose income	I did not feel it necessary	I arranged for someone other than myself to look after my child	No system was in place	My workplace environment discourages taking parental leave	I did not know about the parental leave system	Other	No response
Faculty	Overall	112	25.0	22.3	17.0	30.4	17.0	25.9	26.8	13.4	0.0
	Female	11	18.2	9.1	9.1	0.0	18.2	36.4	0.0	45.5	0.0
	Male	101	25.7	23.8	17.8	33.7	16.8	24.8	29.7	9.9	0.0
Staff	Overall	135	20.7	16.3	26.7	44.4	5.9	28.9	1.5	10.4	0.7
	Female	2	0.0	0.0	0.0	0.0	50.0	0.0	0.0	50.0	0.0
	Male	132	21.2	16.7	27.3	45.5	5.3	28.8	1.5	9.8	0.8

Faculty and staff with children were asked about whether they face difficulties in balancing childrearing with work. Among faculty, 21% say they "Have (Had)" difficulties, while among staff it is 33%. When combined with the percentage who say they "Somewhat have (had)" difficulties, the total rises to 58% for faculty and 64% for staff.

Breaking down these results by sex and age, we see that women report having difficulty balancing childrearing with work at a higher rate than men for both faculty and staff; this is particularly true for female faculty, of whom a full 72% say they "Have (Had)" such difficulties. At the same time, however, there is an increasing percentage of men in their thirties and forties saying they "Have (Had)" or "Somewhat have (had)" difficulties balancing childrearing with work compared with men in their fifties or older.
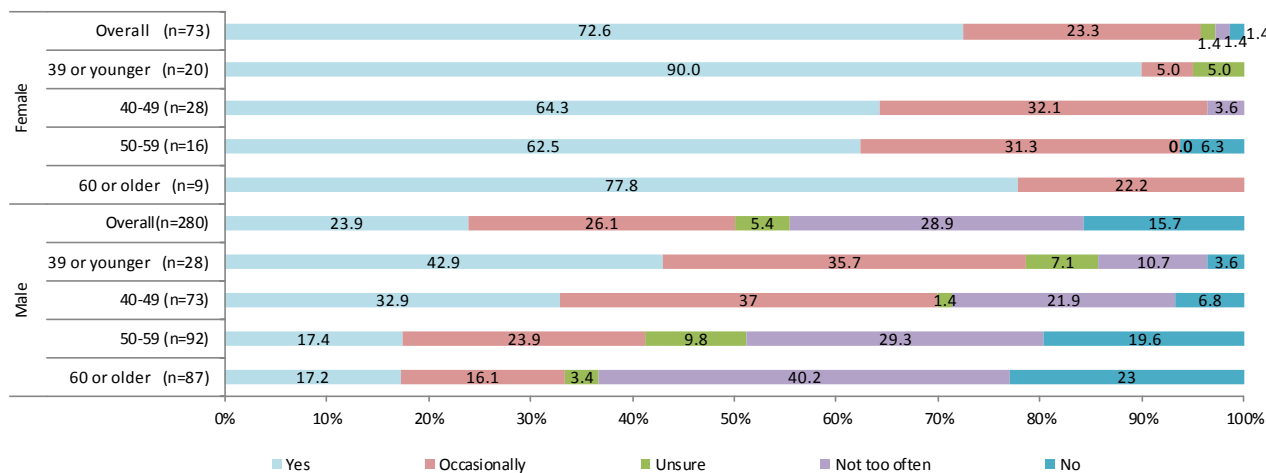
Fig.18 Prevalence of Difficulties for Faculty in Balancing Work with Childrearing (by Sex and Age)
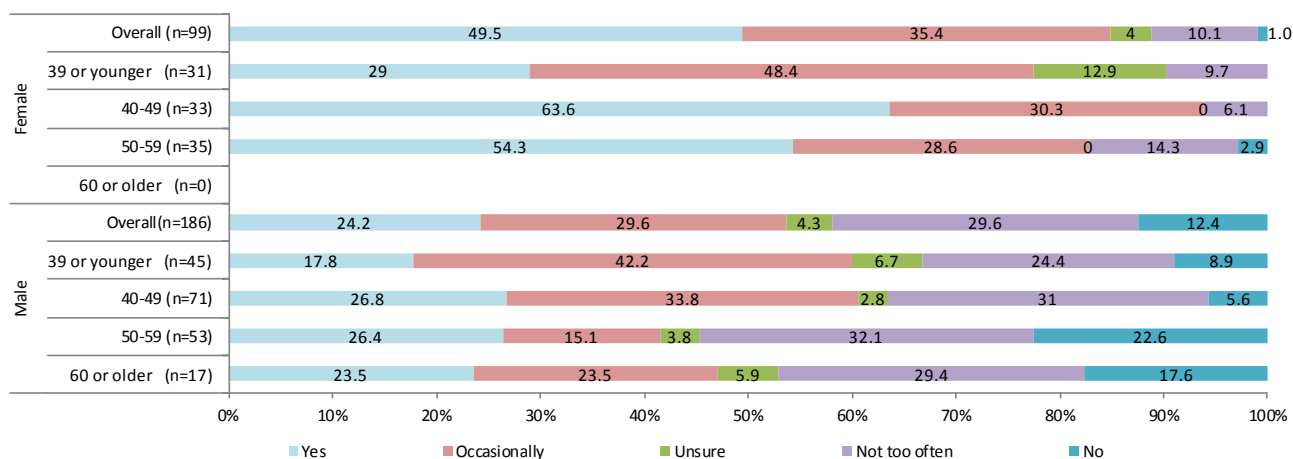
Fig.19 Prevalence of Difficulties for Staff in Balancing Work with Childrearing (by Sex and Age)

