

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

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A message regarding the “2020 Report on Survey on
Awareness and Status of Diversity at The University of Tokyo”

In October, 2021, President Teruo Fujii released "UTokyo Compass, " a statement of guiding principles of the University of Tokyo, comprising three pillars— “creation through dialogue,” “diversity and inclusion,” and “a university that anyone in the world would want to come to.” This report of the survey serves as an important and useful resource for creating a campus that meets the needs of everyone, which is essential for realizing the three fundamental principles laid out in UTokyo Compass.

The survey was conducted between December 15, 2020, and January 31, 2021. The first survey of its kind actually dates to 2001, when the university conducted “A Questionnaire Regarding Sexual Harassment.” This was repeated every other year in 2003, 2005, and 2007 but unfortunately was later suspended. The 2020 survey is a resumption of these past questionnaires.

This survey was conducted online for the first time, and it posed questions to all members of the university community. Despite some methodological issues that had to be addressed, we were able to get replies from almost a quarter of the university community (26% for faculty and staff, 25.6% for students, totaling 11,939 responses), which exceeded our initial expectation. I would like to thank everyone who took the time to respond to this survey.

The survey content was also updated to include questions about online harassment and diversity in gender orientation. For questions regarding sexual harassment issues, the survey asked for attributes of the person in question as well as the general profile of respondents in order to better delineate the problems to solve and issues to improve for the University of Tokyo community of about 40,000 people, including students, faculty, and staff. This survey, however, should not be treated as completed. Rather, I hope it will encourage all the members of this university community to reflect on their surroundings and offer them ideas for creating a better campus.

Sadly, according to this survey, the percentage of those who experienced sexual harassment has not decreased since the last time. Many respondents also left earnest and serious appeals in the comment section. Those who have been subjected to harassment are not only women but also men, members of sexual minority, and non-Japanese nationals (and the harassments include not only sexual but also power and academic ones). The university will carefully assess the results of this survey to formulate the necessary measures for the future.

I would like to express my sincere gratitude to all the members of the Task Force who carefully and meticulously analyzed the collected data with their expertise, and especially to Professor Yuki Honda, Professor at the Graduate School of Education and Advisor to the President, who served as the chairperson and led the entire project. We have also included explanations of statistical terminology in the appendix for your reference.

I would also like to express my gratitude to the members of the 2020 Task Force and countless others for their suggestions and ideas during the preparation of the questionnaire and the implementation of the survey. My sincere thanks also go to the staff of the Diversity Promotion Group at the Headquarters for their support from the beginning of this project.

I look forward to utilizing the contents of this report to improve our campus environment.

January, 2022

Kaori Hayashi
Executive Vice President
The University of Tokyo

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 subjected to sexual harassment did not significantly change. What is notable is that, among the male respondents who answered that they had been subjected 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 did 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 "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 “always” 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 subjected 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 subjected 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 subjected 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 subjected 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 instructors/supervisors was low, harassment by an instructor/supervisor did 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 it was their colleagues who 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 (HSS), the natural sciences (NS), and the interdisciplinary or other fields (IO)) to compare them in terms of gender and sexual harassment awareness. Students in the HSS showed somewhat greater awareness, those in the NS somewhat lower awareness, and those in 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 sexual harassment behaviors were directed at them.
- We compared responses from female students in terms of experiences of sexual 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 sexual 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 sexual 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 students in IO. Among these students coupled with other undergraduate respondents, the percentage of those who had experienced sexual harassment was notably lower than those of students in the other disciplines. This is probably because they'd had only limited in-person interactions due to the coronavirus pandemic.
- To the question about the effect of sexual harassment they had been subjected 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 subjected to sexual 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 sexual 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 sexual 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 humanities, 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 chose the options about gender-related education and the University’s counselling services that should be known to everyone as measures that the University of Tokyo should implement. Female respondents tended to select the first option and male respondents the second option, 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/school course,” “during a club or 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 (abuse of authority) 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 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 subjected to undesirable physical contact or advances, and also around 10 percent of students who identified themselves as “Other” gender had been subjected 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.

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

Chapter 1: Overview of the Survey

Summary

- 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).

1. Creating the Questionnaire

The Questionnaire Survey on Sexual Harassment Task Force (see Appendix Materials 4 for a list of task force members) carried out planning on the survey content from May to November 2020.

2. Survey Period

December 15, 2020 to January 31, 2021 (initially scheduled to run through January 13, 2021, but extended)

3. Survey Subjects and Number

All subjects who were holders of valid UT IDs as of November 1, 2020 (students: 28,729; faculty and staff: 17,593) ¹⁾

4. Survey Method

The survey was conducted online (anonymous) (Japanese and English).

5. Response Trends

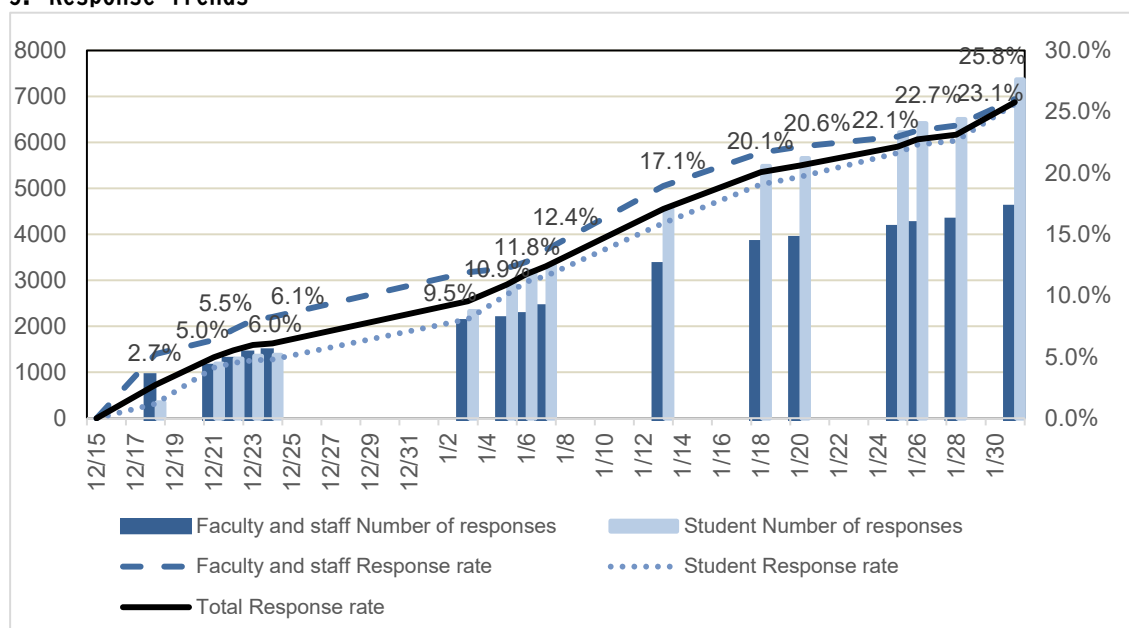


Figure 1-1 Trends in Numbers of Responses and Response Rates (% in Figure for Percentage of Total Responses)

Requests for announcements and responses were sent in both Japanese and English to faculty and staff via notice boards on the UTokyo Portal, the portal for The University of Tokyo employees and by e-mail via administrative offices, and to students mainly via notice boards on the UTAS, the system for students and by e-mail through that system. Announcements were posted to faculty and staff notice board seven times, on December 15 and 24, and January 5, 8, 14, 22 and 29, and to the student notice board seven times, on December 15 and 24, and January 4, 8, 15, 22, and 30. In addition to announcements that were posted in the advertisement column of the *Todai shimbun* student newspaper (Dec. 15 ed.) and on the front cover of *Gakunai kōhō* internal university magazine (Dec. 25 ed.), notices also ran twice (Dec. 23 and Jan. 21) in the newsletter from the International Student Support Room (ISSR), the Division for Global Campus Initiatives.

Trends in the numbers of responses and response rates are as shown in Figure 1-1. The response rates for faculty and staff were higher than those for students when the survey began. However, response rates for students rose after the start of the new year. In the end, the 26.0% response rate for faculty and staff (4,579 valid responses) was roughly equivalent to the 25.6% rate for students (7,360 valid responses).

6. Basic Respondent Attributes

6.1 Gender

For both students and faculty and staff, the gender distributions of respondents were somewhat similar to that of enrollment.²⁾ (see Figure 1-2 for students and Figure 1-3 for faculty and staff). Among students, females were more proactive in responding. Also, for the analyses presented from Chapter 2 onward, with respect to the purpose of the analyses, there are cases in which the responses by gender are divided into “Other” and “Don’t want to answer,” and others in which they are combined.

