

# Academic Year 2023

## WASEDA University Diversity Promotion-Related Attitudes and Fact-Finding Questionnaire Report

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# Introduction

The “Waseda University Promotion of Diversity Declaration” stipulates Basic Policies for the Promotion of Diversity, towards the creation of “an environment in which all members of the University, their dignity and their diverse values and lifestyles being respected, can make the most of their individuality and abilities, regardless of sex, disability, sexual orientation and gender identity, nationality, ethnicity, creed, age, and so on.”

As part of these efforts, once every five (5) years since 2008, we have continued to perform a questionnaire survey of University faculty and staff, to learn of the awareness among faculty and staff, and the current status of, efforts at Waseda for gender equality to support persons with disabilities and to support LGBTQ+. Questionnaire results help us grasp related problems and specific needs, etc. Further, this sustained, regular performance of questionnaire surveys provides results that we can utilize to investigate policies concerning the promotion of equality and diversity at the University from a long-term viewpoint. (In the first year, 2008, this questionnaire was known as “Gender Equality-related Attitudes and Fact-finding Questionnaire.” In the 2018 questionnaire, this name was changed to the “Waseda University Diversity Promotion-related Attitudes and Fact-finding Questionnaire.” )

For this Report, a questionnaire survey with the same name was performed in November 2023. Requests to participate were made to a total of 3,371 faculty and staff, and a majority kindly participated. We would like to use this opportunity to express our gratitude to all our faculty and staff who took time out of their busy schedules to participate.

This questionnaire 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.

## Questionnaire Overview

- **Questionnaire Period:** November 13 (Mon) – December 8 (Fri), 2023
- **Questionnaire 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 LGBTQ+ Items
- **Questionnaire Target:** As of November 1, 2023, a total of 3,371 faculty and staff who meet at least one of the employment criteria below have been provided with questionnaires.  
Tenured Faculty (tenure track Professor, Associate Professor, Assistant Professor, and Teacher (Affiliated Senior High School)), Professor (specially appointed), Faculty (non-tenure track Professor, Associate Professor, and Assistant Professor (kōshi) or Assistant Professor (jokyō)), Research Associate, Full-time Researcher, Research Associate (for a research project, etc.), Full-time Staff, Full-time Contract Staff
- **Valid Respondents / Response Rate:** Faculty:633, Staff:565 / Faculty:28.7%,Staff:48.5%

### Supplementary Note:

- Used chiefly for this report was quantitative data analysis, and comparisons are made herein to related contents in the AY2018 questionnaire survey. Some written-response columns were provided in this questionnaire, and we received many written opinions; some of the details of these are omitted herein due to lack of space (i.e., insufficient number of pages). That said, we will still use the many diverse “voices” we heard from different standpoints within our studies on policies to promote diversity.
- Due to considerations of privacy, from chapter “1. Key Attributes,” section “2) Age” and thereafter, we have provided a statement of “Other,” which represents, collectively, responses of “Neither female nor male,” “Don’t want to answer,” and “No response.”

# 1. Key Attributes

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

## 1 Gender

The overall composition was "Female" 33%, "Male" 62%, "Neither female nor male" 0.3%, and "Don't want to answer" 5%.

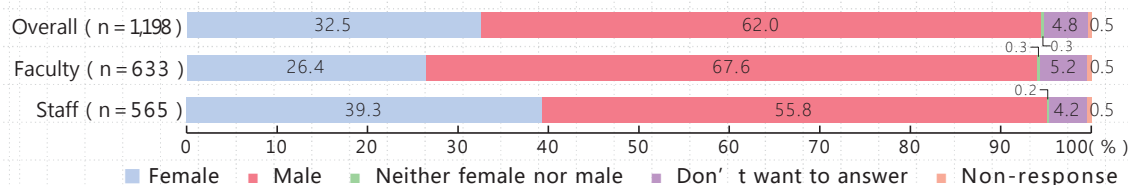
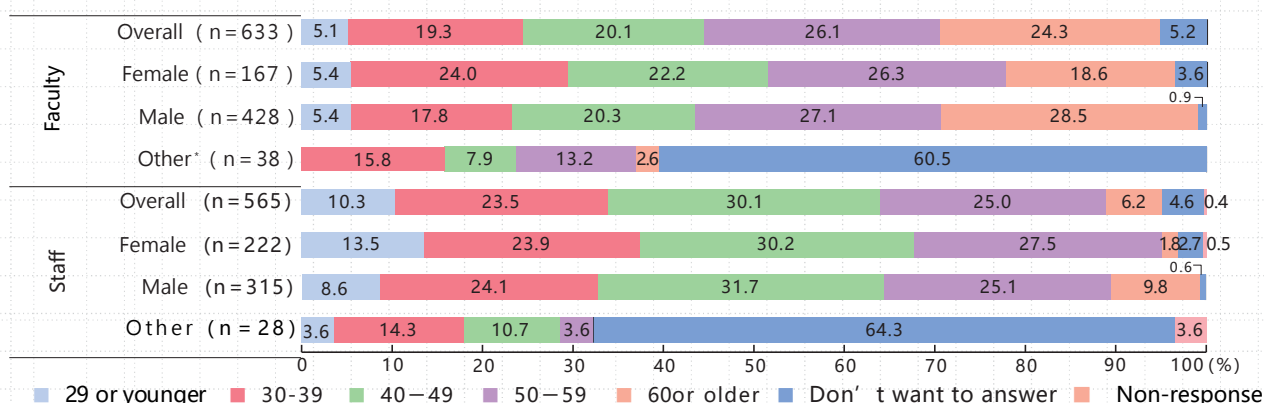


Fig. 1 By Gender Compositions

## 2 Age

For faculty, those in their 50s had the highest percentage at 26%, followed by those in their 60s at 24%, and those in their 40s at 20%. As for women, there were very few differences in percentages for the decade groups of 30s up to 60s. For men, combined ages of 50s and 60s accounted for more than half of the overall percentage. For staff, however, ages 30s through 50s accounted for 80% overall, with very little percentage differences for these decade groups.



\* "Other" shows the total in the gender composition category for "Neither female nor male," "Don't want to answer," and "No response" (the same below)

Fig.2 By Gender and Age Compositions

## 3 Qualifications, Managerial, and Non-managerial (Staff)

For qualifications, we looked at whether a faculty member has tenure; overall, approximately 40% of the faculty had tenure. There were percentage differences between genders, as those who responded "Yes" (I am on a limited-term contract) were 49% women and 37% men.

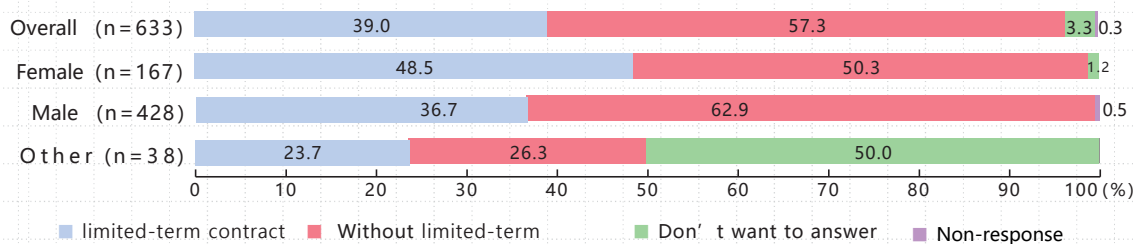


Fig.3 By Gender, Qualification (Faculty)

The ratio of full-time staff was 70%; this was 88% for men and 46% for women.

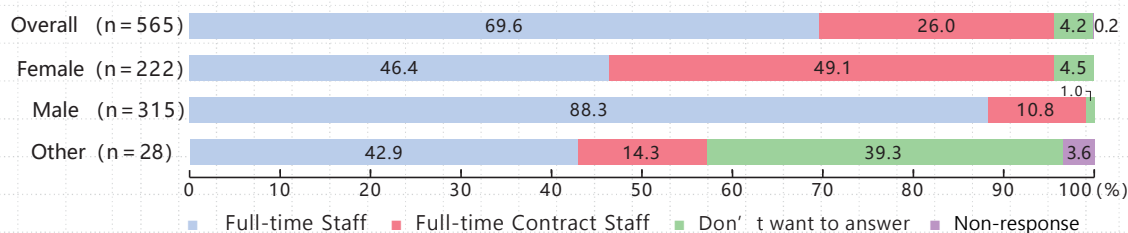


Fig.4 By Gender and Qualification (Staff)

The ratio of full-time staff in a management position was 23%, with men at 28% and women at 12%.