Regarding what specific difficulties they have/had, a total of 186 faculty member responses and 156 staff member responses were received, with the most common difficulties for both faculty and staff being those relating to children's illnesses and time constraints. The illness-prone nature of infants creates issues like being unable to take time off when a child is sick or not having a carer readily available when a child suddenly falls ill, while the time constraints created by childrearing force staff to perform a great many tasks without having the option of overtime and keep faculty from having time to do research.

Table4. Concrete content of the difficulty in balancing with work and Childrearing (comments)

	First place	Second place	Third place
Faculty	Children's illnesses (57)	Time constraints (36)	Holiday attendance (23)
Staff	Children's illnesses (56)	Time constraints (18)	No housework/child-care hours (17)

Eight specific policy and system suggestions were put to faculty and staff to gauge how essential they feel each is for achieving a balance between work and childrearing.

Among faculty, 60% overall express support for "Temporary childcare facilities" and "After-school childcare facilities," followed by 57% who support "Consideration in timing of assigned courses." Looking just at female respondents, support for "Consideration in timing of assigned courses" is high at 68%, as is support for "Sick and convalescent childcare" at 67%, thus revealing significant need in these areas.

Among staff, a "Flextime system" receives a high level of support from both women (82%) and men (69%). And similar to the faculty, female staff strongly agree that "Sick and convalescent childcare" is needed.
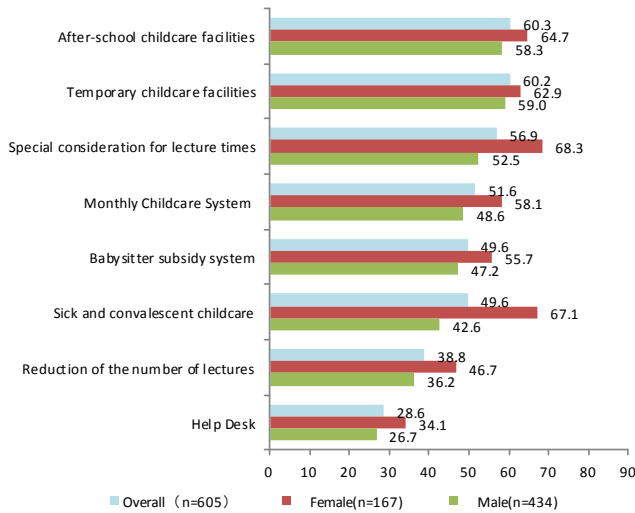