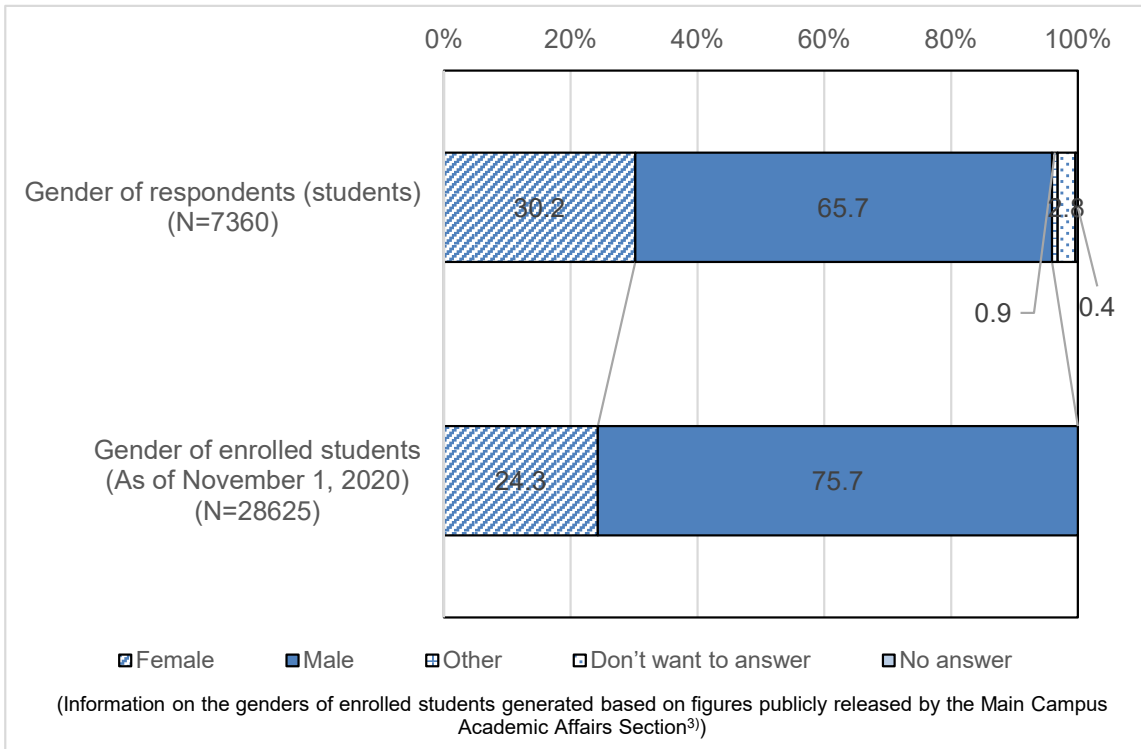


Figure 1-2 Respondents (Students) by Gender and Currently Enrolled Students by Gender

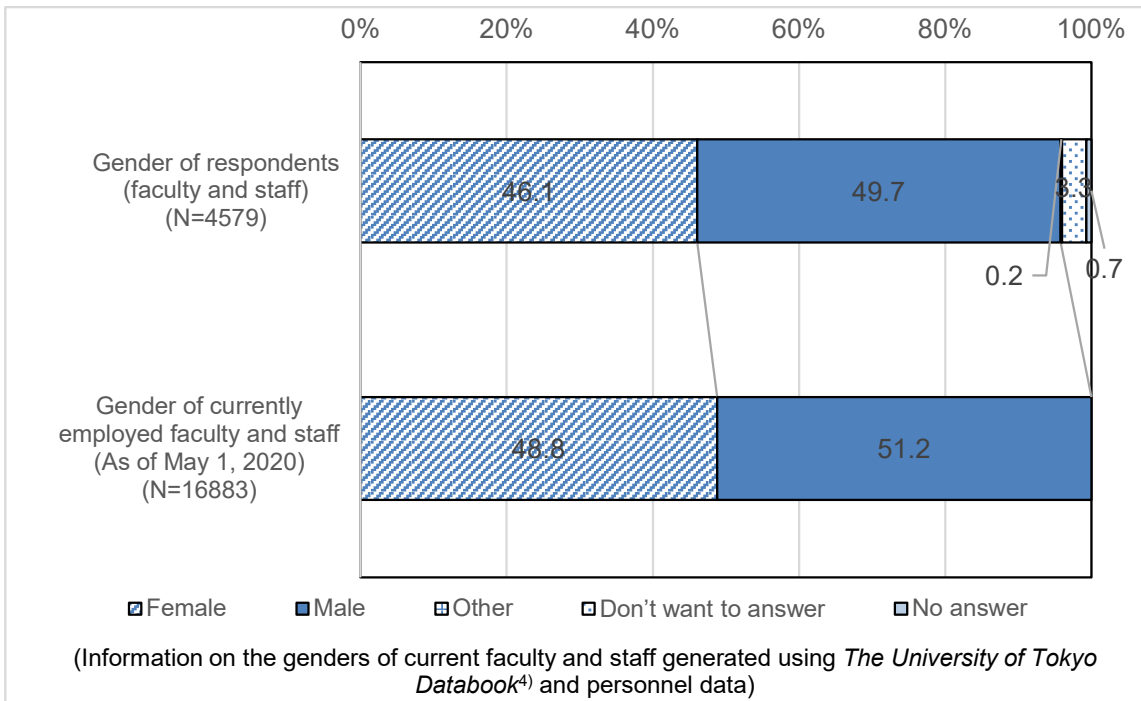


Figure 1-3 Respondents (Faculty and Staff) by Gender and Currently Employed Faculty and Staff by Gender

6.2 Position

The distribution of positions (courses) for respondents (students) is close to that of courses for enrolled students (see Figure 1-4).

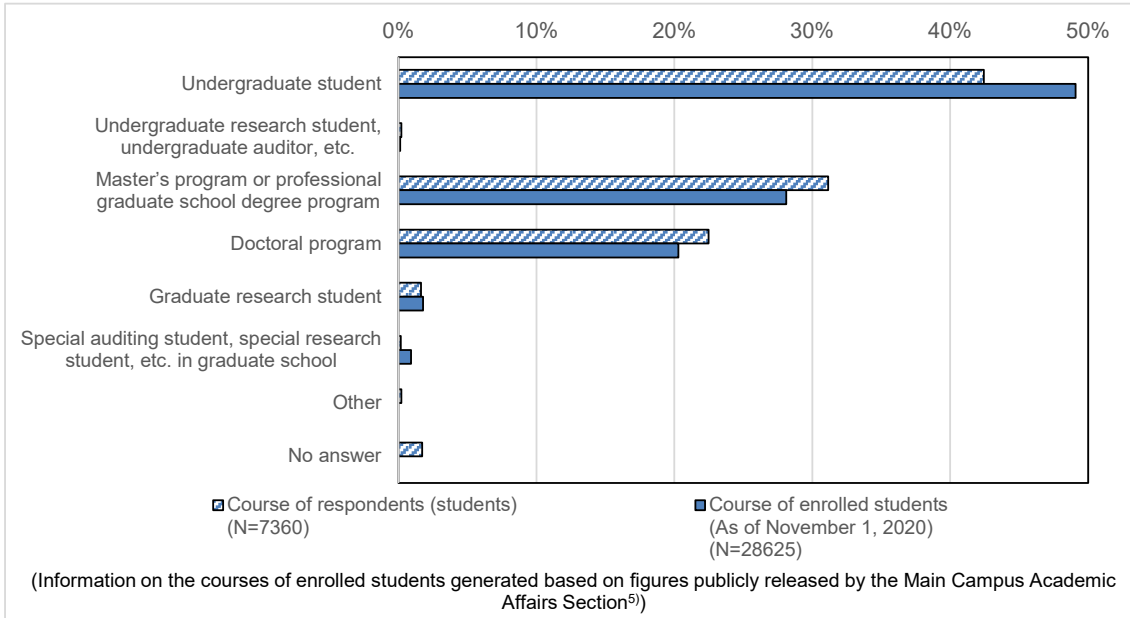


Figure 1-4 Course of Respondents (Students) and Courses of Currently Enrolled Students

When comparing the distribution of positions for respondents (faculty and staff) with that of the positions of currently employed faculty and staff, we find that response rates among administrative staff were high while those among medical staff were low (see Figure 1-5).