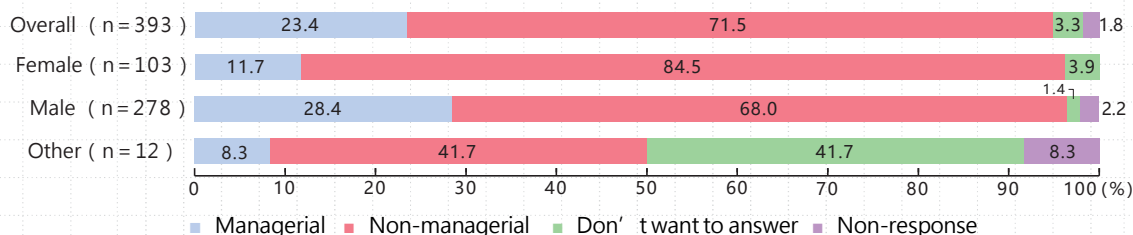


Fig.5 By Gender, Managerial, and Non-managerial (Staff)

## 4 Relationship status and parental status

As for family composition, among faculty, 82% of the men have a spouse or partner, and 62% have a child or children; 64% of women faculty have a spouse or partner, and 43% have a child or children. As for staff, 81% of the men have a spouse or partner, and 64% have a child or children; 75% of women staff have a spouse or partner, and 57% have a child or children.

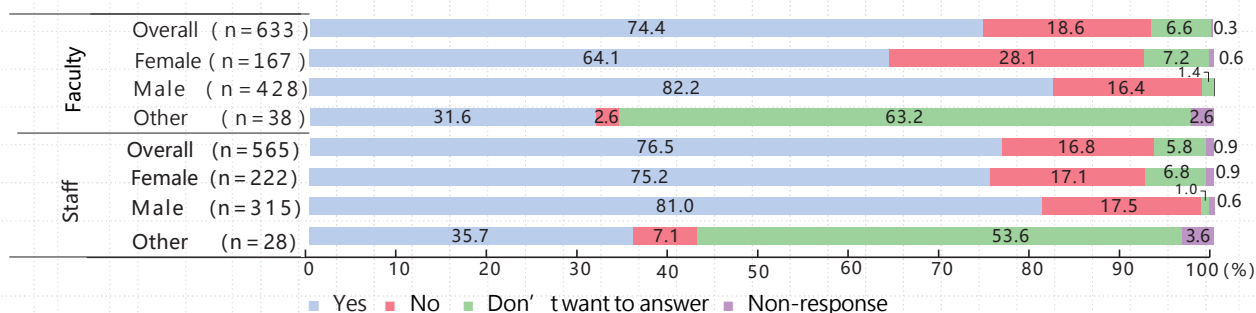


Fig.6 By Gender and Relationship Status

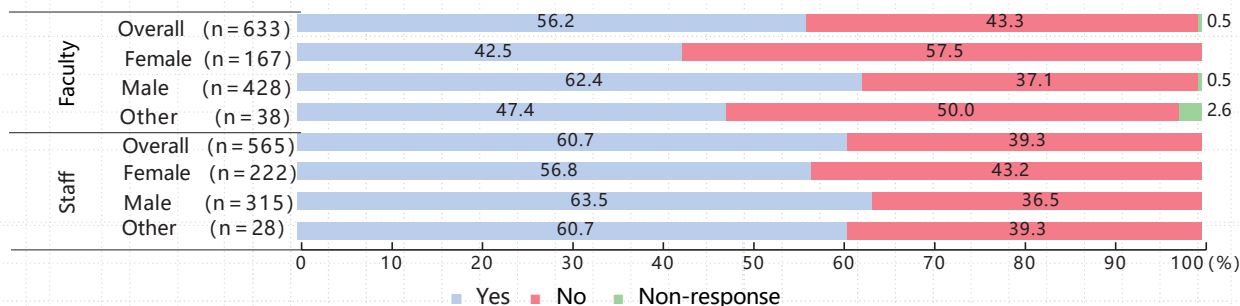


Fig.7 By Gender and Parental Status

## 5 Possession of a Disability Certificate

Regarding the number of persons who have a disability certificate, there were six (6) faculty and four (4) staff.

# 2. Diversity-related Awareness and Interest

The “Waseda University Promotion of Diversity Declaration” was published on July 1, 2017. Faculty and staff who responded “Yes, I am quite familiar with it” increased by 10 percentage points compared with the previous questionnaire, indicating that the recognition rate is rising.

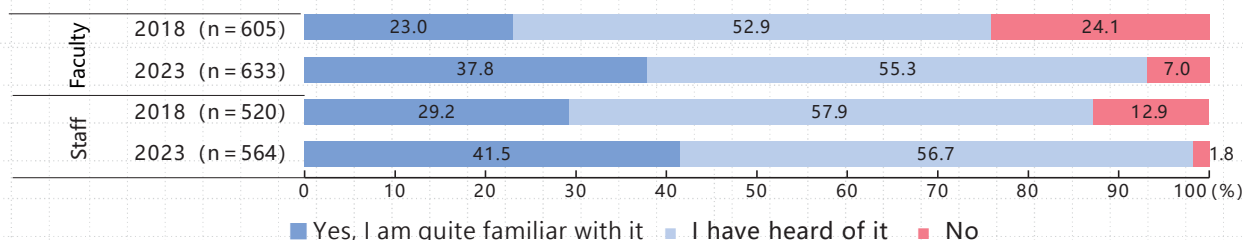


Fig.8 By Academic Year (AY) Recognition rate for the Waseda University Promotion of Diversity Declaration

A multiple-response question was asked regarding what lectures and events staff and faculty would like to attend from among these three themes, Gender Equality, Disability support, and LGBTQ+ support. Here, differences were seen between faculty and staff, as well as by gender.

Women faculty were most interested in “Gender Equality” (83%), with approximately 65% each for “Disability Support” and “LGBTQ+ support.” Men faculty were most interested in “Disability support” (79%), followed in order by “Gender Equality” (72%) and “LGBTQ+ support” (64%). Men staff were most interested in “Disability support” (80%), while the lower percentage was for “Gender Equality” (58%). Women staff showed the same trends. As for “Neither female nor male,” “Don’t want to answer,” and “No response” respondents (in the Figures, collectively called “Other”), the highest percentages were for “LGBTQ+ support”; this percentage exceeded 85% for both faculty and staff.

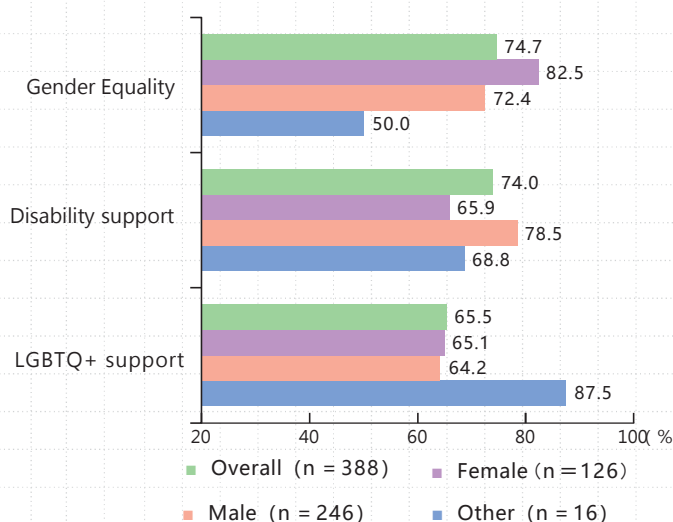


Fig.9 Desired themes for lectures and events  
( Multiple response )(Faculty)

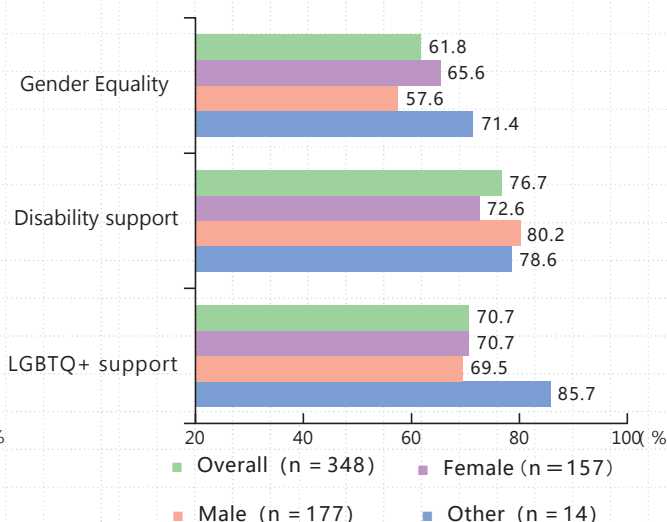


Fig.10 Desired themes for lectures and events  
( Multiple response )(Staff)



# 3. Gender Equality

Next, we will look at gender equality at Waseda University.

## 1 Establishment of numerical targets, etc., in the Act on the Promotion of Women's Participation and Advancement in the Workplace

We have created the Action Plan based on the Act on the Promotion of Women's Active Engagement in Professional Life. Goal 1 of the Action Plan is to "Increase the average percentage of female hires among full-time (tenured) faculty from 2021 to 2025 to at least 25%."

When asked whether or not they agree with this Goal, 80% of faculty overall responded "Agree" or "Somewhat agree." Although the approval rate was high, a difference in approval percentage was seen by gender.