Fig.20 Faculty Assessment of Policies and Systemic Developments Necessary for Balancing Work with Childcare (by Sex)
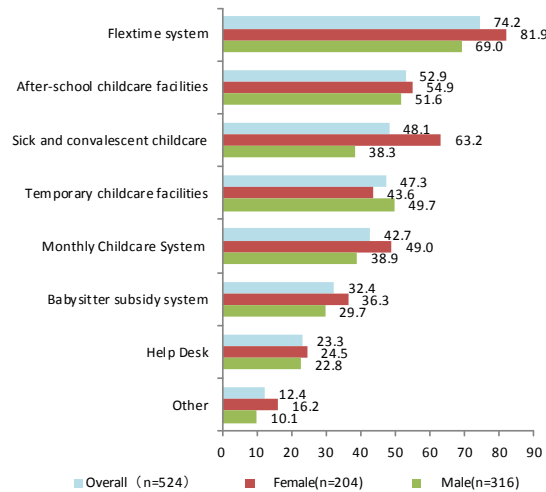
Fig.21 Staff Assessment of Policies and Systemic Developments Necessary for Balancing Work with Childcare (by Sex)

We next look at faculty and staff experiences with nursing care. Among faculty, 32% (women: 28%, men 33%) have experience with nursing care ("Have provided," "Am currently providing" or "Have provided and am currently providing"), while among staff this figure is 24% (women: 26%, men: 23%). It is thought that the reason more faculty have experience with nursing care is because the age composition of faculty respondents skews higher than that of the staff.
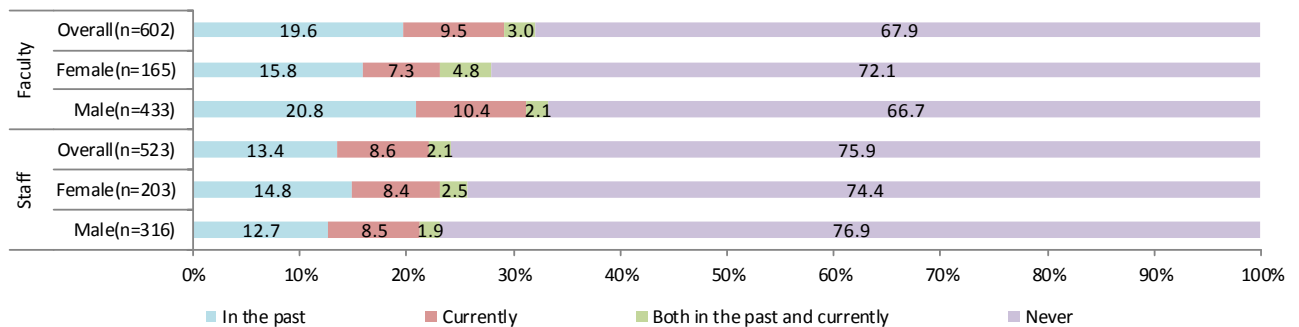

Fig.22 Experience with Nursing Care (by Sex)

With regard to who they have provided/are providing nursing care to, the overwhelming answer from both faculty and staff is "My parent(s)," followed by "My spouse's parent(s)."

Table.5. Nursing Care Recipient (Multiple Answers)   (%)

	n	My parent	Partner's parent	Partner	Child	Other
Faculty	193	69.4	19.2	2.1	7.8	12.4
Staff	126	71.4	16.7	3.2	3.2	18.3

Looking at who is the primary nursing care provider, "Myself" is a common response among both female faculty and staff, while "My spouse" is more common among male faculty and staff, thus revealing a clear gap between men and women. "Admitted to a facility (facility staff)" is a more common response among faculty.

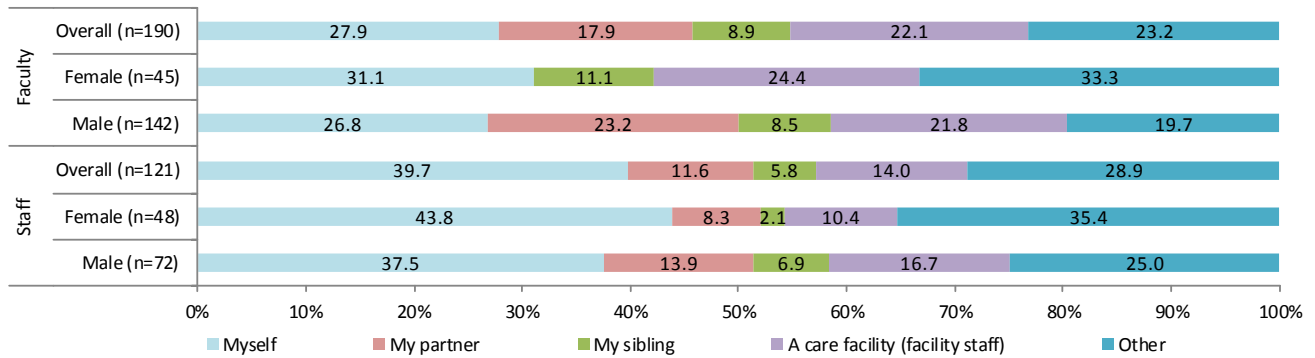|		Myself	My partner	My sibling	A care facility (facility staff)	Other
Faculty	Overall (n=190)	27.9	17.9	8.9	22.1	23.2
	Female (n=45)	31.1		11.1	24.4	33.3
	Male (n=142)	26.8	23.2	8.5	21.8	19.7
Staff	Overall (n=121)	39.7	11.6	5.8	14.0	28.9
	Female (n=48)	43.8	8.3	2.1	10.4	35.4
	Male (n=72)	37.5	13.9	6.9	16.7	25.0