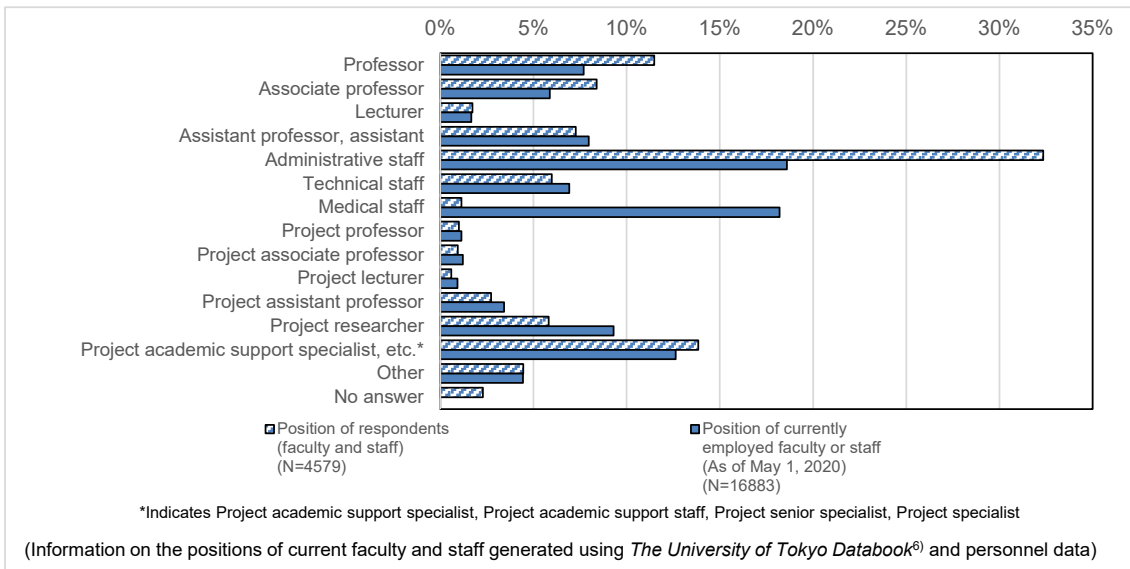


Figure 1-5 Positions of Respondents (Faculty and Staff) and Positions of Currently Employed Faculty and Staff

6.3 International Students and Faculty with Foreign Nationality

The percentage of respondents (student) who are international students (someone who holds a student status of residence, so-called “student visa.” Same below.) was close to that of international students who are enrolled students (see Figure 1-6). Also, the percentage of persons of foreign nationality among respondents (faculty and staff) was close to that of foreign faculty and staff persons among current employed faculty and staff (see Figure 1-7).

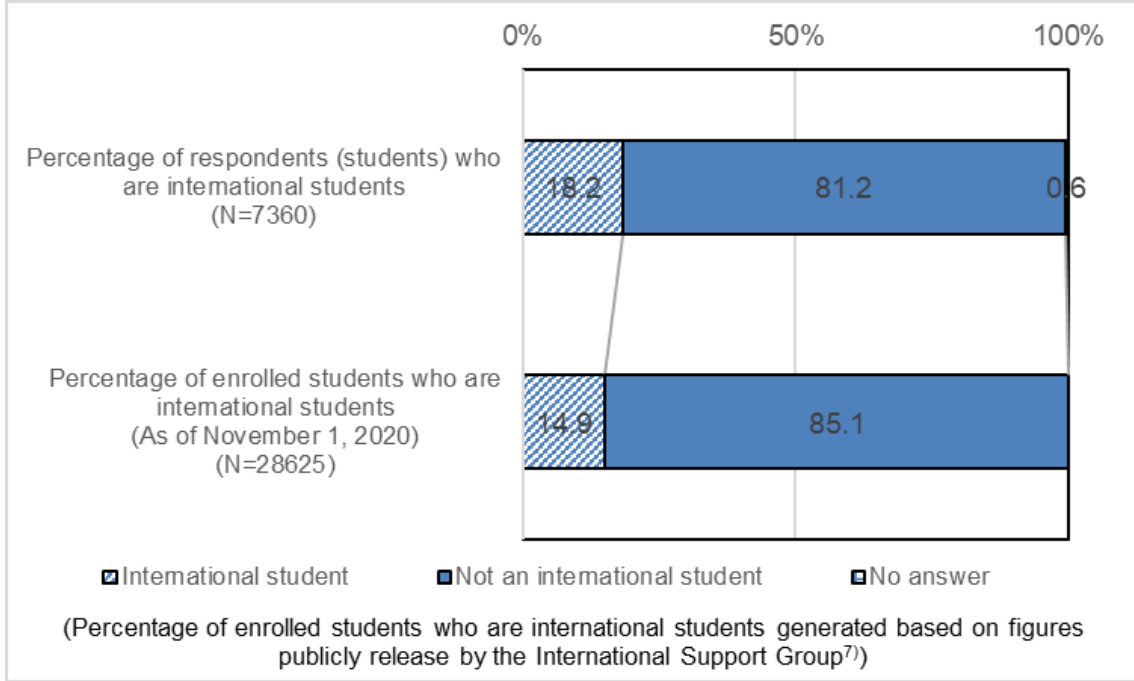


Figure 1-6 Percentage of Respondents (Students) Who Are International Students and Percentage of Enrolled Students Who Are International Students

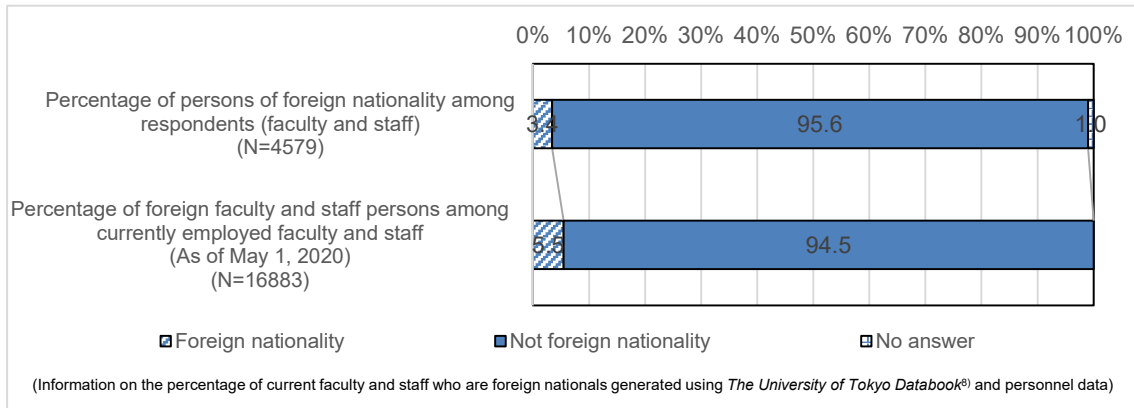


Figure 1-7 Percentage of Persons of Foreign Nationality among Respondents (Faculty and Staff) and Percentage of Foreign Faculty and Staff Persons among Currently Employed Faculty and Staff

6.4 Presence or Absence of Term Limit, and Whether or Not on Short-time Working Terms (Faculty and Staff)

When comparing the percentages for presence or absence of a limited term contract for respondents (faculty and staff) with that of the presence or absence of a limited term contract for a currently employed faculty or staff member, faculty and staff who were not on limited term contracts were more active in responding (see Figure 1-8). Also, when comparing the percentages on the presence or absence of being on short-time working terms (someone with specified working hours of 35 hours or less per week. Same below.) with that of the presence or absence of being on short-time working terms for currently employed faculty and staff, faculty and staff who were not on short-time working terms were more active in responding (see Figure 1-9).

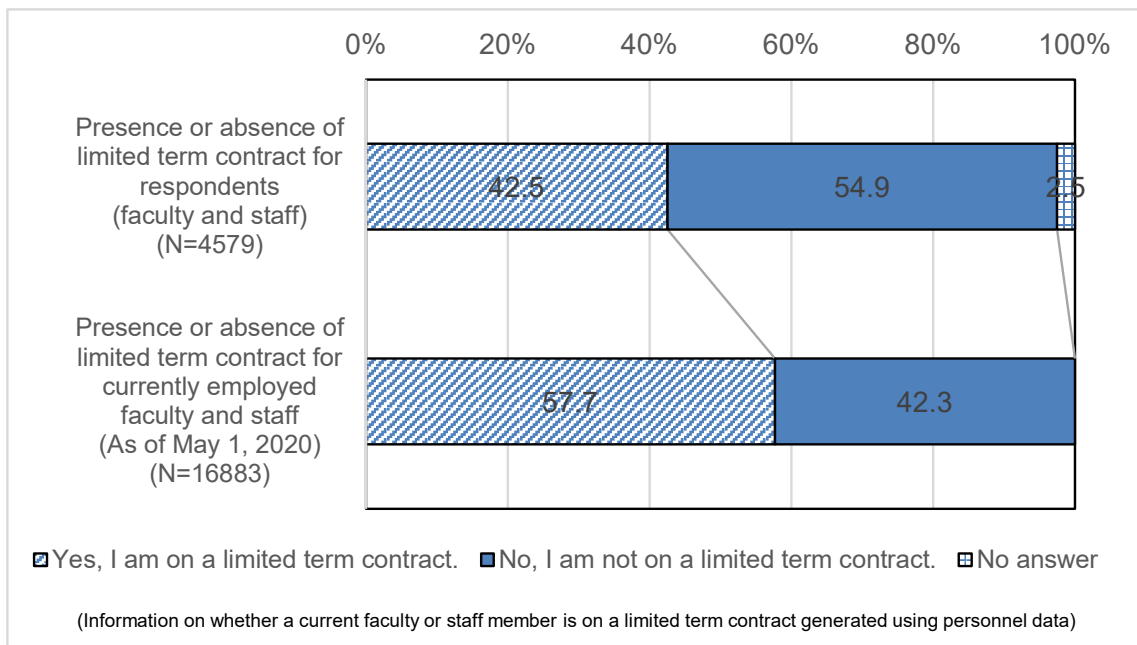


Figure 1-8 Presence or Absence of Limited Term Contract for Respondent (Faculty and Staff) and Presence of Absence of Limited Term Contract for Currently Employed Faculty and Staff

