

# 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 tend to select societally desirable answers to questions about their awareness and attitudes. Therefore, it should be noted that answers to the questions about respondents' awareness in this survey may partly reflect social desirability.
- It should also be noted that answers to the questions about respondents' experiences of sexual harassment may be in some way influenced by each respondent' s subjective view on when he/she feels harassed.
- The method and details used for this survey differ from those for the previous survey conducted in 2007. Therefore, the analysis results regarding changes in the tendency of respondents may be partly influenced by the change of method and details.
- This survey was conducted over the period between December 2020 and January 2021, which coincided with the time when most classes and business processes at the University of Tokyo took place online because of the COVID-19 pandemic. The answers provided in the questionnaires may be influenced by these special circumstances under which the survey was conducted.
- This report examines differences in the answer percentages between students or faculty and staff members according to their social attributes. However, since this survey is capable of illuminating only a limited range of why those differences arose, the report only provides conjectural interpretations.

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 suggest sexism, and a decreasing tendency to express agreement ( "I agree" or "I somewhat agree" ) with those statements. On the other hand, more respondents indicated their willingness to evade dealing with harassment issues. Also, more respondents expressed agreement with the statement "It is natural that differences of ability and aptitude exist between men and women" than those who expressed disagreement.
- To the questions asking about respondents' gender and harassment awareness, the percentages of the answers that indicated agreement, disagreement, and neutrality ( "I neither agree nor disagree" ) showed slightly different tendencies between the respondents' attributes. For example, to the statement "Sexual jokes and topics help facilitate human relations," more students selected the answers that indicated agreement or neutrality than faculty and staff members, and more faculty and staff members expressed disagreement than students. More non-international students expressed agreement with the statement "It is natural that differences of ability and aptitude exist between men and women" than international students, and more international students expressed disagreement than non-international students. However, given that the overall effect size was quite small and differences between attributes are unclear, these results should be interpreted carefully.
- Factor analysis was conducted to study responses to the 11 statements about gender and harassment awareness. The findings showed a three-factor structure consisting of "conservative views on gender roles," "gender bias," and "willingness to evade harassment issues (including also an item on acknowledgement of fundamental differences between genders)." Furthermore, each subscale showed interactions between genders (i.e., "Female," "Male," "Other," and "Don't want to answer" and positions (i.e., "Student," "Faculty and Staff" ), and the mean differed depending on the combination. More specifically, the scores made by female respondents--students and faculty/staff alike--tended to be lower than those by other respondents of different genders in all items but for "conservative views on gender roles," regardless of position. On the other hand, student respondents who provided the answer "Other"

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 tend 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 interaction, such as an obscene look at a person’ s body, 4.7 percent of females, 2.5 percent of males, and 1.4 percent of those who provided the answer “Other” or “Don’ t want to answer” had experienced it. As for the type of harassment that constitutes a criminal act, such as

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 IO. Among these students, the percentage of those who had experienced harassment was notably 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 from men and women were compared, a high percentage of female students in the HSS answered that they became socially withdrawn and/or their health was affected, whereas that of female students in the NS answered that they changed their career plans. More male respondents in the HSS answered that they avoided or distanced themselves from the location and/or organization where they had been subject to harassment than those in other fields.

#### **Chapter 7: Differences in Awareness and Sexual Harassment Experience Rates: From the Points of View of the Types of Respondents' Alma Mater and School Year**

- Little difference was noted in gender and sexual harassment awareness between undergraduate respondents from coed high schools and those from all-male or all-female high schools. Among graduate students, only a slight difference in awareness was noted between respondents from the University of Tokyo undergraduate programs and those from other universities.
- Notably higher percentages of female undergraduate students from all-female high schools and of female graduate students from the University of Tokyo undergraduate programs had experiences of sexual harassment. More male graduate students from the University of Tokyo undergraduate programs also had experiences of harassment than other graduate students from different universities.
- It has been ascertained that both undergraduate and graduate students become more prone to sexual harassment or get to witness or hear about harassment cases as they spend more years at the University.