Fig.23 Primary Nursing Care Provider (by Faculty/Staff Status and by Sex)

The nursing care leave rate is exceptionally low, with only three respondents (one faculty member and two staff members) saying they have taken nursing care leave.

When asked why they have not taken nursing care leave, the reasons provided vary between faculty and staff and between men and women. Among female faculty, 37% say they "Have secured a carer other than myself" and 30% say they "Did not want to interrupt my job;" among male faculty, 29% say they "Did not know about the system" and 24% say they "Did not feel it was necessary." Among female staff, 45% give "Other" as their reason and 22% say they "Did not want to lose income;" among male staff, 26% say they "Have secured a carer other than myself" and 22% say they "Did not want to interrupt my job."
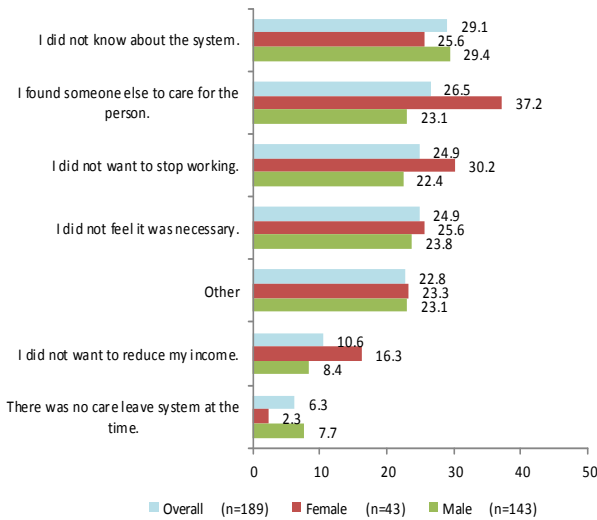
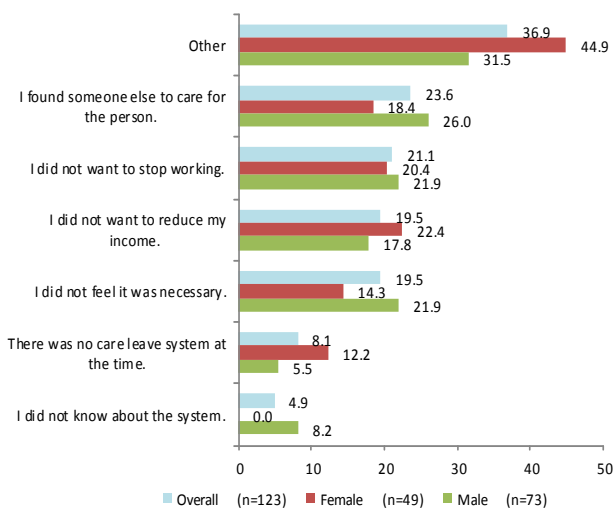Fig.24 Reasons for Faculty Not Taking Nursing Care Leave (by Sex) (Multiple Answers)

Fig.25 Reasons for Staff Not Taking Nursing Care Leave (by Sex) (Multiple Answers)