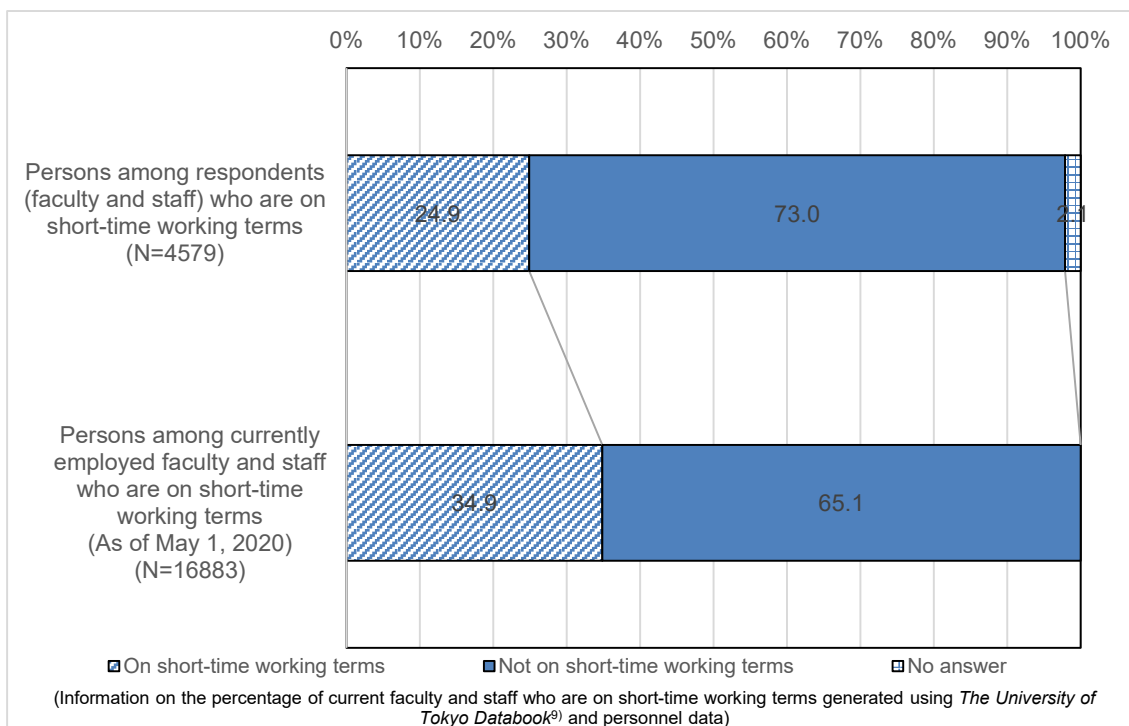


Figure 1-9 Presence or Absence of Applicability of Short-time Working Terms Condition for Respondent (Faculty and Staff), and Presence or Absence of Applicability of Short-time Working Terms Condition for Currently Employed Faculty and Staff

7. Survey Items

For this survey, we posed the same questions and used the same response options as those employed in 2007 for the “Questionnaire Survey on Sexual Harassment,” while also incorporating content on matters that were not given attention in the past such as conditions in cyberspace in regard to postings to the internet and on social media, as well as diversity-related topics such as LGBT matters. Also, we newly added questions about the awareness of respondents regarding certain issues specific to this university (the issues of the male:female ratio of students who enroll the undergraduate school of the University of Tokyo, as well as student clubs/circles that refuse membership to female U-Tokyo students) (for the actual questionnaires, see Appendix 3).

7.1 Questions for All Survey Subjects

- Gender and Sexual Harassment Awareness (Q1)
- What Do You Recognize as Sexual Harassment (Q2)
- Acceptable Responses to Sexual Harassment (Q3)
- Experiences of Sexual Harassment at The University of Tokyo (Q4)
- Experiences of Sexual Harassment Outside the University (Q12)
- Awareness that a Sexual Harassment Issue Exists at The University of Tokyo (Q13)
- Initiatives that The University of Tokyo Should Undertake to Prevent Sexual Harassment (Q14)
- About the Respondent Themselves (Students F1 through F8* However, F7 is for only Graduate students and Graduate research students; Faculty and staff are F1 through

F6)

- Regarding Sexual Harassment Experienced On or Off Campus, Open-Ended Answers about the Experiences of Victims Who Had Not Been Able to Tell the Whole Story (Students F9, Faculty and Staff F7)
- Open-Ended Answers on Harassment at The University of Tokyo, and on Opinions About This Survey (Students F10, Faculty and staff F8)

7.2 Questions for Respondents Who Said They'd Experienced Sexual Harassment at The University of Tokyo

- Situation at the Time When Sexual Harassment Was Experienced (Q5), Positions of the Respondents (Q6), and Numbers, Genders, and Positions of Persons Involved (Q7)
- Presence or Absence of Repeated Experiences of Harassment (Q8)
- Responses to Experiences of Sexual Harassment (Q9)
- Persons Consulted, Reasons for Not Consulting (Q10)
- Effects of Experience of Sexual Harassment (Q11)

Notes

- 1) Among those who are holders of valid UT IDs, since these figures include, alongside those individuals with non-student positions that the Academic Affairs Group has announced at "the Number of Enrolled Students" <https://www.u-tokyo.ac.jp/ja/students/edu-data/e08_02_01.html> and under "the Number of Executive staff and Academic and Administrative Staff" in P1 of The University of Tokyo Databook 2020 <<https://www.u-tokyo.ac.jp/content/400146636.pdf>>, individuals found in personnel data who are neither faculty nor staff but are on short-time working terms, there is a difference between the numbers of individuals who are the object of this survey on the one hand and the numbers of enrolled students and currently employed faculty and staff.
- 2) In this chapter, "enrolled student" refers to a student (as of November 1, 2020) who the Main Campus Academic Affairs Section has publicly announced as included in the "Gakusei-sū no shōsai ni tsuite" <https://www.u-tokyo.ac.jp/ja/students/edu-data/e08_02_01.html> section of the UT website. "Currently employed faculty and/or staff" member refers to the "the Number of Executive staff and Academic and Administrative Staff" figures presented in P1 of The University of Tokyo Databook 2020 <<https://www.u-tokyo.ac.jp/content/400146636.pdf>> along with those faculty and staff members on short-time working terms based on personnel data (as of May 1, 2020).
- 3) University of Tokyo website, "the Number of Enrolled Students" <https://www.u-tokyo.ac.jp/ja/students/edu-data/e08_02_01.html>
- 4) University of Tokyo website, *The University of Tokyo Databook 2020*, Numbers of Faculty and Staff <<https://www.u-tokyo.ac.jp/content/400146636.pdf>>
- 5) University of Tokyo website, "the Number of Enrolled Students" <https://www.u-tokyo.ac.jp/ja/students/edu-data/e08_02_01.html>
- 6) University of Tokyo website, *The University of Tokyo Databook 2020*, Numbers of Faculty and Staff <<https://www.u-tokyo.ac.jp/content/400146636.pdf>>
- 7) University of Tokyo website, "the Number of the Faculty with Foreign Nationality

International Students in University of Tokyo”

https://www.u-tokyo.ac.jp/ja/intl-activities/intl-data/d03_02_02.html

- 8) University of Tokyo website, *The University of Tokyo Databook 2020*, Numbers of Faculty and Staff

<https://www.u-tokyo.ac.jp/content/400146636.pdf>

- 9) University of Tokyo website, *The University of Tokyo Databook 2020*, Numbers of Faculty and Staff

<https://www.u-tokyo.ac.jp/content/400146636.pdf>

Chapter 2: Differences from the Previous Survey

Summary

- 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 subjected to sexual harassment did not significantly change. What is notable is that, among the male respondents who answered that they had been subjected 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 did not bother to consult someone about as sexual harassment or there are any other reasons.