## Chapter 8: Problem Awareness and Necessary Measures

- About half of student respondents recognized that the University of Tokyo has problems related to sexual harassment, sexism, and sexual violence. This awareness was particularly strong among females and those who identified themselves as “Other” gender, undergraduate and PhD students, students in the HSS, students from Japan, graduate students from the University of Tokyo undergraduate programs, and respondents who had experienced sexual harassment.
- A little over 40 percent of faculty and staff respondents recognized the problems. This awareness was particularly strong among female professors/associate professors/lecturers, male professors, those who have been working for the University for many years, and those who had experienced sexual harassment and consulted someone about the experience, and it was limited among females on short-time working terms.
- About half of student and faculty/staff respondents answered that “gender-related education” and “full dissemination of the University’s counselling services” should be implemented as measures by the University of Tokyo. Female respondents tended to select the former and male respondents the latter, and respondents who had experienced harassment tended to choose the options about education and raising awareness.

## Chapter 9: Analysis of Answers to the Open-ended Questions

- Responses to the open-ended question asking about their experiences of sexual harassment revealed that students were subject to such experiences mostly in graduate schools, followed by undergraduate programs. The locations where harassment occurred were, in descending order, “in a lab/seminar class/a school course,” “during a circle/extracurricular activity,” “social gathering for a meal or drink,” “in a classroom/during a class.” The most common perpetrators were students, followed by faculty members. The forms of harassment were “exclusion/discriminatory treatment of a certain gender or sexuality,” “coercive requests to play a gender/stereotypical role,” “bringing up/assessing/making fun of a person’s physical appearance and characteristics,” and other microaggressions. Many acts that constituted “sexual offences” were also listed in addition to “unintentional sexism.” There were also many accounts of harassment and discrimination that were not sexual.
- Students’ responses to the open-ended question asking for their opinions were diverse. They were divided into seven broad categories (e.g., “feedback on the survey,” “comments to bring attention to problems on the campus,” and



“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 of the survey results. Many of the suggestions and requests were about “education and training,” “the overall initiative,” and “public relations/university-wide awareness and knowledge.”

- Responses from faculty and staff to the open-ended question asking about their experiences of sexual harassment included a considerable number of comments regarding their work, occupational duties, and family responsibilities, in addition to the issues also raised by students. Just as students, faculty and staff respondents gave accounts of acts that constituted microaggressions and unintentional sexism as well as serious sexual offences, and many described cases of power harassment and other various forms of discrimination.
- Faculty and staff members’ responses to the open-ended question asking for their opinions included issues specific to faculty and staff as well as those raised by students. Some expressed agreement with having more female faculty and staff members, and others disagreement. There were a certain number of suggestions about “the system and structure,” along with “requests for a more extensive and in-depth survey.”

## **Chapter 10: Conclusions from the Analysis and Implications**

- All in all, student and faculty/staff respondents showed keen gender and sexual harassment awareness. The overall level of the awareness turned out to be higher than the previous survey. That said, some issues remain a concern. For example, the majority expressed agreement with the statement “It is natural that differences of ability and aptitude exist between men and women.” Among all respondents, males, NS students, and first- and second-year students displayed lower awareness in their responses to many of the survey questions. As for reactions to hypothetical sexual harassment directed at them, students and younger faculty and staff members found it more difficult to clearly say “No” than other respondents did if the perpetrator was someone in a higher position, which confirms that power relationships within an organization has an influence on the possibility of rejecting sexual harassment.
- As to the reality of sexual harassment surrounding respondents, their answers to the items that could be compared with the previous survey showed that the percentage of those who had experienced the harassment did not decrease. 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 on gender also made up

a certain percentage among responses from faculty and staff members. The percentages of those who experienced sexual harassment notably differed between genders. Fewer male respondents had experiences. Around 10 percent of female students had been subject to undesirable physical contact or advances, and also around 10 percent of students who identified themselves as “Other” gender had been subject to discriminatory words and behavior because they are a sexual minority. Experience rates were relatively high among long-time students at the University of Tokyo, students from all-female high schools, students in departments with fewer female students, and students in the HSS. The rates were high among staff members, and faculty and staff members in their 30s. Many of those who had harassed the student respondents were peers or older students, and many of these perpetrators were males. Harassment tended to be repeated and had greater adverse effects when the perpetrators were faculty members. Faculty and staff members were prone to be harassed in the workplace or social gathering, and executive or senior faculty/staff members were perpetrators in many cases. More respondents to this survey chose “I did not experience any particular change” as the effect of the harassment directed at them than the previous survey, and fewer respondents consulted with anyone about what had happened. These findings indicate that sexual harassment has continued to occur 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.