When asked about whether they have/had difficulty balancing nursing care with work, around 60% of both faculty and staff who have experience providing nursing care say they "Have (Had)" or "Somewhat have (had)" difficulty. When sorted according to sex, women face more difficulties in this area.
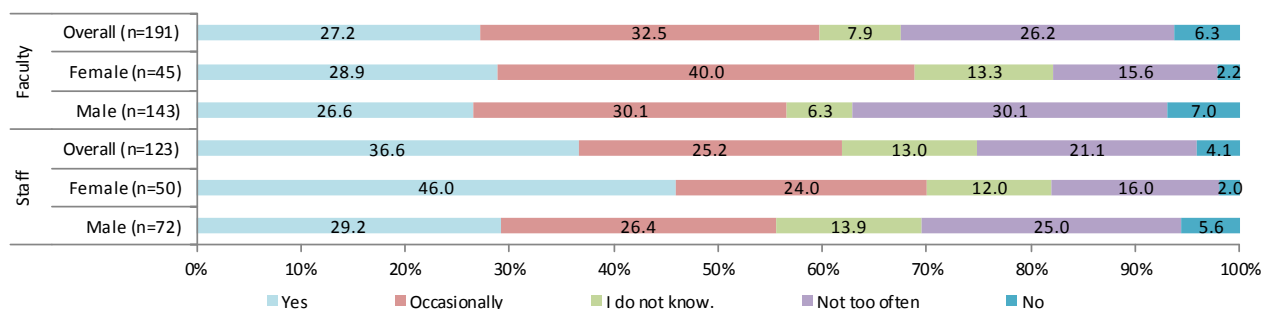

Fig.26 Prevalence of Difficulties for Faculty in Balancing Work with Nursing Care (by Sex)

Those faculty and staff who say they "Have (Had)" or "Somewhat have (had)" difficulty balancing nursing care with work were asked to write what they felt would enable them to resolve these difficulties, and responses were received from 81 faculty and 61 staff.

Among faculty, the most common suggestions (from 30 respondents) involve easing the responsibilities of, as well as being more considerate about the timing of, course instruction and lectures; while suggestions for expanding the nursing care support system and improving the level of understanding in the workplace and Waseda community are also common. Among staff, the most common suggestions (from 18 respondents) are those pertaining to expansion of the nursing care support system, including specific suggestions about flextime and telecommuting options. Other suggestions include improving the level of understanding, ensuring stand-in staff are available and increasing the overall number of staff.

4. Support for People with Disability

We will now look at faculty and staff awareness and assessment of Waseda University's support for people with disability.

The Act for Eliminating Discrimination against Persons with Disabilities, which went into effect in 2016, prohibits unreasonable discrimination and calls for "reasonable accommodation" to be provided in order to eliminate discrimination based on disability. When asked about their awareness of what reasonable accommodation entails, 46% of faculty and staff overall say they "Know of it and what it entails." There is almost no difference between faculty and staff in their responses.

However, when we look at the responses of tenured and nontenured faculty and staff separately, we see a gap appear of 20 points or more. A large percentage of nontenured faculty and staff say they "Do not know of it" (39%).
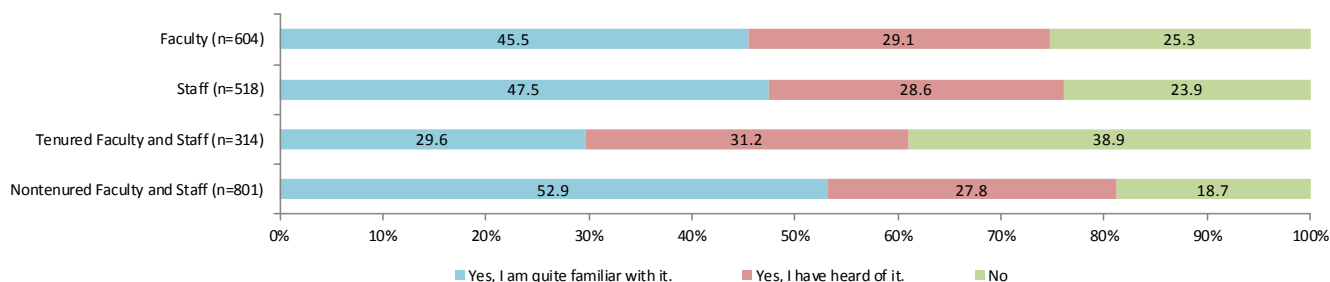

Fig.27 Awareness of Reasonable Accommodation (by Tenured or Nontenured Status

When asked to assess the barrier-free efforts implemented on the Waseda campus, around 70% of faculty and staff say these efforts are "Quite well developed" or "Relatively well developed." Also, women are more likely than men to say that barrier-free efforts are not well developed.