1. About the Chapter

In this chapter, we will consider the changes from the previous survey (conducted in 2007 FY) based on the composition of the questionnaire and the responses. The detailed analyses of reasons will be left to later chapters. In this chapter, we will take an overview of the changes that have occurred in the 13 years since the 2007 survey.

Hereafter, as a premise of a consideration of later results, in section 2 we will sort the material based on the differences between how the composition of respondents changed and the questionnaires. Based on this, in section 3 we will look at the changes in the responses regarding the individual questions posed. The details will be relegated to later sections, but we will proceed with our comparisons mindful of the point that, owing to differences in survey methods, the composition of the respondents changed considerably.

2. Composition of Respondents and Differences in Questions

Before starting the analysis in this chapter, we will begin by sorting out the changes to the survey’s objectives and changes in relation to the respondents. Four surveys were conducted in 2001, 2003, 2005, and 2007 as “Questionnaire on Sexual Harassment.” That survey was not conducted again thereafter. However, on this occasion a “Survey on Awareness and Status of Diversity at The University of Tokyo” was conducted anew from December 15, 2020, through January 31, 2021.

For this survey, all faculty, staff, and students were notified about it and asked to respond. Specifically, announcements about the survey and requests for responses were sent in both Japanese and English to faculty and staff via notice boards at the UTokyo Portal for The University of Tokyo employees and by e-mail via administrative offices, and to students mainly via notice boards on the university’s UTAS system for students and by e-mail through that system. In the end, the survey saw a response

rate of 26.0% (4,579 valid responses) from faculty and staff, and a response rate of 25.6% (7,360 valid responses) from students. Hence, the response rates from the two groups were nearly the same. In contrast, for the previous survey conducted in 2007 FY, 800 each of male and female undergraduate students (excluding first year students) and graduate students, all female faculty members, 700 male faculty members, and 700 male and female staff members (including part-timers) were chosen and asked to respond. The resulting response rate for students was 29.9% (956 individuals) and that for faculty and staff was 42.7% (1,302 individuals).

Based on these premises, we used the information that could be compared regarding the composition of respondents for Figure 2-1 and Figure 2-2. First, with regard to students, the response rates among undergraduate and graduate students in 2007 FY stood at 46.7% and 53.1% respectively, while those in 2020 FY stood at 43.4% and 56.6% respectively. Thus, the rates were largely unchanged. Moreover, the percentage of males rises from 35.9% to 66.3%. As noted above, the ratio of male to female students was set at 1:1 when the questionnaires were distributed in the previous survey. Accordingly, there was a difference in response rates between males and females. On the other hand, for the present survey, all students were notified of and asked to respond. Accordingly, the male-to-female ratio for the distribution of questionnaires should be thought of as the percentage of student numbers. If one looks at the total number of students and the percentage of respondents as shown in the figure, the composition of respondents for 2020 FY can be said to largely reflect the composition of the student body as a whole. We can see that the response rates for females were slightly higher, while the response rate for undergraduate males was slightly lower.

Next, let's look at faculty and staff. First, changes in positions alone are presented in Figure 2-2. The greatest changes were a decline in the numbers of medical-related staff, an increase in administrative staff, and a slight decline in technical staff.

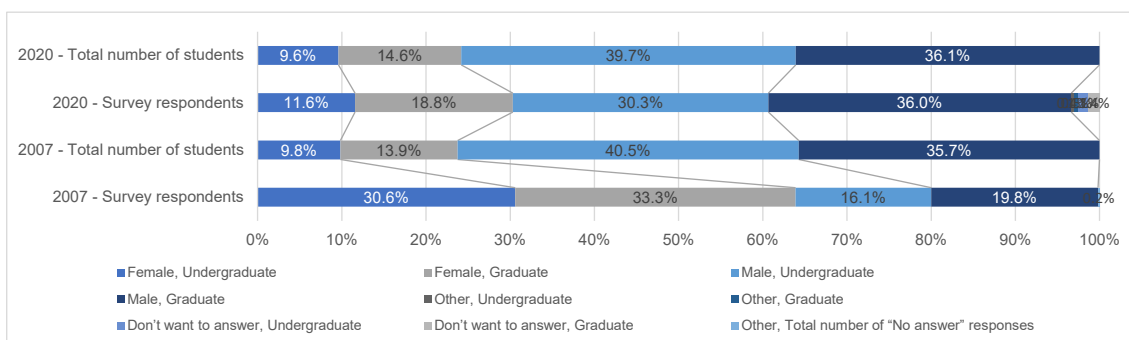


Figure 2-1 Differences in the Compositions of Attributes and Genders among Students Between the Previous and Present Surveys

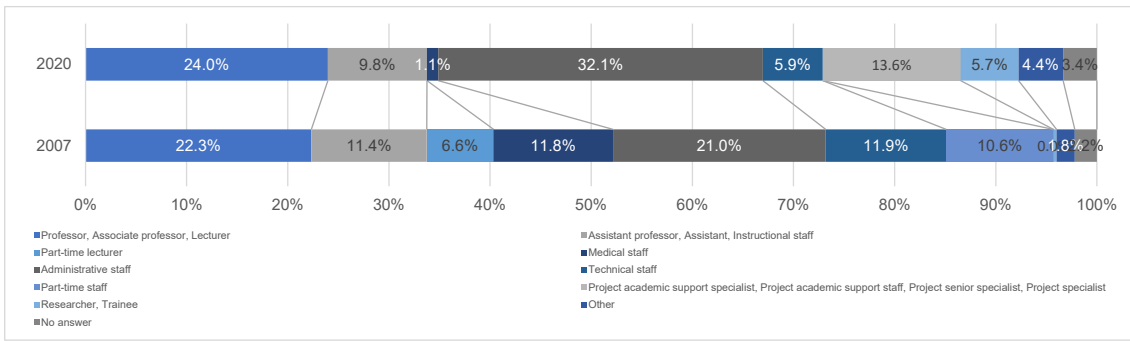


Figure 2-2 Differences Between the Previous and Present Surveys in the Attributes of Faculty and Staff

The male-to-female ratio of faculty and staff in the previous survey was 47.0% female and 50.8% male, while in the present survey those figures stood at 46.1% and 49.7%, respectively. In that sense, there was no significant change. However, when we look at the cross tabulation of positions and genders shown in Table 2-1, we can see that in the present survey the rate for female administrative staff rose considerably while that for female faculty and staff declined slightly.

Table 2-1 Differences in the Three Gender Categories and Positions of Faculty and Staff Between the Previous Survey and the Current Survey*

| | 2007 FY | | | 2020 FY | | |
|--|---------|--------|---------|---------|--------|-------|
| | Female | Male | Other** | Female | Male | Other |
| Professor, Associate professor, Lecturer | 5.76% | 16.44% | 0.08% | 3.50% | 18.86% | 0.80% |
| Assistant professor, Assistant, Instructional staff | 5.53% | 5.84% | 0.00% | 2.85% | 6.54% | 0.21% |
| Part-time lecturer | 2.00% | 4.61% | 0.00% | | | |
| Medical staff | 9.52% | 2.30% | 0.00% | 0.75% | 0.31% | 0.02% |
| Administrative staff | 9.37% | 11.67% | 0.00% | 18.65% | 11.34% | 1.05% |
| Technical staff | 3.61% | 8.22% | 0.08% | 2.08% | 3.50% | 0.17% |
| Part-time staff | 9.60% | 1.00% | 0.00% | | | |
| Project academic support specialist, Project academic support staff, Project senior specialist, Project specialist | | | | 10.25% | 2.68% | 0.36% |
| Researcher | 0.31% | 0.00% | 0.00% | 1.82% | 3.61% | 0.15% |
| Other | 1.15% | 0.61% | 0.08% | 3.58% | 0.57% | 0.13% |
| No answer | | | 2.23% | 0.75% | 0.29% | 1.15% |

*The total number of respondents for each FY is presented as a proportion of 100%.

** "Other" is the total for "Other," "Don't want to answer," and "No answer" responses regarding gender (same below).

Based on the above, particularly with respect to the great difference in male/female ratio among students, when making comparisons in the sections that follow, we will mainly be comparing the results for males and females separately.