**\*Please also refer to Chapter 10 for the conclusion of our analysis.**

## Chapter 10: Conclusions from the Analysis and Implications

### Summary

- All in all, student and faculty/staff respondents showed keen gender and sexual harassment awareness. The overall level of the awareness turned out to be higher than the previous survey. That said, some issues remain a concern. For example, the majority expressed agreement with the statement “It is natural that differences of ability and aptitude exist between men and women.” Among all respondents, males, NS students, and first- and second-year students displayed lower awareness in their responses to many of the survey questions. As for reactions to hypothetical sexual harassment directed at them, students and younger faculty and staff members found it more difficult to clearly say “No” than other respondents did if the perpetrator was someone in a higher position, which ascertains that power relationships within an organization has an influence on the possibility of rejecting sexual harassment..
- As to the reality of sexual harassment surrounding respondents, their answers to the items that could be compared with the previous survey showed that the percentage of those who had experienced the harassment did not decrease. 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 on gender also made up a certain percentage among responses from faculty and staff members. The percentages of those who experienced sexual harassment notably differed between genders. Fewer male respondents had experiences. Around 10 percent of female students had been subject to undesirable physical contact or advances, and also around 10 percent of students who identified themselves as “Other” gender had been subject to discriminatory words and behavior because they are a sexual minority. Experience rates were relatively high among long-time students at the University of Tokyo, students from all-female high schools, students in faculties/graduate schools with fewer female students, and students in the HSS. The rates were high among staff members, and faculty and staff members in their 30s. Many of those who had harassed the student respondents were peers or older students, and many of these perpetrators were males. Harassment tended to be repeated and had greater adverse effects when the perpetrators were faculty members. Faculty and staff members were prone to be harassed in the workplace or social gathering, and executive or senior faculty/staff members were perpetrators in many cases. More respondents to this survey chose “I did not experience any particular change” as the effect of the harassment directed at them than the previous survey, and fewer respondents consulted with anyone about what had happened. These findings indicate that sexual harassment has continued to occur

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 clear picture of the awareness and views that students and faculty/staff members have regarding gender and sexual harassment. Q1 asks whether respondents agree or disagree with given statements about gender and sexual harassment. Q2 is designed to see if respondents would react differently to certain behaviors that would likely constitute sexual harassment if doers were different. Q3 asks how respondents would react to sexual harassment in given cases. This section summarizes the results of the analysis each chapter provides in connection with these questions.

#### **2.1.1 Agreement/Disagreement with Views regarding Gender and Sexual Harassment**

According to the results in **Chapter 3** that analyzes responses to Q1, most of the student and faculty/staff respondents expressed disagreement with the statements “Sexual jokes and topics help facilitate human relations,” “It is perfectly acceptable that women are expected to be feminine, and men masculine,”

“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.

As for the two statements “Expectations or requirements for a person’s work or research will naturally be different depending on whether it is a man or a woman” and “It is natural that people are divided into two sex categories of men and women,” responses that expressed agreement rose to 20 to 30 percent, and again higher percentages of students agreed than those of faculty and staff. That said, the students and faculty/staff members who disagreed greatly outnumbered those who agreed.

As for the three statements “It is natural that differences of ability and aptitude exist between men and women,” “I am concerned about the potential increase of false accusations of sexual harassment due to misunderstanding, false claim, or malice,” and “I’d rather stay away from sexual harassment issues,” responses that expressed agreement made up around 60 percent. Agreement with the second and third statements may be interpreted as the respondents’ concern about negative effects and burdens that might accompany an increase in cases that are recognized and/or accused as sexual harassment. The statement “It is natural that differences of ability and aptitude exist between men and women” implies acknowledgement of fundamental differences between genders, which is controversial and cannot always be unconditionally accepted. Nevertheless, more than half of the respondents agreed with it, which is worth noting.

According to **Chapter 2** that examines differences between responses to this survey and those to the last survey conducted in FY 2007, the percentages of responses that agreed with many of these statements were significantly lower in this survey. This likely indicates that, all in all, students as well as faculty and staff at the University of Tokyo are more sensitive to sexual harassment and gender-based discrimination than before. That said, the percentage of the respondents who agreed with the statement “I’d rather stay away from sexual harassment issues” has risen in the recent years, especially among faculty and staff respondents. This implies that faculty and staff increasingly perceive these issues as difficult and taxing to handle.