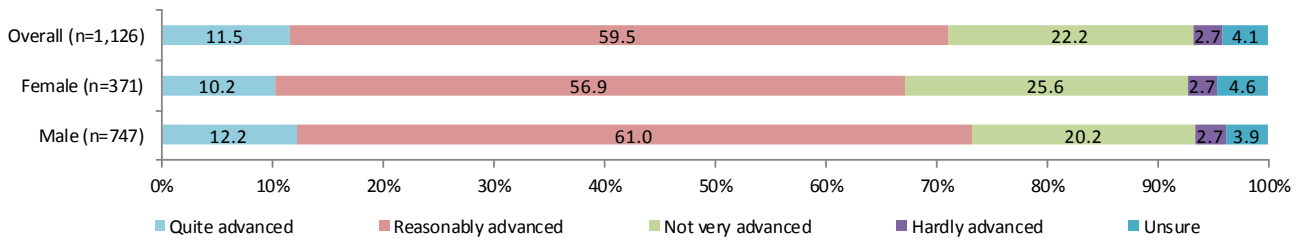|	Quite advanced	Reasonably advanced	Not very advanced	Hardly advanced	Unsure
Overall (n=1,126)	11.5	59.5	22.2	2.7	4.1
Female (n=371)	10.2	56.9	25.6	2.7	4.6
Male (n=747)	12.2	61.0	20.2	2.7	3.9

Fig.28 Assessment of Waseda University Barrier-Free Efforts (by Sex)

With regard to Waseda University's efforts to ensure information accessibility for people with disability, at least 60% of faculty and staff say the university is "Proactive" and, when combined with those who say it is "Relatively responsive," this figure rises to 90% or higher.

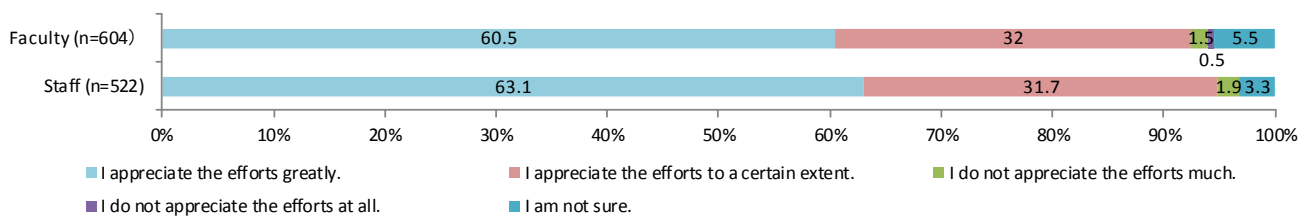|	I appreciate the efforts greatly.	I appreciate the efforts to a certain extent.	I do not appreciate the efforts much.	I do not appreciate the efforts at all.	I am not sure.
Faculty (n=604)	60.5	32	1.5	0.5	5.5
Staff (n=522)	63.1	31.7		1.9	3.3

Fig.29 Assessment of Waseda University's Efforts to Ensure Information Accessibility for People with Disability

When asked for specific feedback about Waseda University's support for people with disability (on-campus barrier-free efforts, ensuring information accessibility for people with disability, offering consultations regarding work-related problems and challenges), 185 responses were received (113 from faculty and 72 from staff). The most common feedback (68 responses) pertains to elevator installation and step elimination aimed at making the campus barrier-free; 15 responses encourage the university to be more proactive about supporting people with disability; and 14 responses relate to disabled hiring and job support. Other than these themes, the feedback expresses a variety of ideas, including expectations for education and training related to support for people with disability, particularly with regard to reasonable accommodation, expansion of support for the mentally and developmentally disabled, and the necessity of budgeting for reasonable accommodation provision.

Respondents were given five specific ideas and asked, "Of these measures aimed at supporting people with disability, which do you feel require special attention?" With multiple answers being allowed, around 70% of respondents say that "Eliminating work-related problems and challenges (providing reasonable accommodation) for disabled faculty and staff" and "Ensuring the campus is barrier-free" are essential.