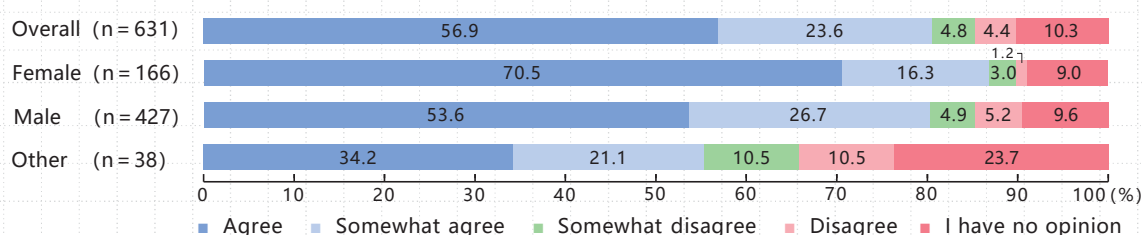


Figure11. By Gender Approval rate regarding the numerical target (goal) set for the Act on the Promotion of Women's Participation and Advancement in the Workplace (Faculty)

With regard to staff, Goal 2 is to "Raise the ratio of female senior administrators (from Academic Year (AY) 2021) to 15% or more by AY2025." Overall, 67% of staff responded "Agree" or "Somewhat agree."

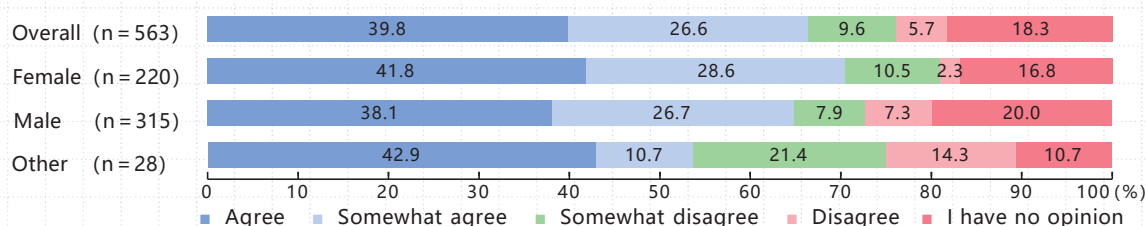


Figure12. By Gender Approval rate regarding the numerical target (goal) set for the Act on the Promotion of Women's Participation and Advancement in the Workplace (Staff)

As of AY2023, the men/women full-time staff rates at Waseda University are 73.7% men and 26.3% women, while the men/women rates for senior administrators are 87.0% men and 13.0% women. Questions were asked regarding five items that might be reasons for the differences in the respective ratios of men/women senior administrators.

For both women and men, Affirmative responses ("This applies." Or "This applies somewhat.") were given in the following order (higher to lower rates): The highest rate was for "(1) A woman has major burdens in housework and childcare, etc." (in the Table, this is called "Housework and childcare"). This was followed by "(3) Women do not have role models for this" (in the Table, this is called "Absence Of Role Models").

In regard to "(1) A woman has major burdens in housework and childcare, etc." (in the Table, this is called "Housework and childcare"), 49% of women staff responded strongly in the affirmative ("This applies."); there was a 15% difference with men staff in this response rate. As for "(5) A woman has few opportunities for education and training designed for senior administrators" (in the Table, this is called "Insufficient Education/Training Period"), there was a large difference between men and women in the response rate for "This does not apply." These response trends suggest that there exist differences in consciousness/awareness between men and women.

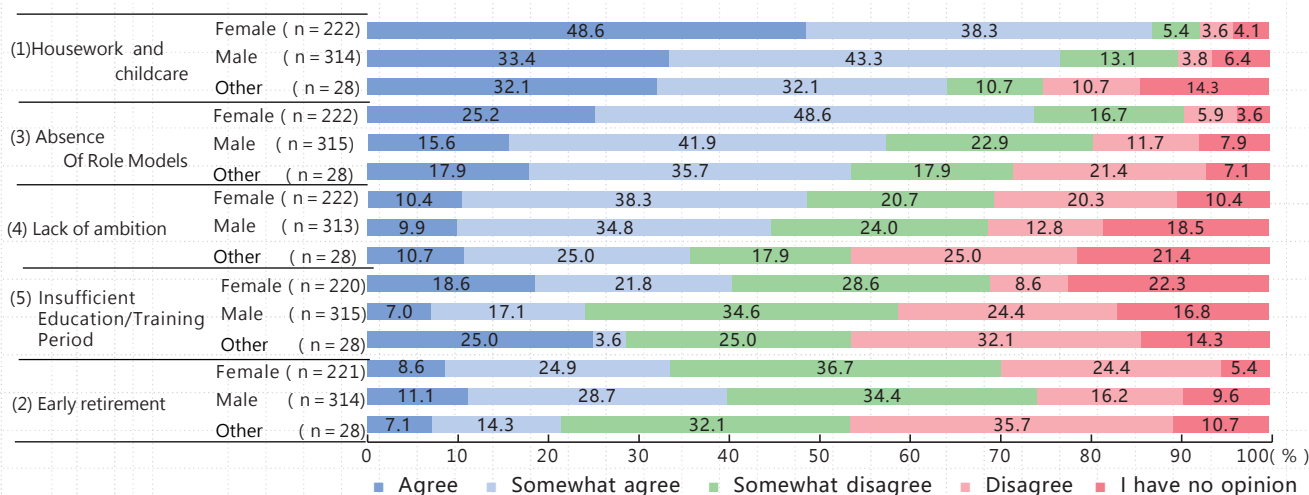


Fig.13 By Gender Reasons for the differences in the respective ratios of male/female staff senior administrators (Staff)

In addition to the responses detailed above, 131 opinions were also received. These included raising the ratio of women to men for all staff overall. Further, many respondents indicated that the ideas of unfair division of labor such that women should be in charge of housework and childcare still exist in the workplace and in their surrounding environments. Additionally, a large number of respondents expressed their opinion that the reason for the low women-to-men ratio was the fact that systemic infrastructure was still insufficient for supporting a work-life balance, enabling both household duties and dedication to work.

Other opinions stress that a male-dominated organizational culture still exists, as reflected in terms heard in Japan, such as "it's a male society," "homo-social," and the "old-boys network," etc. Many also stated that "the allure and merits of a senior administrative position are scarce," pointing out, for example, the increased workload of a senior administrator, etc.

The next question addressed whether persons exist who are/were target role models, senior staff, and supervisors in the workplace and whether or not there is a need for these. Overall, those who responded, "There is (there was)," the ratios were as follows: "a role model of the same gender" 50%, "a role model of the opposite gender" 34%, "senior staff/supervisors who recognize(d) my work and accept(ed) me" 80%

Table.1. By Gender "Presence/Necessity of Target Role Models, Senior Staff, or Supervisors (Staff) (%)

	n	There is ( was )	None	None, but want one	Not particularly needed	Not particularly needed
Role model ( 1 ) same gender	552	50.2	16.7	18.7	10.3	4.2
Role model ( 2 ) opposite gender	547	34.4	30.7	16.6	13.0	5.3
Role model ( 3 ) Senior staff member or supervisor	550	79.6	5.5	9.5	4.5	0.9

Let's look at each of these items by gender. Percentages of persons who responded "There is (there was)" to "a role model of the same gender": 45% of women, and 55% of men, or women were 10 percentage points less than men. As for the "There is (there was)" response to "a role model of the opposite gender," women were 44%, and men were 27%, or women were 16 percentage points higher than men. As for "There is (there was)" responses, regardless of the gender (same or opposite), the percentages for women were roughly the same (45% and 44%, respectively), while for men, there was a trend such that "There is not (was not)" was more common for an "opposite gender" response than a "same gender" response.

As for "Neither female nor male," "Don't want to answer," and "No response" respondents (in the Table, these are collectively called "Other"), there were no differences in the percentages who responded, "a role model of the same gender" and "a role model of the opposite gender."

Regarding "senior staff/supervisors who recognize(d) my work and accept(ed) me," approximately 80% of both men and women responded, "There is (there was)." For "Neither female nor male," "Don't want to answer," and "No response" respondents (in the Table, these are collectively called "Other"), the same percentage was just less than 70%.