Going back to the results in **Chapter 3**, when we look at differences in the awareness among students or faculty and staff according to their attributes, the percentages of responses that agreed with these statements were relatively high among male students, NS students, first- and second-year students, and students

from all-male high schools. Among faculty and staff members, differences in the responses to many of these statements between internal attributes were not as clear as those among students. Among international students and foreign national faculty and staff, which of the statements got low or high percentages of agreement differed from that among students and faculty/staff members from Japan. This type of difference in awareness among respondents has also been observed with high accuracy in the multiple regression analysis that used the questions integrated into three factors as dependent variables.

**Chapter 6**, which provides a comprehensive look at differences in the responses from students sorted by discipline, also points out that students in the HSS were most inclined to disagree with all statements presented in Q1, even after the male-to-female ratio was corrected, that NS students were most inclined to agree with these statements, and that students in IO largely fell somewhere in between. The chapter also states that there were considerable differences between disciplines in responses to “It is natural that differences of ability and aptitude exist between men and women” and “It is natural that people are divided into two sex categories of men and women.” As reasons for these findings, it is surmised that NS students might have associated these questions with biological differences in reproduction and that the limited number of women, along with the scarcity of diversity education that also covers gender issues, in the NS faculties/graduate schools, might have influenced their answers<sup>1)</sup>.

**Chapter 7** examines differences in the awareness between respondents sorted by gender and school year, using the indicators that integrated answers to Q1, with a focus on the types of high schools undergraduate respondents were from and the types of universities graduate respondents were from. The analysis results in the chapter confirm that female students and upper-year students were more aware of gender equality issues, whereas it states that whether the types of high schools or universities they went to made any differences was inconclusive.

### **2.1.2 Perceptions about Which Behaviors Constitute Sexual Harassment and How They Would Respond**

Q2 and Q3 were more specifically about sexual harassment perceived by respondents. **Chapters 4** (students) and **5** (faculty and staff) analyze responses to the questions.

**Chapter 4** analyzes Q2 that asked if respondents would deem each of the 10 behaviors provided as sexual harassment. About 80 percent of student respondents answered that all behaviors would always or could be deemed as sexual harassment if the doer was a faculty or staff member. Yet the percentages of students who chose “always deemed” varied between the behaviors, while around 70 percent answered that the following would always be deemed as harassment: “Sends you long text messages/e-mails that have nothing to do with your job or research on a daily

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 man,’ ” which constitutes a behavior that forces a person to accept a gender role, would always be deemed as sexual harassment.

For that matter, **Chapter 7** also points out that responses from male students to Q2 clearly indicated their lower awareness and that there was almost no difference in the responses that was attributable to the types of high schools or universities the male students had gone to. Moreover, **Chapter 6** provides the analyses of responses sorted by discipline in relation to Q2 as well as Q1, confirming that students in the HSS have the strongest sexual harassment awareness, followed by those in IO, and then NS students.

**Chapter 5** analyzes responses from faculty and staff to the same questions. The behaviors that high percentages of the respondents would deem as sexual harassment were the same as those that many students would deem as harassment. Those choices were “Names and/or makes fun of individuals who are gay, lesbian or of unknown sex,” “Brings up the topic of your sexual orientation or gender identity without your consent,” “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,” and “Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis,” among others.

**Chapter 5** also conducts multivariate analysis that overviews the tendencies in the responses from faculty and staff to all behaviors. The analysis results confirm that higher percentages of the respondents would deem these behaviors as sexual harassment in the case that the respondents are a female or someone who specified “Other” or “Don’ t want to answer” as their gender, someone who is older, someone who is not on a limited-term contract, someone who is not a foreign national, and in the case that these behaviors were done by an executive faculty member or their boss rather than colleagues. Again, responses from male faculty and staff members indicated relatively low awareness that certain behaviors would constitute sexual harassment.

According to the analysis in **Chapter 2** that compares the responses to Q2 with the previous survey responses, more students and faculty/staff members answered

that they would deem almost all these behaviors as sexual harassment than in the last survey. Just as the responses to Q1 indicate, this finding implies respondents' keener sexual harassment awareness.

Q3 gave three hypothetical situations, namely where someone "Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.)," "Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go," and "Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder)." Then it asked respondents to choose a reaction from the options provided, namely "Clearly convey the message that you dislike such behavior," "Implicitly convey the message that you dislike such behavior," and "Do not convey the message," considering who the perpetrator was.