Also of note is that support for "Improving information provision via braille, sign language, subtitles, etc." and "Efforts to raise awareness and understanding about the needs of people with disability" is six to eight points higher among female respondents compared to male respondents.
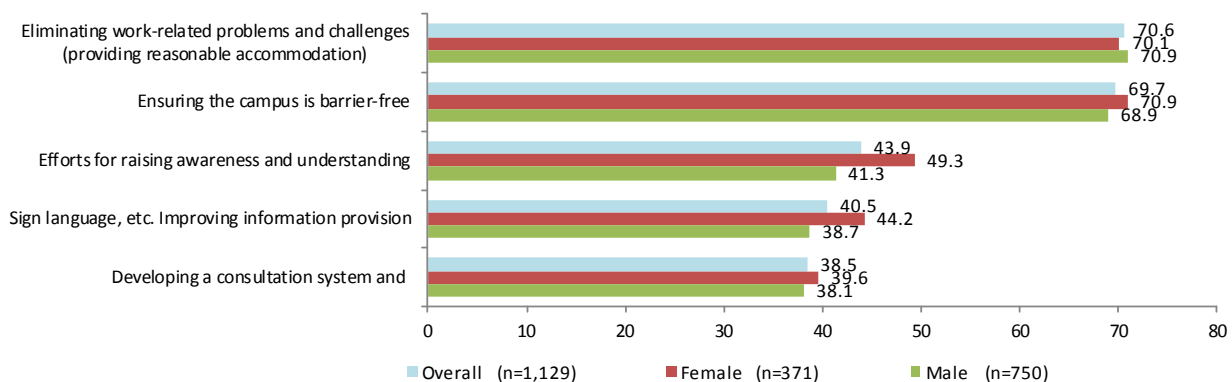
	Overall (n=1,129)	Female (n=371)	Male (n=750)
Eliminating work-related problems and challenges (providing reasonable accommodation)	70.6	70.1	70.9
Ensuring the campus is barrier-free	69.7	70.9	68.9
Efforts for raising awareness and understanding	43.9	49.3	41.3
Sign language, etc. Improving information provision	40.5	44.2	38.7
Developing a consultation system and	38.5	39.6	38.1

Fig.30 Priority Support Measures for People with Disability (Multiple Answers) (by Sex)

5. Support for Sexual Minorities

Raising awareness and understanding about respect for sexual diversity is a key challenge for Waseda University currently. Thus, faculty and staff were asked about their awareness of three specific terms related to sexual diversity ("LGBT," "Sexual Orientation/Gender Identity" and "Outing").

With regard to "LGBT," over 80% of faculty and staff say they "Have heard of it and know what it means." On the other hand, however, with regard to "Sexual Orientation" and "Gender Identity," while 67% of faculty say they "Have heard of it and know what it means," this figure drops to 57% for staff, and the awareness level for "Outing" (the act of exposing someone's gender identity information or sexual information without that person's permission) is even lower. Given the fact that around 30% of faculty and staff overall say they "Do not know what it is" with regard to "Outing," greater, ongoing efforts to raise awareness about gender diversity are called for.
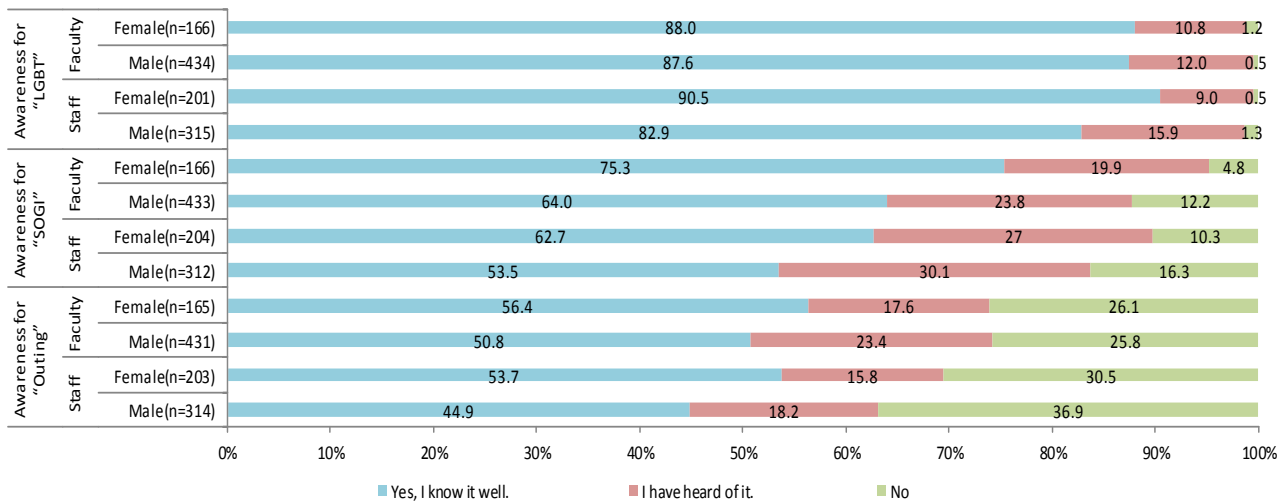