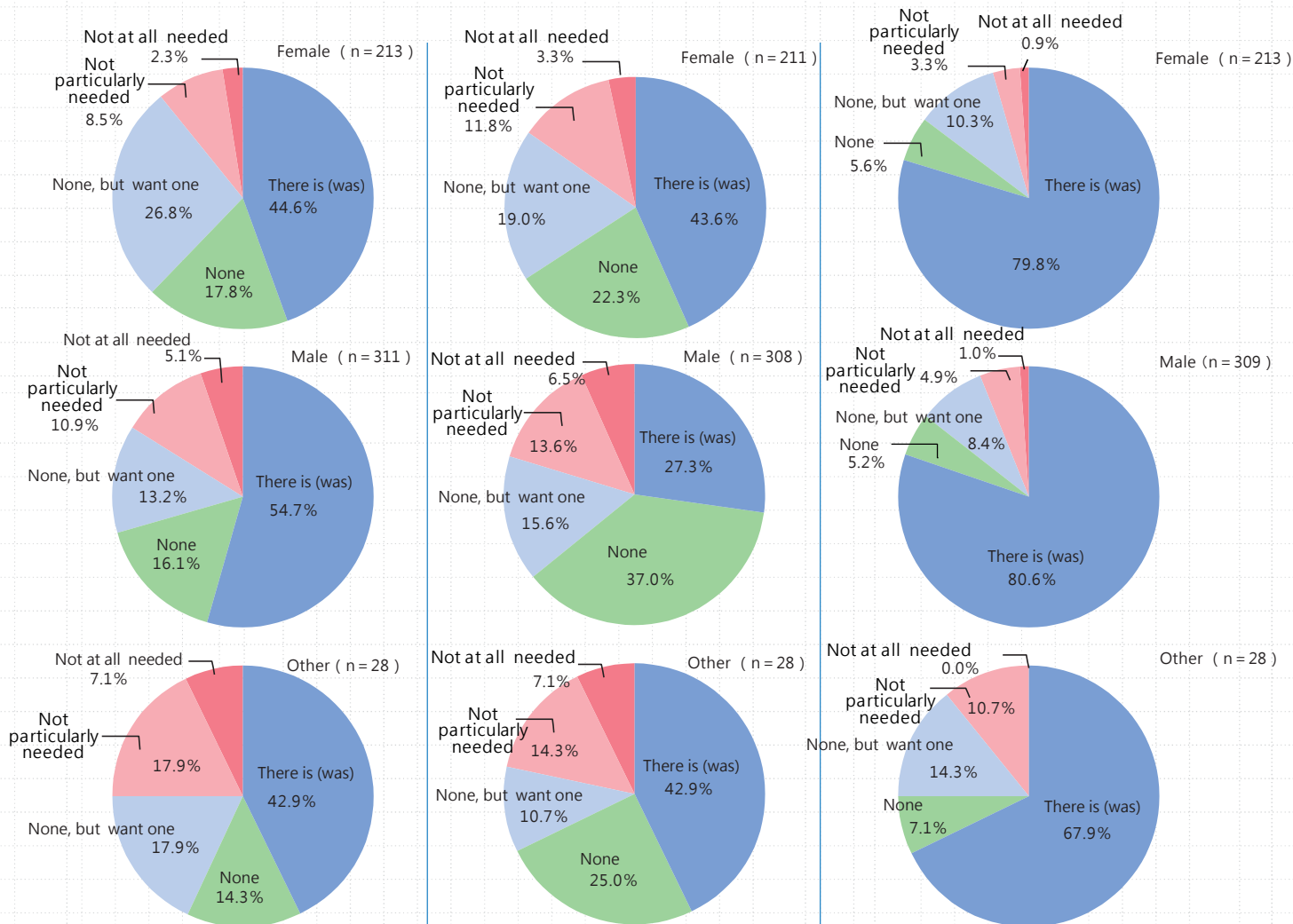


Fig.14 (1) Role model of the same gender

Fig.14 (2) Role model of the opposite gender

Fig.14 (3) Senior staff or supervisor who recognize(d) me

In regards to "Unconscious bias", it is difficult to control because one is mostly unable to recognize on one's own. Such bias is said to have an impact also in the workplace, in hiring and selection, and in the promotion of personnel, etc. For these reasons, Waseda University vigorously engages in education and enlightenment activities. As to a question about awareness of "Unconscious bias," 78% of faculty and 69% of staff responded, "I know it well." When the response, "I have heard of it" is added to these percentages, the rate rises to 95% of faculty and 93% of staff.

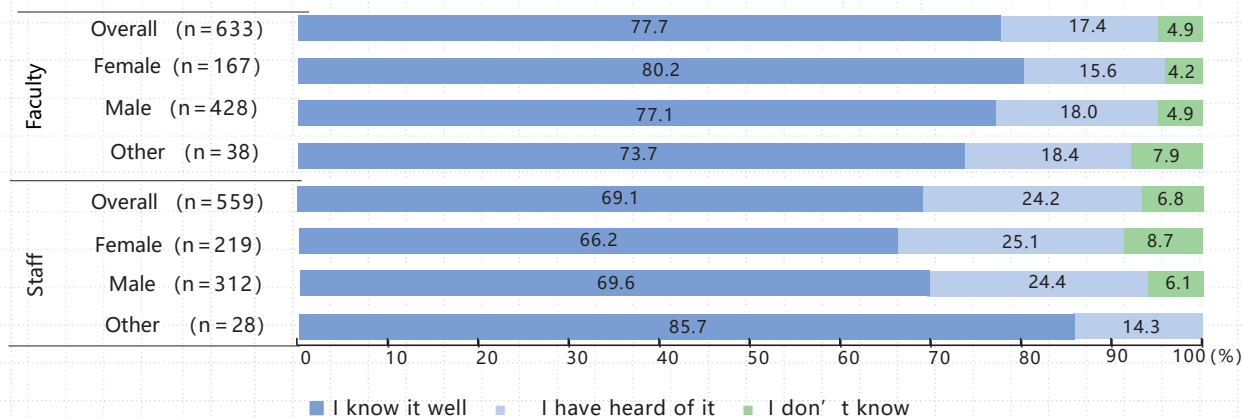


Fig.15 By Gender Awareness of "Unconscious bias"



## 2 Life Events (Childbirth, Childbearing, Nursing Care)

Next, we look at childbirth, childbearing, and nursing care.

First, faculty and staff who had experienced childbirth (or, the birth of a child) after becoming affiliated with Waseda University were as follows: for faculty, 24 women, 88 men, and six (6) persons among "Neither female nor male," "Don't want to answer," and "No response" respondents (in the Table, collectively called "Other" ). For staff, these numbers were 50 women, 144 men, and 13 persons among "Neither female nor male," "Don't want to answer," and "No response" respondents (in the Table, "Other" )

As for faculty who took childcare leave after experiencing childbirth (or, the birth of a child) after becoming affiliated with Waseda University, the results were 15 women (childcare leave rate: 63%), five (5) men (childcare leave rate: 6%), and one (1) person among "Neither female nor male," "Don't want to answer," and "No response" respondents (in the Table, "Other" ) (childcare leave rate: 17%).

As for staff who took childcare leave after experiencing childbirth (or, the birth of a child) after becoming affiliated with Waseda University, the results were 48 women (childcare leave rate: 96%), 34 men (childcare leave rate: 24%), and five (5) persons among "Neither female nor male," "Don't want to answer," and "No response" respondents (in the Table, "Other" ) (childcare leave rate: 39%).

Table. 2. By Gender "Have children?" "Experienced childbirth (or, the birth of a child) after becoming affiliated with Waseda University?" "Took childcare leave?" Childcare Leave Rate.

		n ( Have children )	Experienced childbirth(A)	Took childcare leave(B)	Childcare Leave Rate (B/A)
Faculty	Female	71	24	15	62.5
	Male	267	88	5	5.7
	Other	18	6	1	16.7
Staff	Female	126	50	48	96.0
	Male	200	144	34	23.6
	Other	17	13	5	38.5

The next question asked about understanding in the workplace when a person took childcare leave. No faculty member or staff responded with the following: "Not really" (There was not much understanding), "No" (There was no understanding), or "Unsure" ; instead, over 90% responded either "Yes" (There was understanding) or "Somewhat" (There was a certain extent of understanding). It thus seems that there is progressive understanding in the workplace concerning taking childcare leave.

Next, persons who responded that they had not taken childcare leave were asked the reasons, with multiple response choices provided. As for women faculty, many responded the following: "I thought it would affect my career development in the future," "I did not want to stop working," and "There was a childcare leave system in place, but it was impossible to take leave due to my work environment." As for men faculty, there was a tendency to cite the following in their responses: "Here was no childcare leave system at the time.(I was not eligible)." and "I did not want to stop working."

As for staff, in as much as the majority of women staff had taken childcare leave, we look at responses from men staff only. A high percentage of men staff responded, "There was a childcare leave system in place, but it was impossible to take leave due to my work environment," or "I found someone else to take care of my child." These were followed by high percentages for the following: "I did not want to reduce my income," and "I did not want to stop working."

Table.3. By Gender Reasons for not taking childcare leave (multiple response) ( % )

		n	I did not want to stop working	I did not want to reduce income	I thought it would affect my career development in the future	I did not feel it necessary	I arranged for someone other than myself to look after my child	There was a childcare leave system in place, but it was impossible to take leave due to my work environment	No system was in place	I did not know about the parental leave system	Other
Faculty	Overall	97	26.8	23.7	23.7	22.7	22.7	18.6	26.8	14.4	17.5
	Female	9	44.4	22.2	55.6	11.1	11.1	44.4	11.1	11.1	33.3
	Male	83	25.3	24.1	20.5	24.1	24.1	14.5	30.1	15.7	15.7
	Other	5	20.0	20.0	20.0	20.0	20.0	40.0	0.0	0.0	20.0
Staff	Overall	119	27.7	28.6	14.3	27.7	33.6	34.6	16.0	4.2	5.9
	Female	2	50.0	100.0	50.0	0.0	0.0	0.0	0.0	50.0	0.0
	Male	109	26.6	27.5	12.8	24.8	33.0	33.9	17.4	3.7	6.4
	Other	8	42.9	28.6	28.6	85.7	57.1	57.1	0.0	0.0	0.0

The next question was for faculty and staff with children, who were asked if they issues balancing work and parenting. Here, 35% of faculty, and 41% of staff, responded that “Yes.” When joined with persons who responded, “Yes, I occasionally have (had),” these percentages reached 60% for faculty and 69% for staff. Notably, women responded with higher percentages: 83% among faculty and 86% among staff.