As to the composition of the questions, there were no major changes in the items. Accordingly, in the sections below we will proceed with comparisons by focusing on the major changes among those questions that are comparable. For details on the questions posed in the current survey, please see Appendix 3. The previous survey in 2007 FY is detailed in Gakunai Kouhou (internal university magazine) No.1370.¹⁾

3. Changes in Each Question

3.1 Views on Sexual Harassment

In these questions, we asked for yes or no answers regarding several ways of thinking related to sexual harassment and gender. However, due to differences in the response options between the 2007 and 2020 surveys²⁾, the answers have been tabulated into the four categories of affirmative, negative, neutral, and no answer (I agree, I disagree, I neither agree nor disagree, and No answer). The results are shown in Figure 2-3 and Figure 2-4. The specific content of each question is as shown below (The question texts below are taken from the 2020 survey. For the text of the questions from the 2007 survey, please see the notes at the end of this chapter³⁾). (Corresponding to (1) through (7) on the figures)

- (1) Sexual jokes and topics help facilitate human relations.
- (2) It is perfectly acceptable that women are expected to be feminine, and men masculine.
- (3) It is natural that differences of ability and aptitude exist between men and women.
- (4) Expectations or requirements for a person's work or research will naturally be different depending on whether it is a man or a woman.
- (5) It is understandable for men to be generally more forceful in a romantic relationship.
- (6) I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice.
- (7) I'd rather stay away from sexual harassment issues.

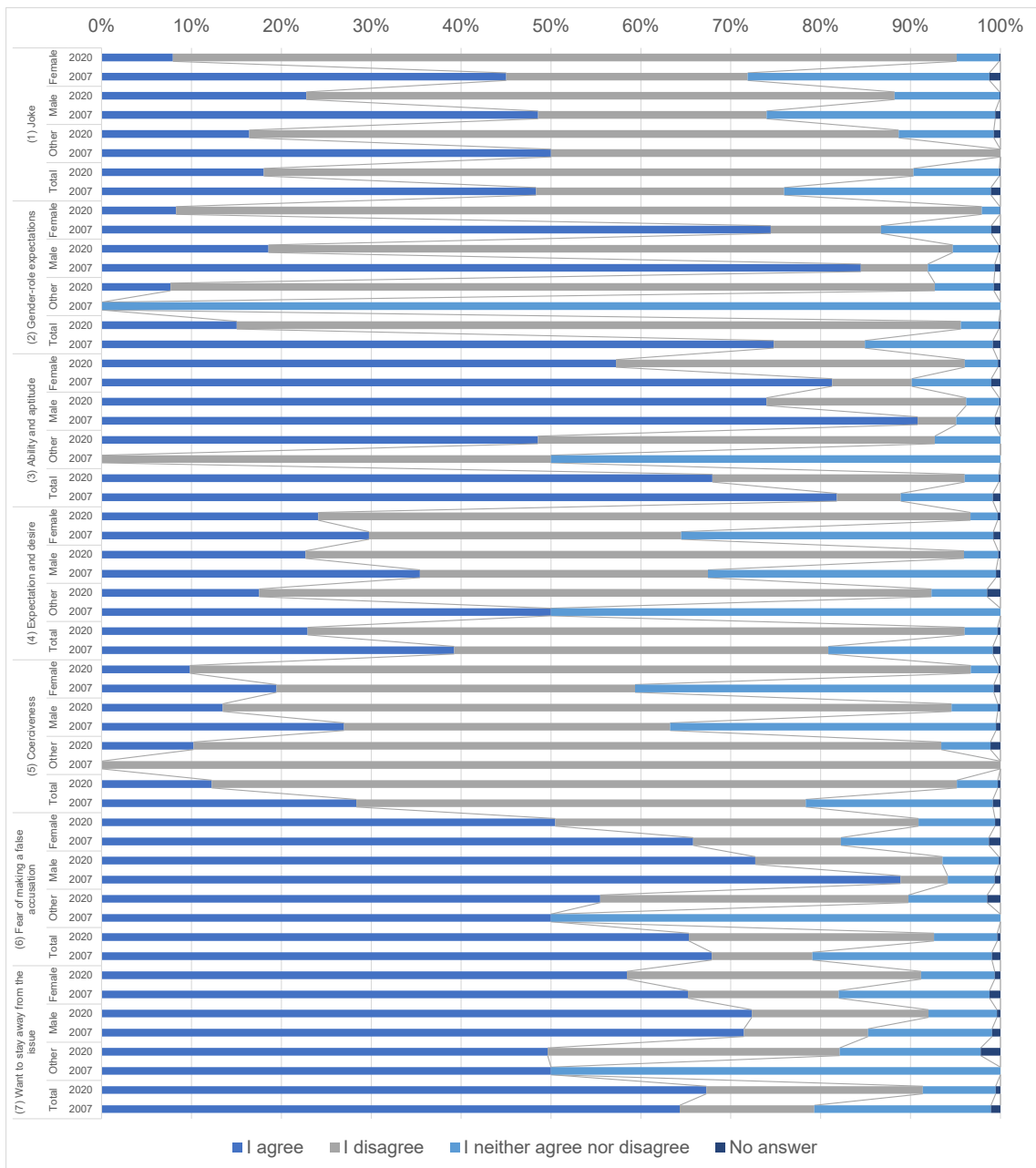


Figure 2-3 Changes in Opinions on Sexual Harassment Between the Previous Survey and the Current Survey (Students)

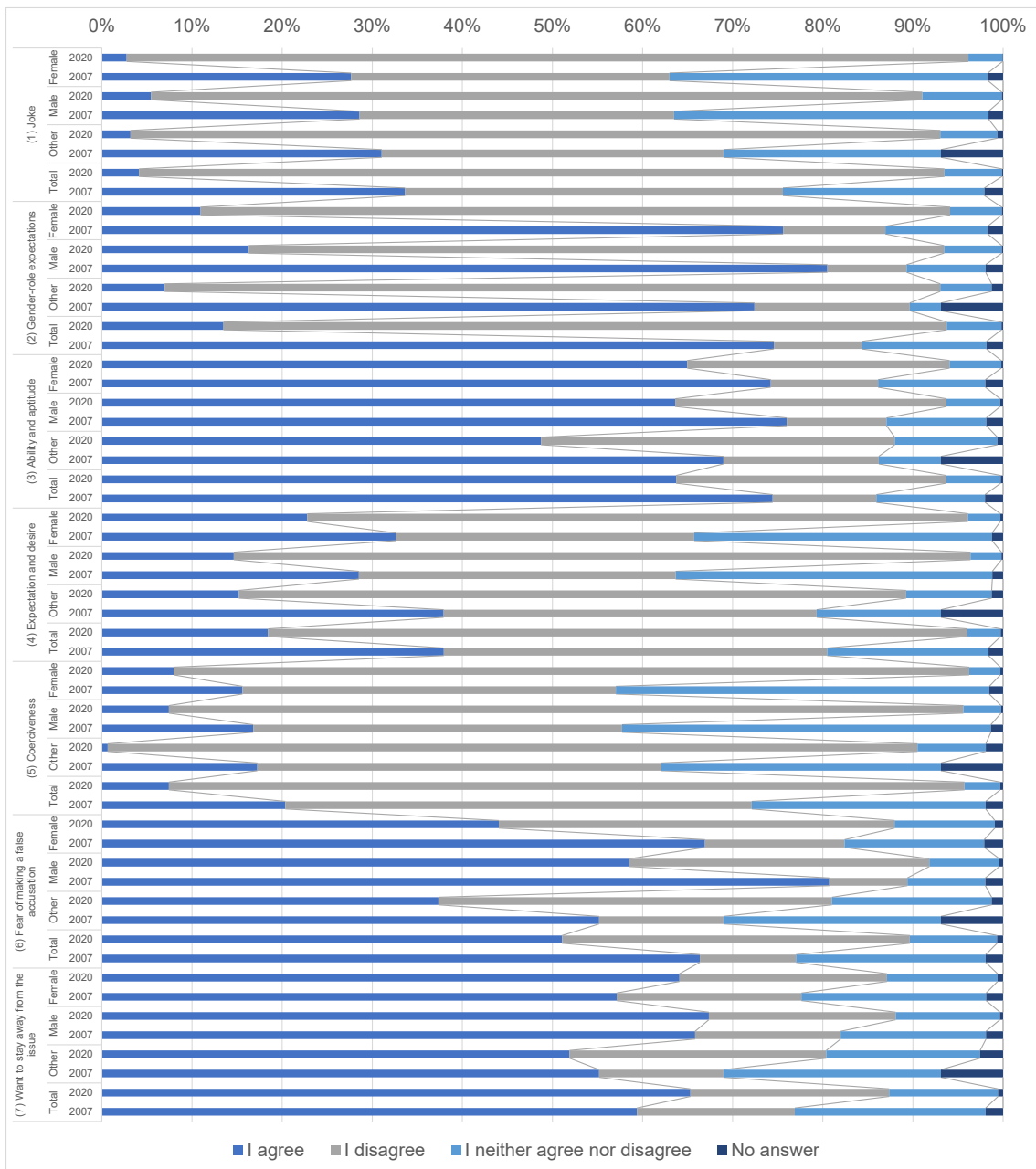


Figure 2-4 Changes in Opinions on Sexual Harassment Between the Previous Survey and the Current Survey (Faculty and Staff)

Looking at the results, there are no major differences due to gender with respect to changes in survey questions for each item. Moreover, when we do look at changes, we see that the percentage of the “I disagree” response rose for items (1) through (5). In particular, significant changes are apparent with regard to phenomena (1) and (2). Conversely, with respect to (7), the trend is reversed. On this point, Figure 2-5 presents the results of comparisons that include the results not only from the 2007 survey but also from previous surveys. However, given that the numbers of responses that correspond to “Other” with respect to gender could not be sufficiently obtained in past surveys, only data for male and female are presented.