About 50 percent of students and faculty/staff members answered that they would "clearly convey the message that they dislike such behavior" in the case of physical contact. However, only around 30 percent of students and faculty/staff respondents chose the same response to the first two situations (**Chapters 4 and 2**).

**Chapter 4** examines students' responses sorted by hypothetical perpetrator. The results show that the highest percentage of students would "clearly convey the message that they dislike such behavior" if "a student in the same year or lower grade" was the perpetrator. Nearly the same percentages of students chose this response in the case of a "faculty or staff member other than their instructor/supervisor" and a "student in a higher grade or a person of a higher rank." The lowest percentage chose this answer in the case of "their instructor/supervisor." These findings confirm that students would find it difficult to say "No" when the perpetrator was in a higher rank. For example, if they took offense at something that their instructor/supervisor said, students who would "not convey the message" (28.5%) outnumbered those who would "convey the message that they dislike such behavior" (23.8%).

**Chapter 7** analyzed students' responses the same way. The analysis finds that there was little difference between genders or university years, whereas students who had been in high schools and/or universities overseas tend to say "No" in clear terms. **Chapter 6** also states that there was almost no difference in the responses from students that was attributable to their disciplines.

According to the results of the multivariate analysis that overviews responses from faculty and staff in **Chapter 5**, the respondents who were staff members, younger, Japanese nationals, and/or not on short-time working terms tended not to say "No" if the perpetrator was an executive faculty member or their boss, regardless of the respondents' gender. Given these findings, the chapter calls attention to the issue that although a behavior exhibited by an executive faculty



or supervisor can easily be deemed as sexual harassment, faculty and staff are unable to clearly say “No” especially when they are younger or in a relatively weak position in the organization.

**Chapter 2** also compares responses to Q3 with those in the previous survey. The results confirm that more students and faculty/staff members in this survey answered that they would say “No,” especially “implicitly,” to almost all situations. This indicates that more respondents are inclined to reject sexual harassment.

### **2.1.3 Summation of Respondents’ Awareness**

As we have seen thus far, student and faculty/staff respondents on the whole showed keen gender and sexual harassment awareness. The overall level of the awareness turned out to be higher than that shown in the previous survey. That said, some issues remain a concern. For example, the majority expressed agreement with the statement “It is natural that differences of ability and aptitude exist between men and women.” Among all respondents, males, NS students, and first- and second-year students displayed lower awareness in their responses to many of the survey questions. As for reactions to hypothetical sexual harassment directed at them, students and younger faculty and staff members found it more difficult to clearly say “No” than other respondents did if the perpetrator was someone in a higher position, which confirms that power relationships within an organization has an influence on the possibility of rejecting sexual harassment.

## **2.2 Experiences of Sexual Harassment**

### **2.2.1 Reality of Sexual Harassment Experiences**

The previous section overviews the analysis results related to respondents’ awareness. What is equally important is the reality of sexual harassment experiences on the campus of the University of Tokyo.

Q4 in this survey listed 13 behaviors and asked respondents to select all that applied to each of these behaviors from the options of “I have been subject to such behavior,” “I have been consulted about such a case,” “I have witnessed/heard about such a case,” and “I have never experienced or heard about such a case.” Then Q5 – Q11 asked in detail about the experience (or “the most upsetting experience” if a respondent had been subject to more than one of those behaviors), such as the setting, the respondent’s and the perpetrator’s positions, whether the respondent consulted anyone about what had happened, and the effect that the experience had on the respondent.

**Chapter 4** analyzes students’ responses related to their experiences. The experience that got the highest percentage of students’ responses was “having heard sexual topics and obscene jokes in an unwanted way” (12.7%), followed by

“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, or been stalked” respectively. 16.7 percent of the respondents who identified themselves as “Other” gender “had been avoided 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 indicate that there are concerns about the reality of sexual harassment at the University of Tokyo.

Then **Chapter 4** moves on to examining the factors that might have had an effect on the experience rates through multivariate analysis, using the indicators that re-classified the 13 items into five groups. The results show that experience rates were higher among females and respondents of “Other” gender as well as long-time students at the University of Tokyo and that experience rates rose among respondents in faculties/graduate schools with fewer female students. The results also confirm that experience rates tended to be higher among men in faculties/graduate schools with high percentages of female students. These findings are critical in that the survey has found a gender ratio between the University community members influences the incidence of sexual harassment.