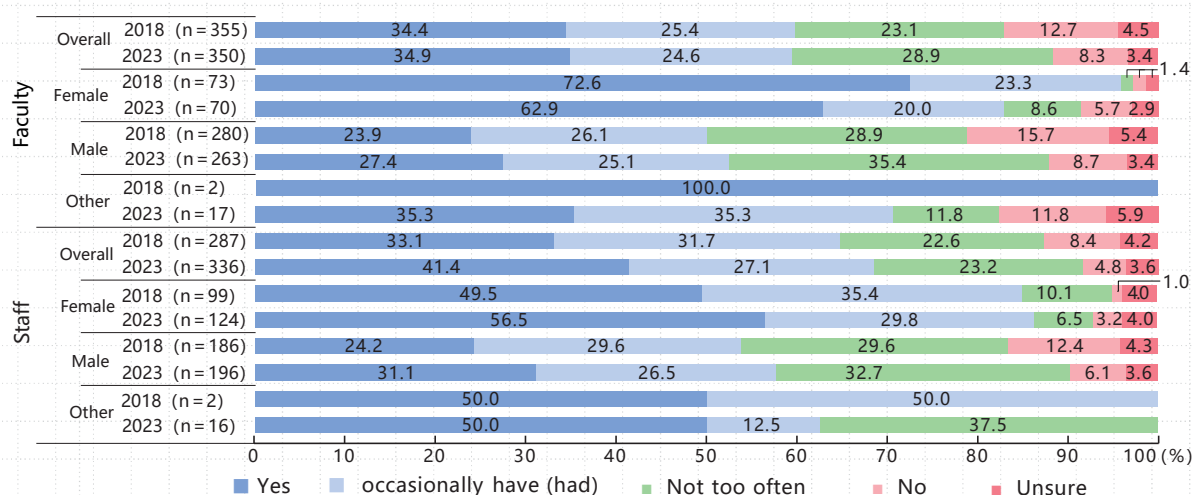


Figure16 By Gender By Academic Year (AY) Existence of issues balancing work and parenting

The next question asked about specific issues faculty and staff face in their work-life (childrearing) balance. As responses, there were 400 cases (191 cases from faculty and 209 cases from staff). For both faculty and staff, the reason cited most often was “sickness of a child.” There were many cases when, in a sudden outbreak of high body temperature, etc., in a child, no other caregiver could be secured other than one’s self or one’s partner.

For faculty, responses that followed were “time constraints” and “work on day off” . Although taking children to childcare in the morning and picking them up at night was, of necessity, the top priority, there were increasing issues in coordinating this priority with attending meetings and events that might last until the evening or even nighttime, performing work duties or weekends or national holidays, attending school-related activities, etc.

As for staff, there were responses related to “workload and overtime work” and “time constraints” , as well as opinions such as “it is difficult to finish all my work within the allotted time” and “constant overtime.”

Various items were presented regarding what policies and systems were needed to achieve a successful work–childrearing balance. Faculty overall responded with 50% or higher percentages to each of the following: “Measures to alleviate teaching/school affairs load,” “After-school childcare facilities,” “Monthly Childcare System,” “Childcare Facility for sick or recovering children,” and “Extension of their employment term for the duration that they are on maternity leave/childcare leave.” Women faculty responded with 60% or higher to “Extension of their employment term for the duration that they are on maternity leave/childcare leave” and “Childcare Facility for sick or recovering children.” For each of these items, there were differences with men faculty of 10 percentage points or higher, thus showing awareness differences between women and men faculty. Meanwhile, 58% of women, 63% of men and 50% of persons among “Neither female nor male,” “Don’t want to answer,” and “No response,” responded with “Measures to alleviate teaching/school affairs load,” regardless of gender indicating this necessity.

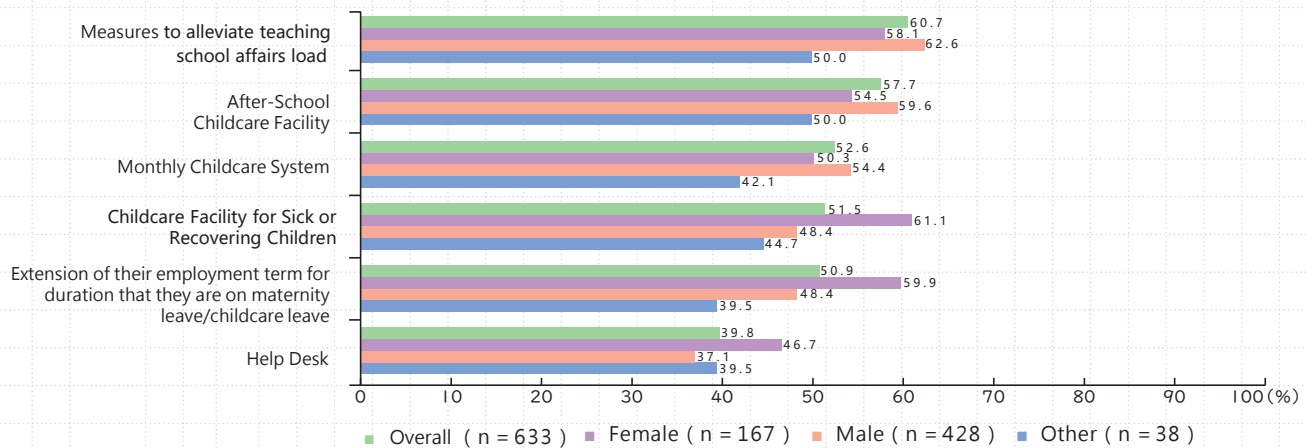


Fig.17 By Gender Policies and systems necessary to achieve work-childrearing balance (Faculty)

As for staff, the response “a flex-time system” had the highest percentage, followed in order by “Childcare Facility for sick or recovering children” and “After-school childcare facilities.” Especially noteworthy was that all persons, regardless of gender, emphasized the need for “a flex-time system.”

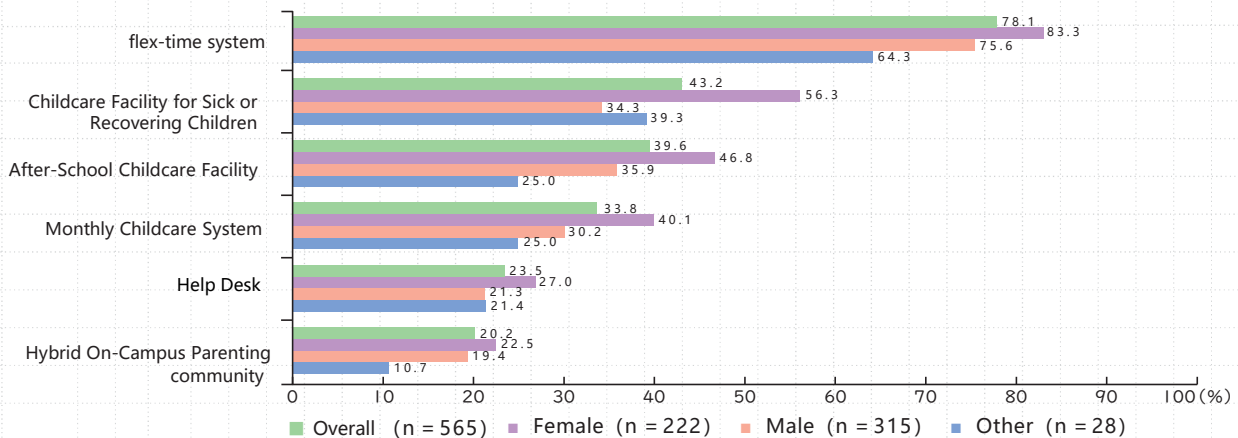


Fig. 18 By Gender Policies and systems necessary to achieve work-childrearing balance (Staff)

Next, we look at the experience with caregiving and/or nursing.

Here, persons who have experience with caregiving and/or nursing ( “In the past,” “Currently,” and “Both in the past, and currently” ), were faculty 29% (women 33%, men 28%) and staff 22% (women 23%, men 20%).