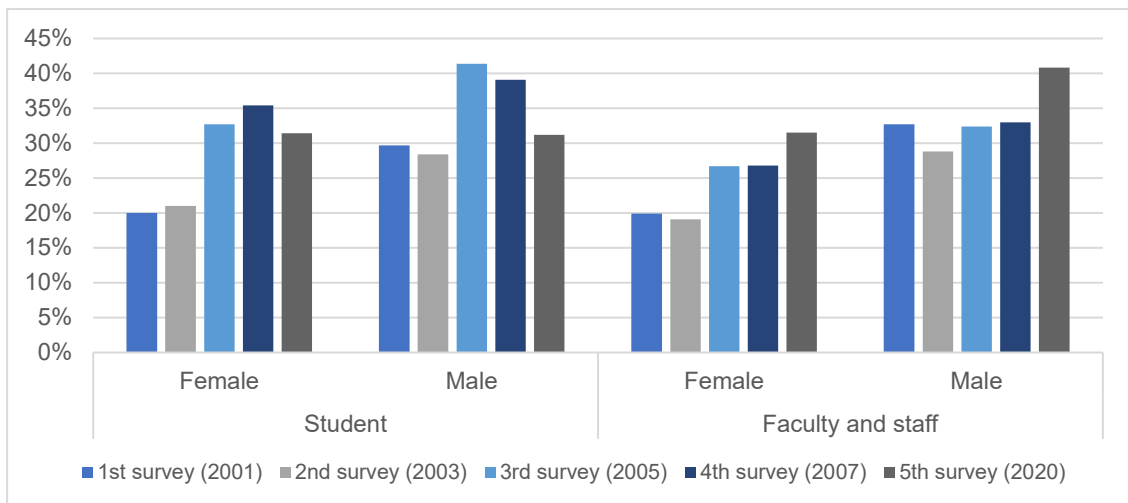


Figure 2-5 Trends in Percentages of Respondents Answering “I Agree” with Respect to Opinion (7)

There was a downward trend among students over the surveys, but there was an upward trend among faculty. One can also see the possibility here that such cases are a burden on faculty. One presumes that further investigation is needed on this point.

3.2 How Respondents Feel About Various Behaviors

In these questions, respondents were asked about several specific behaviors and asked about whether or not they saw them as sexual harassment. The results are presented in Figure 2-6 and Figure 2-7.

In doing the comparisons, there were important changes with respect to the questions. First, in terms of the response options, the 2007 survey offered the options: “Is sexual harassment,” “Is deemed as sexual harassment if it is repeated,” “Is not deemed as sexual harassment,” “I don’t know,” and “No response.” In contrast, in the 2020 survey, the options were changed to, “I think the behavior is always deemed as sexual harassment,” “Can be deemed as sexual harassment depending on the situation,” “Cannot be deemed as sexual harassment,” and “No response.” There were changes to the phrasing of the second option, and moreover the effect of removal of “I don’t know” from the options was not inconsiderable. Here, the first two options in both surveys are grouped together as “Does amount to sexual harassment,” and the “I don’t know” and “No response” options in the 2007 survey are grouped together. With regard to the latter, given the low number of such responses in the first place, it was handled this way in keeping with this chapter’s objective of providing an overview of the whole.

One another major change is that the 2020 survey asked about the persons who engaged in such behavior. Specifically, in the student survey, the categories were “When a University faculty or staff member does the following,” “When a student in a higher grade or a person of a higher rank than you does the following,” and “When a student in the same year or lower grade than you does the following.” In the faculty and staff survey, the categories were “When an executive faculty member or your boss does the following” and “When your colleague or peer faculty/staff member does the following to you.” Here, this shows in each of these that “When a University faculty or staff member does the following” and “When an executive faculty member or your boss does the following” received the most “Does amount to sexual harassment” responses.

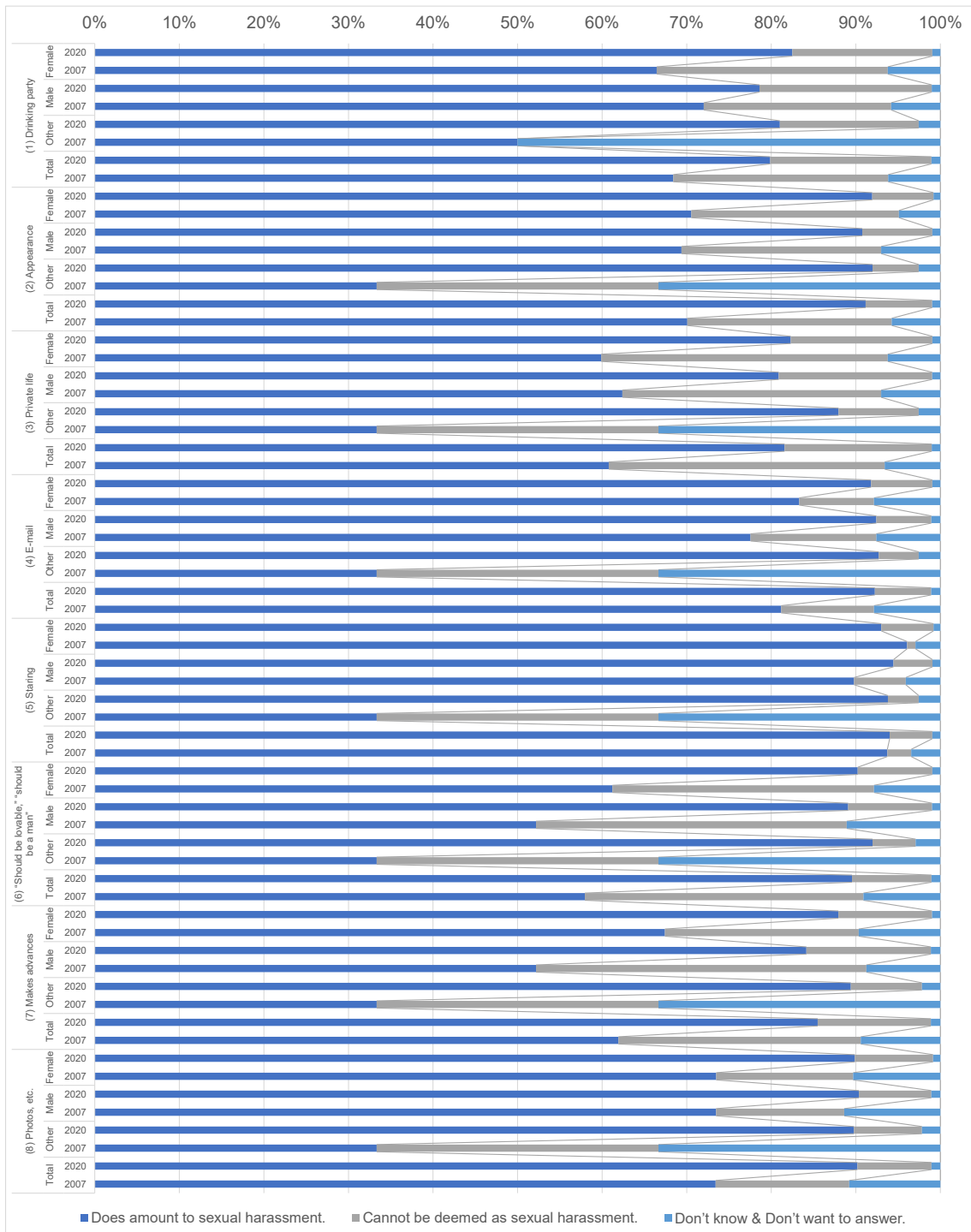


Figure 2-6 Changes in How Various Behaviors Are Perceived Between the Previous Survey and the Current Survey (Students)