The analysis in **Chapter 8** has also confirmed that the longer students were enrolled at the University, the higher their experience rates grew. In addition, it has also been found that female undergraduate students from all-female high schools had higher experience rates.

**Chapter 6** examines experience rates sorted by respondents’ discipline. According to the results of the examination, students in the humanities and social sciences (HSS) had the highest rates of experiences of the behaviors, followed by natural science (NS) students, and then by students in interdisciplinary or other fields (IO). These results were the same after the male-to-female ratio was corrected in each of the disciplines. The reason for the lowest percentage among students in IO is likely that the classification “students in interdisciplinary and other fields” included undergraduate students in the Junior Division and because of the coronavirus pandemic, first-year students attended classes mostly online when this survey was conducted. When we consider the findings that more students in the HSS

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 heard sexual topics and obscene jokes in an unwanted way” were 6.2 percent and 5.4 percent respectively, which were lower than the rates among students. On the other hand, 4.4 percent “had been assigned a certain role based on sex/gender in an educational or research setting or in the workplace; or had been treated differently based on gender/sex in terms of work or research,” which is higher than the experience rate among students (3.1%).

**Chapter 5**, just as **Chapter 4**, also re-classifies these items into five groups for multivariate analysis. Unlike students’ cases, the effect that respondents’ genders might have had on experiences was not obvious, except that fewer males had been subjected to unwanted relationship. It has also been noted that more respondents in their 30s had experienced sexual harassment and that fewer respondents on short-time working terms had experienced sexual harassment.

The examples and wording used in this question have been considerably changed since the previous survey in FY 2007. Nevertheless, the results in **Chapter 2** that examines differences from the last survey in comparable items show that experience rates have not dramatically changed.

To sum up the findings in **Chapter 4**, the following details of students’ sexual harassment experiences have been shown: many of the perpetrators were peers or older students; the perpetrators were predominantly males, whereas females were perpetrators in about 20 percent of the cases; students were repeatedly harassed when the perpetrators were faculty members, and a relatively large percentage of these students “put up with the behavior” as their response; as the effect that their sexual harassment experiences had on them, 24.7 percent selected the answer “I felt depressed, became aggressive to others, and became emotionally unstable,” and 12.5 percent “I came to distrust, feel disgust at, or fear other people,” indicating that these negative effects should never be downplayed; and the negative effects were particularly notable when the respondents were not males or were graduate students, when the perpetrators were the respondents’ instructors/supervisors, and when the respondents were harassed repeatedly by the same perpetrators. The findings in **Chapter 6** about differences between students’

disciplines show that, even after controlling gender, more male and female students in the HSS suffered the negative effects than NS students. This may have something to do with the fact that more students in the HSS were harassed by the same perpetrators multiple times.

To sum up the findings in **Chapter 5** about details of faculty and staff members' experiences of sexual harassment in the same way, the following have been ascertained: the situation in which they had been subject to harassment was mostly either "during regular working hours" (41.2%) or "during a social gathering" (40.0%); administrative staff was most prone to harassment; many of the perpetrators were male "executive or senior faculty members" and "staff members"; about 30 percent of those who were subject to sexual harassment consulted someone about what had happened, many of the people they consulted were their colleagues, and they hardly chose to contact an external expert or specialized institution; and they consulted someone mostly when the negative effect of the harassment was strongly felt.

According to **Chapter 2** that compares these details of sexual harassment provided by respondents with those in the previous survey, somewhat more respondents "implicitly" said "No" to the perpetrators, yet there had been no increase in the cases where respondents clearly rejected the harassment behavior, and there had been no decrease in the cases where respondents put up with the behavior. It is also notable that significantly fewer respondents "consulted anyone" about the harassment they had been subject to than the previous survey. It is difficult to compare who the respondents in this survey consulted with the previous survey because the options provided this time were considerably different than those provided last time. As the reasons why they had not consulted anyone, more respondents, particularly students, selected the answers "I didn't think that consulting someone would help solve the situation" as well as "I didn't feel the need to consult anyone." Moreover, as the effect of the sexual harassment they had suffered, significantly more respondents in this survey chose the answer "I did not experience any particular change."

**Chapter 9** provides an analysis of answers to open-ended questions that presents in detail specific examples of sexual harassment that could not be identified by the multiple-choice questions. In addition to sexual harassment and gender-based bias and discrimination, numerous examples are given to show that the University of Tokyo has problems that must be addressed, including power harassment, academic harassment, speech and action that lack respect for people, and problems in systems.