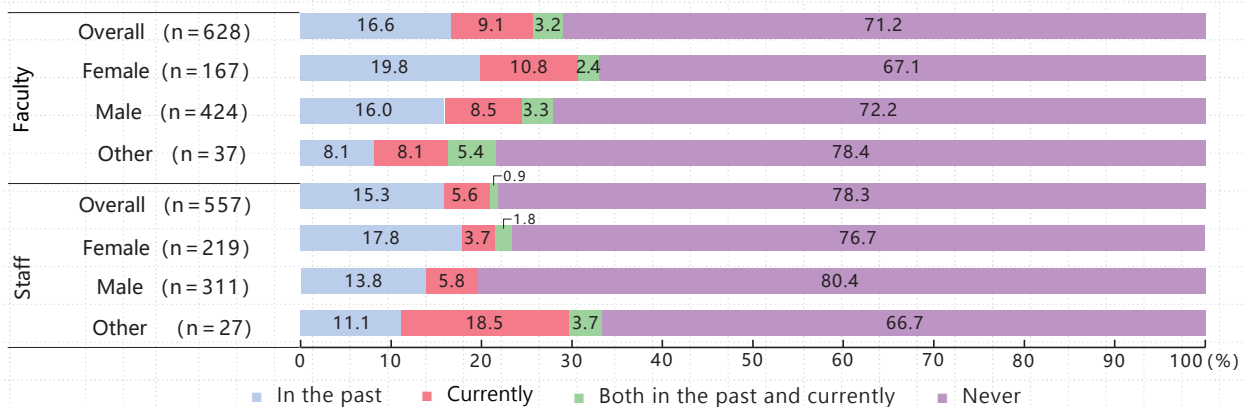


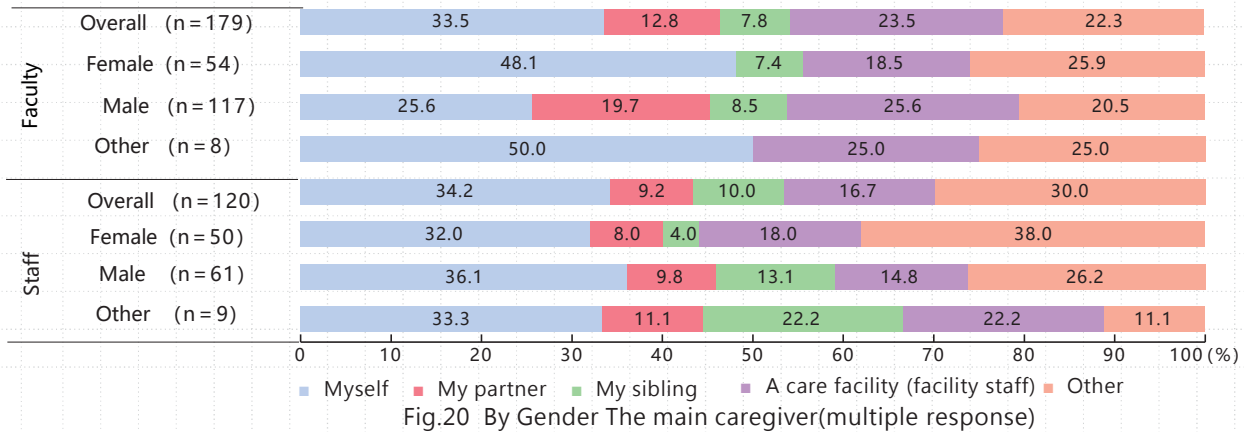
Fig. 19 By Gender Experience with caregiving and/or nursing

As for the person receiving caregiving and/or nursing, an overwhelming majority of faculty and staff responded “My own parent,” followed next by “Partner’s parent.”

Table.4. Person receiving caregiving and/or nursing (multiple response) (%)

	My own parent	Partner's parent	Partner	Child	Other
Faculty (n=181)	74.6	20.4	7.7	6.1	11.0
Staff (n=121)	66.9	14.0	4.1	9.1	18.2

As for the main caregiver, for faculty, the highest percentages of responses were, for women, "Myself" and for men, "Myself" and "A care facility (facility staff)". As for staff, the highest percentages of responses were, for women, "Other," and for men, "Myself." Here, major differences were seen in response tendencies between faculty and staff and between men and women.



As for persons who took caregiver leave and/or nursing care leave, there were zero (0) faculty and five (5) staff, as said leave rates were extremely low.

The next question dealt with reasons for not taking caregiver leave and/or nursing care leave. For faculty, women answered "Other" (36%) and "I did not want to stop working" (33%), while men answered, "I did not feel it was necessary." (34%) and "Other" (27%). As for staff, both men and women (at 36%) stated "Other" as their most frequent response, while, compared with women staff, men staff emphasized more as their reasons "I found someone else to care for the person" and "I did not feel it was necessary."

Persons who responded "Other" were asked the reason why they did so. The most frequent response was "this occurred before I became affiliated with Waseda University." Other reasons cited were, "I could not find anyone to replace me in my work duties, specifically teaching and research, etc.," "I did not sense that the mood was right for me to take time off from my work," and "There is no specific deadline for caregiving, and because the future situation is uncertain, it is difficult to make a decision regarding leave of absence."

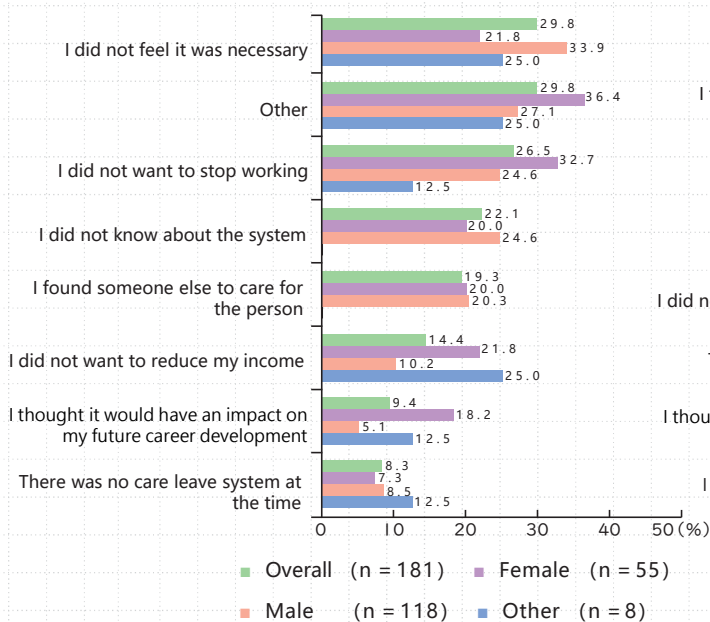


Fig.21 By Gender Reasons why the person did not take caregiver leave and/or nursing care leave (multiple response) (Faculty)

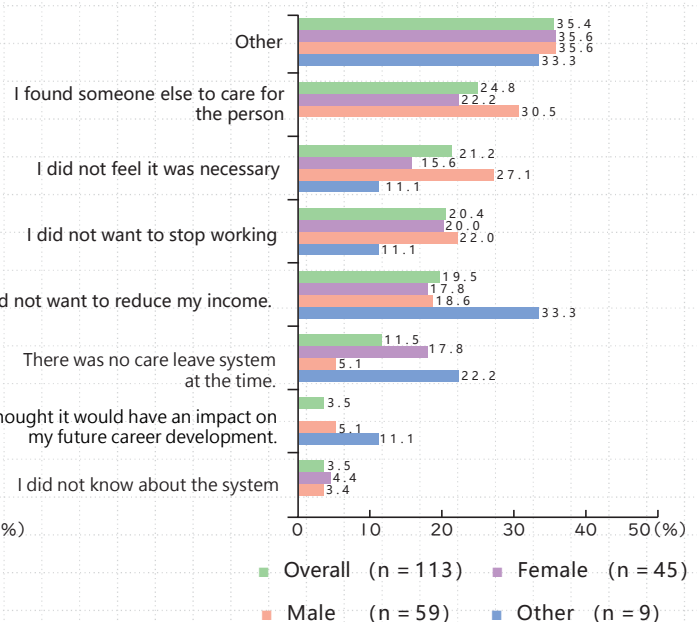


Fig.21 By Gender Reasons why the person did not take caregiver leave and/or nursing care leave (multiple response) (Staff)



The next question asked persons with experience with caregiving and/or nursing if they had difficulties and/or issues in balancing work demands and caregiving duties. Here, response rates for faculty and staff reached 60% or higher when combining the responses "Yes" (I have/had difficulties and/or issues) and "Occasionally" (I have/had). By gender, women had more difficulties and/or issues.