Fig.31 Sexuality-Related Awareness (by Faculty/Staff Status and by Sex)

When asked whether they have heard, seen or experienced sexual minority-related discrimination on campus, 15% of faculty and staff overall say "Yes." In particular, women are more likely than men to say "Yes," and this is true for both faculty and staff.
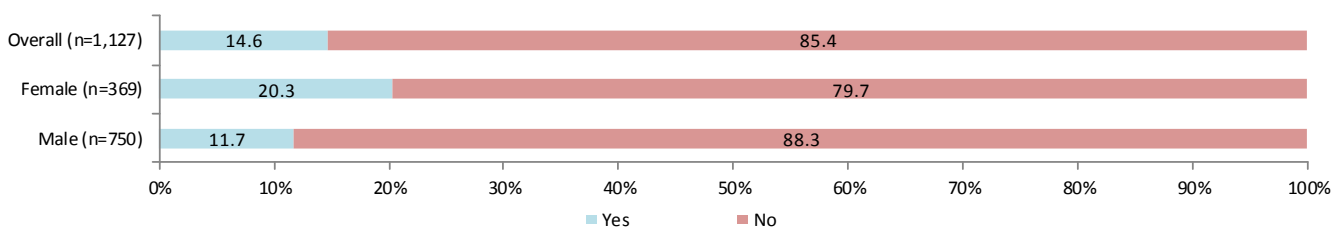

Fig.32 Direct/Indirect Experience with Sexual Minority-Related Discrimination (by Sex)

When those who have seen, heard or experienced sexual minority-related discrimination were asked to describe the discrimination, 87 respondents out of the 164 who said "Yes" (52%) provided further elaboration. Around half of the discrimination involved speech with a discriminatory nuance, such as "okama (queer)" or "homo," or content meant to ridicule, and much of the bias, discrimination and incomprehension stemmed from an intent to deny the nature of the individual's sexuality or to treat them as suffering from an illness. When we look at those responses which identify the discriminating party, we find that faculty are the most commonly identified.

Next, when asked about whether they have handled a sexuality-related consultation from a student, faculty or staff member, the same response trend as seen in the earlier question about seeing, hearing or experiencing discrimination is seen here; women are more likely than men to say "Yes" they have.
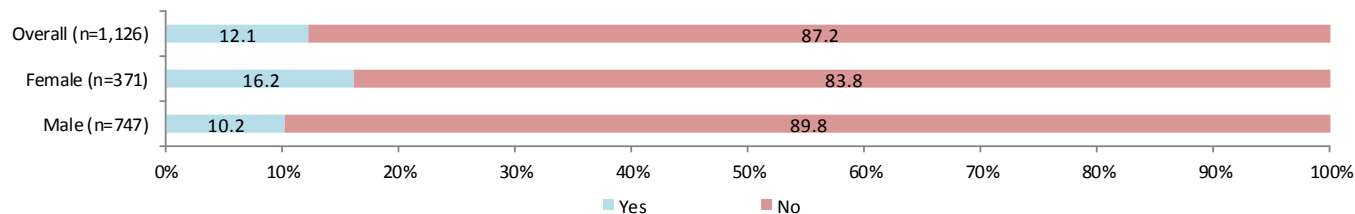

Fig.33 Sexuality-Related Consultation (by Sex)

Similar to the previous question, when asked for elaboration, 85 of the 134 respondents (63%) who said "Yes" provided more information, and they revealed that around half of the consultations had to do with coming out about gender identity and sexual orientation. The remaining cases described were varied in their content, such as requesting special consideration in class, asking for advice in looking for work, asking for advice about student teaching and asking for research and study-related advice, and almost all of these consultations were with students.