### **2.2.2. Summation of Respondents' Experiences of Sexual Harassment**

As we have seen thus far, as the reality of sexual harassment surrounding respondents, their answers to the items that can be compared with the previous

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 on gender also made up a certain percentage among responses from faculty and staff members. The percentages of those who experienced sexual harassment notably differed between genders. Fewer male respondents had experiences. Around 10 percent of female students had been subject to undesirable physical contact or advances, and also around 10 percent of students who identified themselves as “Other” gender had been subject to discriminatory words and behavior because they are a sexual minority. Experience rates were relatively high among long-time students at the University of Tokyo, students from all-female high schools, students in faculties/graduate schools with fewer female students, and students in the HSS. The rates were high among staff members, and faculty and staff members in their 30s. Many of those who had harassed the student respondents were peers or older students, and many of these perpetrators were males. Harassment tended to be repeated and had greater adverse effects when the perpetrators were faculty members. Faculty and staff members were prone to be harassed in the workplace or social gathering, and executive or senior faculty/staff members were perpetrators in many cases. More respondents to this survey chose “I did not experience any particular change” as the effect of the harassment directed at them than the previous survey, and fewer respondents consulted with anyone about what had happened. These findings indicate that sexual harassment has continued to occur 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.

### **2.3 Problem Awareness, Necessary Measures, and Opinions related to Current Realities Facing the University of Tokyo**

This section recapitulates the overall problem awareness, measures that need to be taken in the future, and various opinions related to current realities facing the University of Tokyo.

As a question designed to see respondents’ problem awareness, Q13 “Do you think that there are sexual harassment, sexual discrimination, or sexual violence-related problems in The University of Tokyo?” asked respondents to choose one answer from the choices of “I don’t think there are any problems at all,” “I don’t think there are serious problems,” “I think there are problems,” and “I think there are serious problems.”

According to **Chapter 8** that analyzes responses to this question, 6.9 percent of student respondents selected the first answer, 44.5 percent the second, 39.7

percent the third, and 7.5 percent the fourth (1.4 percent selected none), which indicates that the total percentage of the students who gave answers that did not acknowledge problems is nearly the same as that of those who answered there are problems. That said, the respondents who chose “I think there are serious problems” comprise 7.5 percent and when they are combined with those who selected “I think there are problems,” the students who provided answers that acknowledged problems accounted for almost 50 percent. This reality should not be viewed with optimism.

As for faculty and staff respondents, 5.5 percent selected the first answer, 48.8 percent the second, 37.2 percent the third, and 4.9 percent the fourth (3.6 percent selected none), which shows that while slightly more faculty and staff members provided answers that did not acknowledge problems, more than 40 percent answered there are problems.

These responses also revealed that students’ and faculty/staff’ s problem awareness varied between their attributes and positions. Male students showed limited awareness, while students in the HSS, long-time students at the University of Tokyo, and professors displayed keen awareness.

Q14 asked “What do you think are the most urgent or important measures that the University should implement to prevent sexual discrimination and violence? Please select up to three options from the following” and presented eight choices in the questionnaire for students and seven choices in that for faculty and staff. The analysis results in **Chapter 8** show that the most-chosen answers both by students and faculty/staff members was “Incorporate gender related education in the student curriculum and training programs for faculty and staff,” followed by “Advertise that the University offers counselling service on sexual harassment problems and make sure that everyone knows about it,” and then “Improve counselling services, for instance by increasing the number of counselors with professional expertise and experience.” Only a small number of respondents chose “Other,” yet many of the answers that students specified in this field requested tough penalties, corrective action for extracurricular activities, and help from external specialists, and those that faculty and staff members specified suggested improvements in post-consultation actions as well as greater gender diversity.

**Chapter 9** sorts opinions provided by respondents at the end of the questionnaire and shows that many stated there should be education and training for not only students but also faculty and staff, along with more rigorous and extensive university-wide initiatives. Section 3 below discusses the implications provided as to the measures that the University of Tokyo should take in line with these opinions.

### **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 workshop-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 Junior Division since July 2021. The University should also improve this video so that it will be geared for a wider range of audiences and settings.