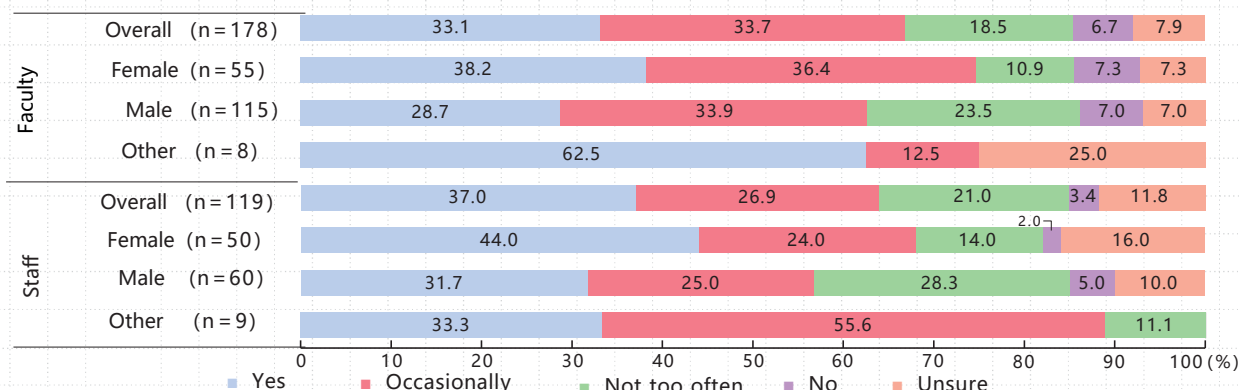


Figure 23. By Gender Existence of difficulties and/or issues in balancing work demands and caregiving duties

In regard to difficulties and/or issues in balancing work demands and caregiving duties, staff and faculty who responded "Yes" (I have/had) and "Occasionally" (I have/had) were asked to write freely their opinions as to how such issues/difficulties could best be resolved or eliminated. As responses, there were 150 cases (92 cases from faculty and 58 cases from staff).

From faculty, a large number of responses received had contents involving more flexible working methods, including class cancellations or substitute lecturers and the ability to change classes from in-classroom type to Internet on-demand type. This was followed by responses concerning reduced work-related duties, for classes and for meetings, etc. From staff, a large number of responses called for more flexible working methods, such as remote working, etc. This was followed by the request for more days off and vacation time. In addition, there were calls for greater understanding within the workplace regarding work and caregiving and/or nursing.

## 4. Support for Persons with Disability

Here, we look at recognition rates, etc., regarding persons with disability.

The National Act for Eliminating Discrimination against Persons with Disabilities took effect in 2016. To eliminate discrimination due to disability, this Act outlawed unfair discrimination and presented the concept of "reasonable accommodation." This questionnaire asked about faculty and staff awareness of "reasonable accommodation." Consequently, 73% of faculty and 78% of staff answered "Yes" (I know it well), marking major increases in recognition rates compared with the previous questionnaire.

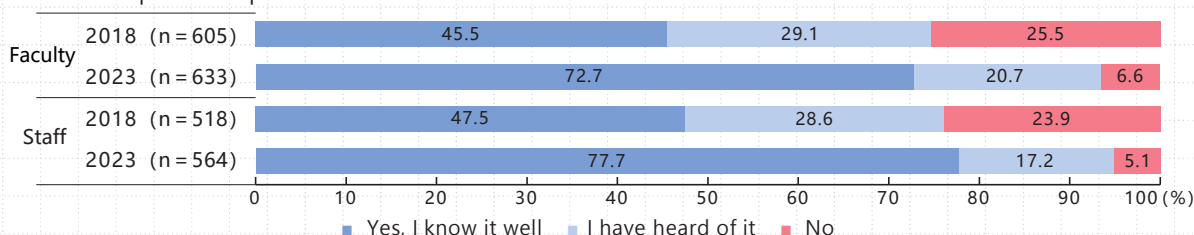


Fig. 24 By Academic Year Recognition rate regarding Reasonable Accommodation

On April 1, 2024, the Amended Act for Eliminating Discrimination against Persons with Disabilities takes effect, and the provision of reasonable accommodation becomes mandatory. Here, too, 74% of faculty, and 82% of staff, said "Yes" (I know of this)

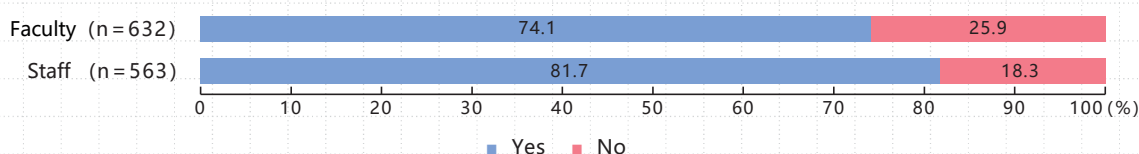


Fig. 25 By Academic Year Recognition rate regarding the Amended Act for Eliminating Discrimination against Persons with Disabilities

Waseda University Accessibility Maps (also called "Universal Design" (UD) Maps) have been created for the major campuses of Waseda University. These maps show gender-neutral/accessible restrooms, childcare-related facilities, barrier-free information about elevators, slopes, etc. Among both faculty and staff, there was a major increase in the recognition rate for these Accessibility Maps compared with the previous questionnaire.

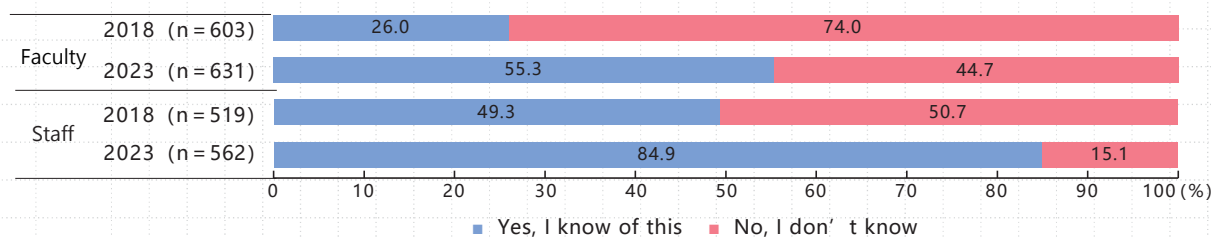


Fig.26 By Academic Year (AY) Recognition rate regarding Accessibility Maps (UD Maps)

In the evaluation of the current status of creating a barrier-free campus, an increased tendency was also seen in the percentage of those who answered either "Quite advanced" or "Reasonably advanced."

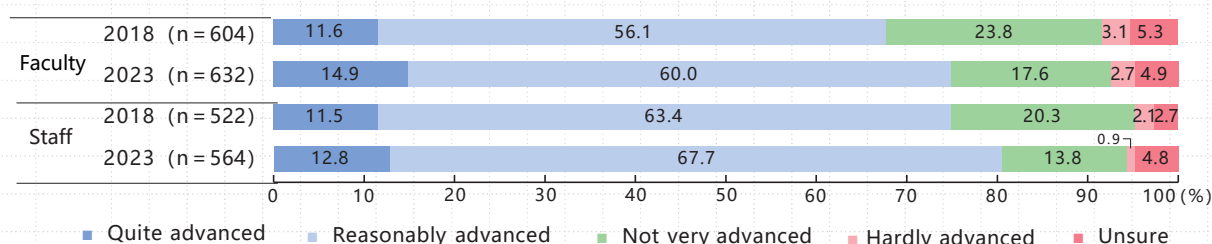


Fig.27 By Academic Year (AY) Evaluation of Barrier-Free Creation within the University

The next question asked whether discrimination and/or prejudice for reason of disability exists within the University. Here, 37% of faculty and 44% of staff responded, "I strongly believe there is" or "I think there is some discrimination." Here, a difference was seen between men and women, as 50% of women faculty responded as above, while this rate was 32% for men faculty.

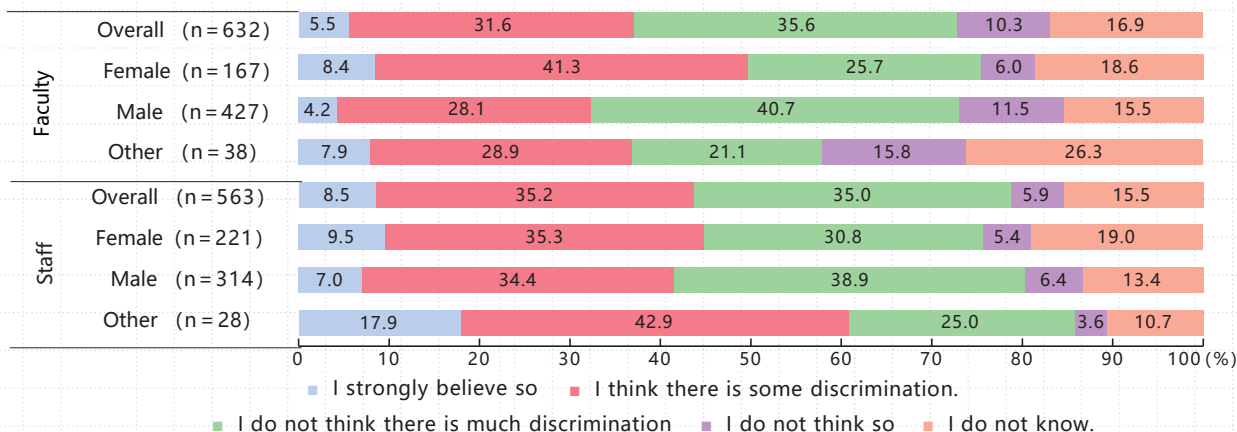


Fig.28 By Academic Year (AY) Is there prejudice, etc., against persons with disability?

It was asked whether faculty or staff who themselves have a disability have issues or difficulties when working within their worksites; overall, there were 3% of faculty and staff who responded "Yes" or "Sometimes."

This questionnaire sought concrete opinions about the University in its support for persons with disability (making the University barrier-free, guaranteeing information accessibility for the disabled, providing consultation in response to issues and difficulties in the workplace, etc.). There were 159 responses (84 faculty and 75 staff). A variety of concrete opinions were offered. These included opinions on barrier-free measures such as elevator installation and eliminating steps, support guidelines for providing reasonable accommodations in various situations, awareness-raising activities related to disability support including reasonable accommodations and guaranteeing information accessibility for the disabled.

# 5. Support for LGBTQ+

Waseda University is performing various engagements to promote a common understanding that respect for sexual diversity is one of our major issues. Just as in previous questionnaires, we included questions this time to determine recognition regarding sexual orientation and gender identity (this is called "SOGI recognition," also in the Table).

As for recognition rates for sexual orientation and gender identity ("SOGI recognition"), the percentage of faculty who answered "Yes, I know it well." increased by 12 points, to 80%, and staff also had a 17 point increase, to 74%.

There were even greater increases in "outing," or the act of exposing gender information and/or sexual orientation without the permission of the person involved, as responses to "Yes, I know it well." increased from 53% to 83% for faculty and from 49% to 81% for staff.

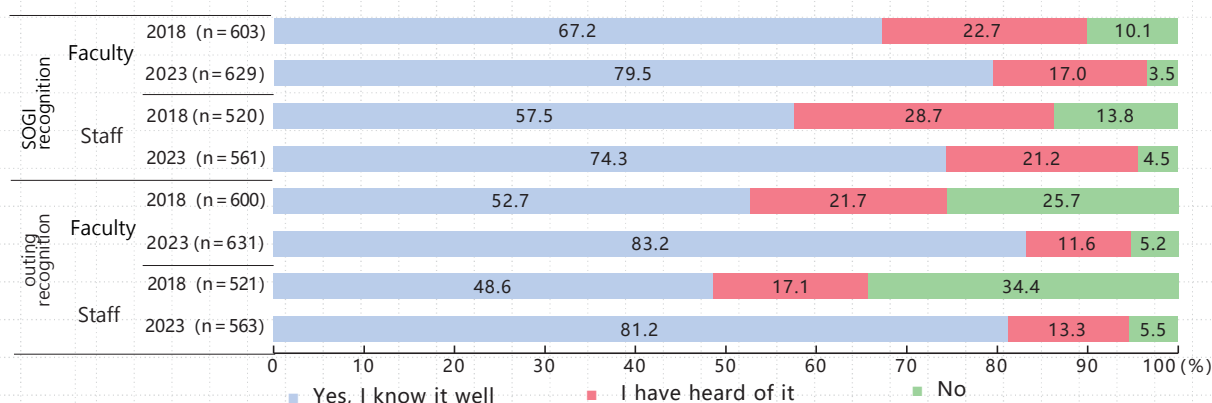


Fig.29 By Academic Year (AY) Recognition rate regarding SOGI and Outing

From Academic Year (AY) 2018, the Office for Promotion of Equality and Diversity has been distributing to all faculty and staff the "Guide to Consideration and Accommodation for LGBTQ+ Students" (an earlier edition was titled the "Faculty and Staff Guide on Consideration and Responses to Sexual Minority Students"), requesting all faculty and staff to perform appropriate consideration and accommodation. Here, 50% of faculty and 53% of staff responded that they "I have read it." Compared with the previous questionnaire, these rates rose 12 points for faculty and 20 points for staff.

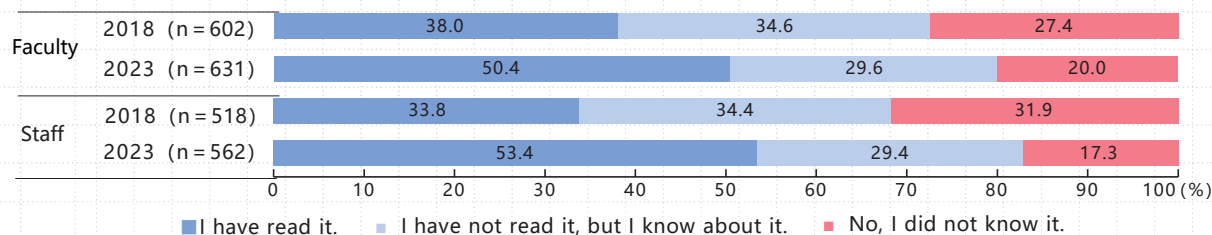


Fig.30 By Academic Year (AY) Recognition rate for the "Guide to Consideration and Accommodation for LGBTQ+ Students"

One question asked whether faculty and staff ever had ever seen or heard discriminatory comments or actions being used against LGBTQ+ people within the University. Here, 10% of faculty and 8% of staff responded, "Yes." Each of these percentages shows a declining trend compared with the last questionnaire (AY2018).

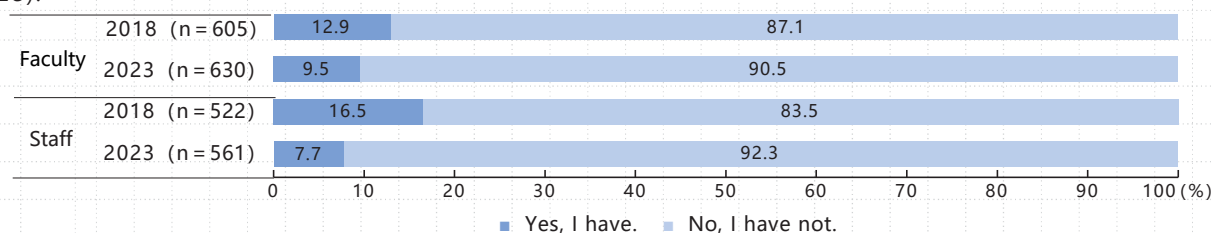


Fig.31 By Academic Year (AY) "Have you ever seen or heard discriminatory comments or actions regarding LGBTQ+?"

Another question presented, in a multiple-choice format, regarded specific persons who made discriminatory comments or took discriminatory actions and responses made in response to those comments and/or actions.

Table.5. Person who performed LGBTQ+ discrimination (multiple response) ( % )

	Faculty	Staff	Student	Other
Overall ( n=103 )	61.2	39.8	35.0	7.8

Table.6. Action(s) taken in response to LGBTQ+ discrimination (multiple response) ( % )

	I urged the person to stop	I did nothing	I talked to a colleague	I talked to a friend, acquaintance, or family member	Other	I didn't talk to anyone about it	I talked to my department or counseling office
Overall ( n=103 )	41.7	25.2	21.4	18.4	12.6	11.7	9.7

Another question asked for specific details of the discriminatory comments and/or actions persons had experienced. There were 57 cases. Many responded that they had witnessed actions where there was a lack of consideration regarding determining gender and/or sexuality, where a "story intended to be humorous" was recited, and/or where jokes were made about LGBTQ+-related issues. More than a few cases exist where this kind of comments or actions is seen as colleagues converse, etc., within the workplace. This indicates the importance of changing comments and actions to conform to standards for appropriate consideration and accommodation, regardless of whether an LGBTQ+ person is actually present at that time and place.

A further question asked if faculty and staff had ever been consulted about sexuality from a student, faculty, or staff. The percentage of "Yes" from both faculty and staff was higher than for the previous questionnaire. Here, one observes a situation where, on the one hand, there are fewer discriminatory comments or actions occurring, while on the other, there are more cases of related consultation.

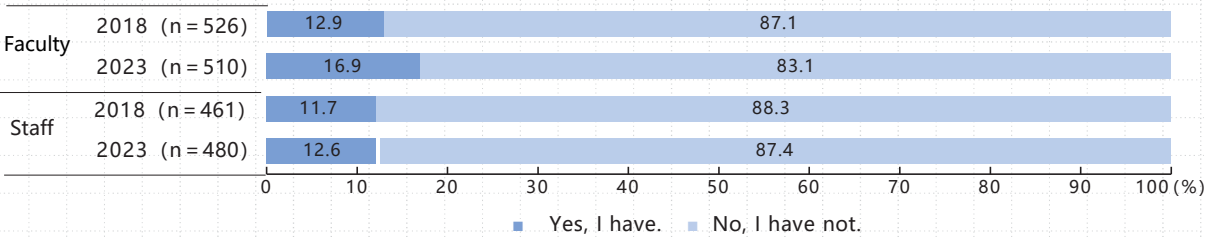


Fig.32 "Have you ever been consulted about sexuality?"

Faculty and staff were asked if they had any opinions about the University's system and/or engagements regarding the promotion of diversity. Responses were received from 134 cases (73 cases from faculty and 61 cases from staff).

A variety of opinions were stated, including those related to the present questionnaire, ideas about systemic, etc., improvements, and both positive and critical evaluations of, as well as desires and anticipations regarding, the current system and engagements, etc.

Once again, we express our gratitude to all faculty and staff who participated in this questionnaire. Office for Promotion of Equality and Diversity will continue its efforts to raise awareness and promote diversity at our university based on the feedback we have received.

Academic Year 2023

Waseda University Diversity Promotion-Related  
Attitudes and Fact-Finding Questionnaire Report

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