##### **3.1.2 Enhancement of Counseling Services**

Better availability of counseling followed education and training as a measure that the University should take in both surveys of students and faculty/staff. Respondents listed the need to ensure that everyone at the University would know about counseling services and to hire skilled counselors. It is quite known across the University that the Harassment Counseling Center and the Student Counseling Center are available. That there are persistent calls for counseling services nevertheless indicates that, as respondents' answers to the open-ended question imply, the current services are considered inadequate. Some of these answers might

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 follow-ups 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<sup>2)</sup>.
- 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, along with requests for improvements and expansion. **Chapter 9** presents those comments in detail. The comments indicate that the survey should be continuously reworked in order to ensure respondents' anonymity, increase the response rate, and provide relevant questions. Many comments also requested that the University conduct the survey repeatedly. Hence, it is vital to do a survey for the same purpose every few years to monitor the situation on the campus. Moreover, many pointed out that the contents of the survey are exclusively about sexual harassment and gender although the title is "Survey on Awareness and Status of Diversity at The University of Tokyo" and that other types of diversity or power harassment and academic harassment, among others, should also be surveyed. The University should consider doing more extensive surveys.

Many responses to the open-ended questions, particularly those from students, mentioned that sexual harassment and sexual discrimination are prevalent in extracurricular activities and the orientation camp for new students, in addition to the above issues that the University of Tokyo is clearly responsible for addressing. In connection with this matter, the FY 2020 College of Arts and Sciences Orientation Committee at the University of Tokyo announced the policy in January 2020 that clubs and circles that refuse to accept female members are not allowed to participate in orientation activities. This was a step forward, yet it has been pointed out that gender-related problems remain in clubs and circles. Many also raised the issues of prevalent activities that involve lookism and/or commercial intent, including male and female beauty pageants and *Todai Bijo Zukan* (University of Tokyo Beauties Encyclopedia). The University of Tokyo has maintained the basic stance that it respects students' autonomy in extracurricular activities. However, given that these activities may serve as a breeding ground for sexual harassment, sexism, and sexual offences, it is time for the University to commit to not allowing any form of these behaviors.

### **3.3 Addressing Differences in Awareness on the Campus**

Finally, we will present the findings from various opinions provided by students and faculty/staff that particularly call for attention. As recapitulated in Section 2 of this Chapter, the awareness and reality of sexual harassment and gender issues vary among the University of Tokyo community members. It should be particularly noted that the survey results clearly showed the tendency of lower awareness and fewer experiences of sexual harassment among male members, who make up the majority.

Of course, these males include those with acute awareness and/or sexual harassment experiences. There are also cases where non-males are perpetrators. Nevertheless, on the whole, males as the majority on the campus still seldom note the situation surrounding a minority.

Furthermore, some males resent or feel repelled by the University's recent policy that clearly aims to increase gender diversity, that is, to increase female students and faculty/staff members. This is because they perceive the policy as unfair "reverse discrimination" and unfair preferential treatment given to women. The fact that some of the University community members have this type of perception could lead to a situation where women and sexual minorities would feel even more uncomfortable on the campus. In their answers to the open-ended question, some females mentioned the experiences of being insulted by words or behavior against the policy as unfair preferential treatment. Some female respondents also expressed their doubts about the policy that focuses on "women" as a category of people to increase and give preferential treatment.

The University of Tokyo should directly face and consider these realities, and then continue its efforts to provide convincing explanations to its community members as to why it should aim to create gender diversity. The University's ultimate goal should be to become an institution where all community members are respected as individuals regardless of gender. This will also serve as the key to addressing other types of harassment and discrimination than sexual ones.

A university is inherently an organization that can easily turn into a breeding ground for harassment, discrimination, and exclusion because it consists of members in a wide range of positions and roles, with power relationships and asymmetrical relationships clearly at work between them, and it focuses on excellence in education and research. To lessen this pathology as much as possible, the University should demonstrate greater commitment to universal causes, including respect for individuals, refusal to interfere in and/or violate privacy, and endorsement of assertion of rights. These ideas are already included in The University of Tokyo Charter, yet that is not enough. The University is expected to continue presenting, internally and externally, where it aims to go with resolution.

#### **Notes:**

1) The interdisciplinary research on the spectrum of sex, which presents a continuous, rather than binary, view of sex, has been making progress. Hence, the fact that the conventional fixed idea of sex is more dominant among NS students may change in the future. Please refer to the website below for what the spectrum of sex is:

Research in the new academic field "Sex Spectrum"

(<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.