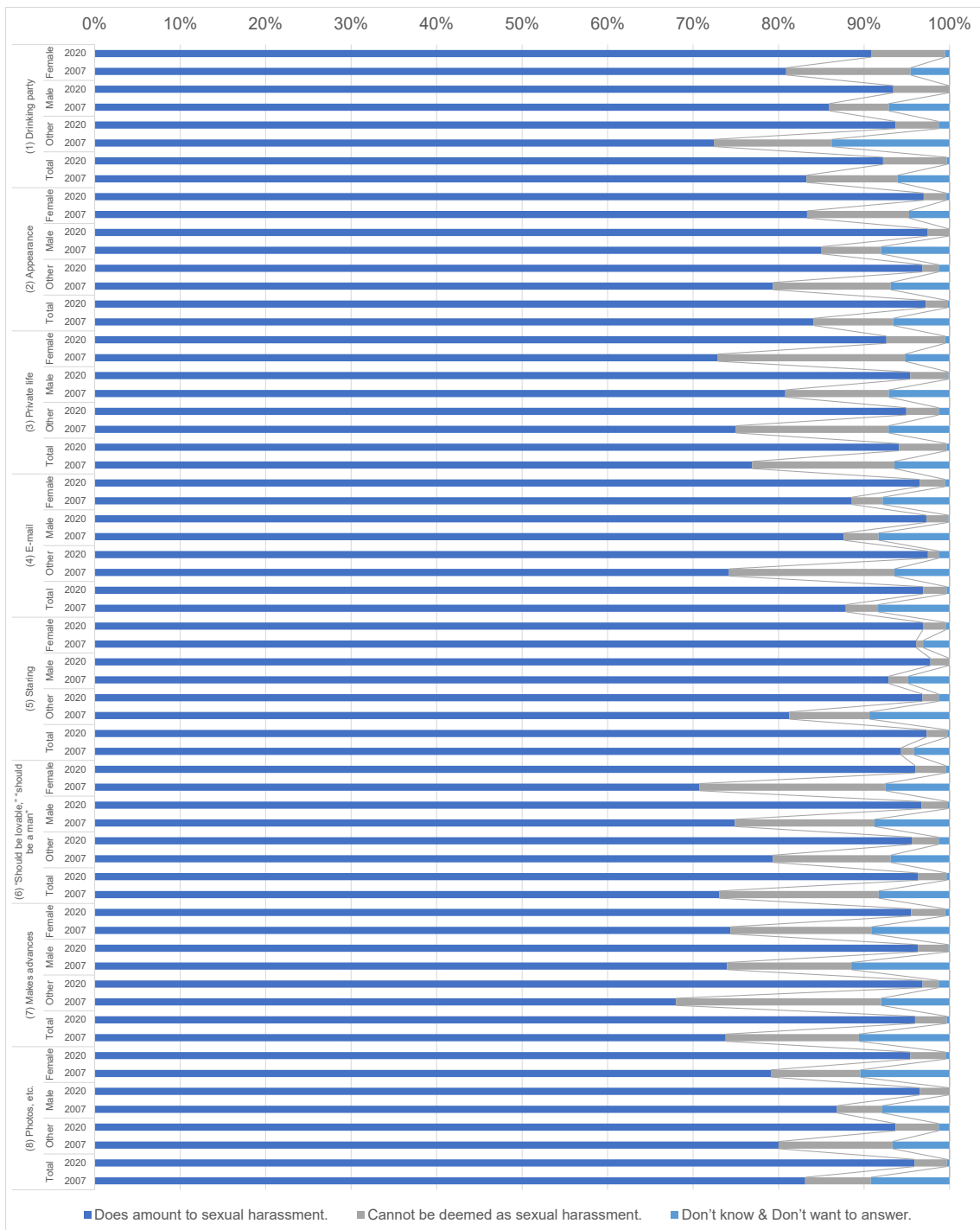


Figure 2-7 Changes in How Various Behaviors Are Perceived Between the Previous Survey and the Current Survey (Faculty and Staff)

The items regarding the behaviors taken up are shown below (The question texts below are taken from the 2020 survey. For the text of the questions from the 2007 survey, please see the notes at the end of this chapter.⁴⁾). (Corresponds to (1) through (8) in the figure)

(1) Asks you to sit next to him/her at a drinking party

- (2) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair
- (3) Asks you about your private life, including whether you are seeing someone, married, or have a child
- (4) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis
- (5) Stares at parts of your body (such as breast, hip, legs, crotch).
- (6) Says things like “Girls better be loveable,” or “Be a man.”
- (7) Asks you out for a meal or a date.
- (8) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer.

First, when it comes to students and faculty and staff, on the whole faculty and staff were more likely to respond “Does amount to sexual harassment.” Also, in terms of male/female comparisons, no general trends were apparent. Moreover, if we look at the changes in both surveys, we can see that the percentage of “Does amount to sexual harassment” responses clearly rose. However, there is no mistaking that the fact that the change of the “I don’t know” option being removed from the questionnaire forced respondents to make one or another choice. Accordingly, we attempt to confirm this with an illustration. For example, regarding behavior (1), even when adding all of the “I don’t know” responses in the 2007 survey to “Does amount to sexual harassment,” it still does not reach the percentages seen in the 2020 survey. Based on this, we can presume that the “Does amount to sexual harassment” response rate rose.

3.3 How Respondents Would Deal With If They Were Subjected to Such Behavior

In these questions, too, there was a change to the detailed settings. While in the 2007 survey the questions included the proviso, “When your instructor/supervisor has done the following to you,” the 2020 survey asked about responses depending on the person who engaged in the behavior similar to the previous item. Here, due to the fact that the 2007 proviso is “done by instructor/supervisor,” with respect to the 2020 survey the person engaged in the behavior is presented as “when your instructor/supervisor does.” With regard to the faculty and staff survey, due to the fact that it read “An executive faculty member or your boss does the following” in the 2007 survey, this is presented with respect to the 2020 survey results for “When an executive faculty member or your boss does the following.” The behaviors that were presented as examples are shown as below (The question texts below are taken from the 2020 survey. For the text of the questions from the 2007 survey, please see the notes at the end of this chapter.⁵⁾). (Corresponds to (1) through (3) in Figures 2-8 and 2-9)

- (1) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.).
- (2) Personally asks you out (for a meal, to go see a movie, etc.), when you don’t want to go.
- (3) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder).

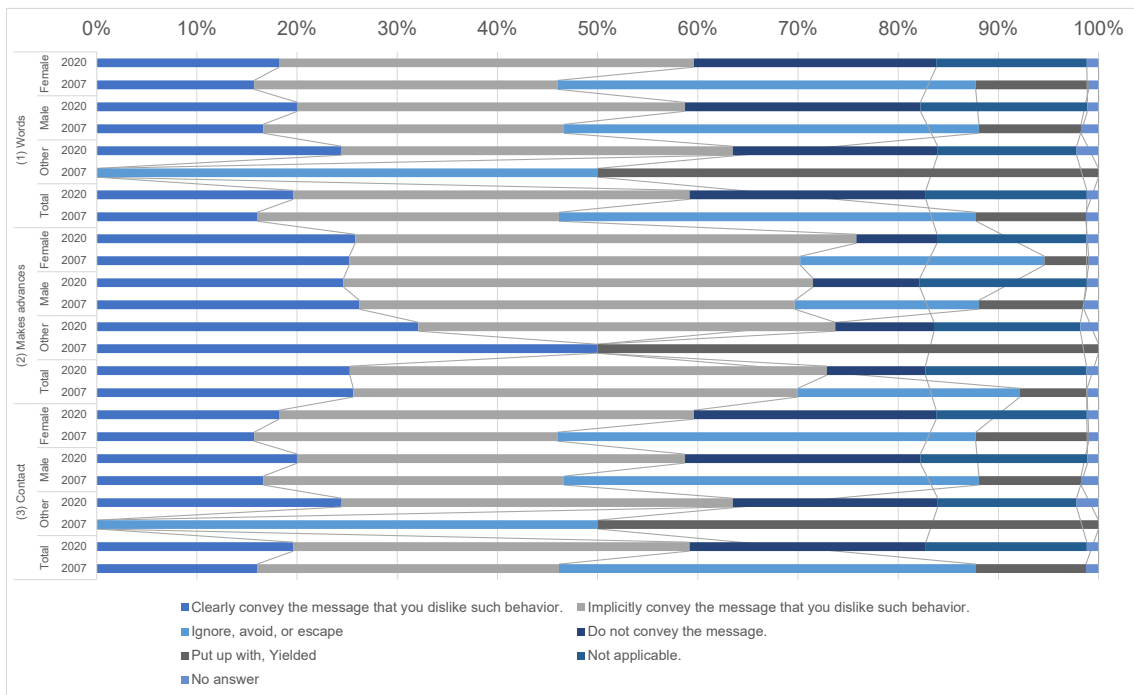


Figure 2-8 “How Respondents Would Deal With If They Were Subject to Such Behavior” in the Previous Survey versus the Current Survey (Students)

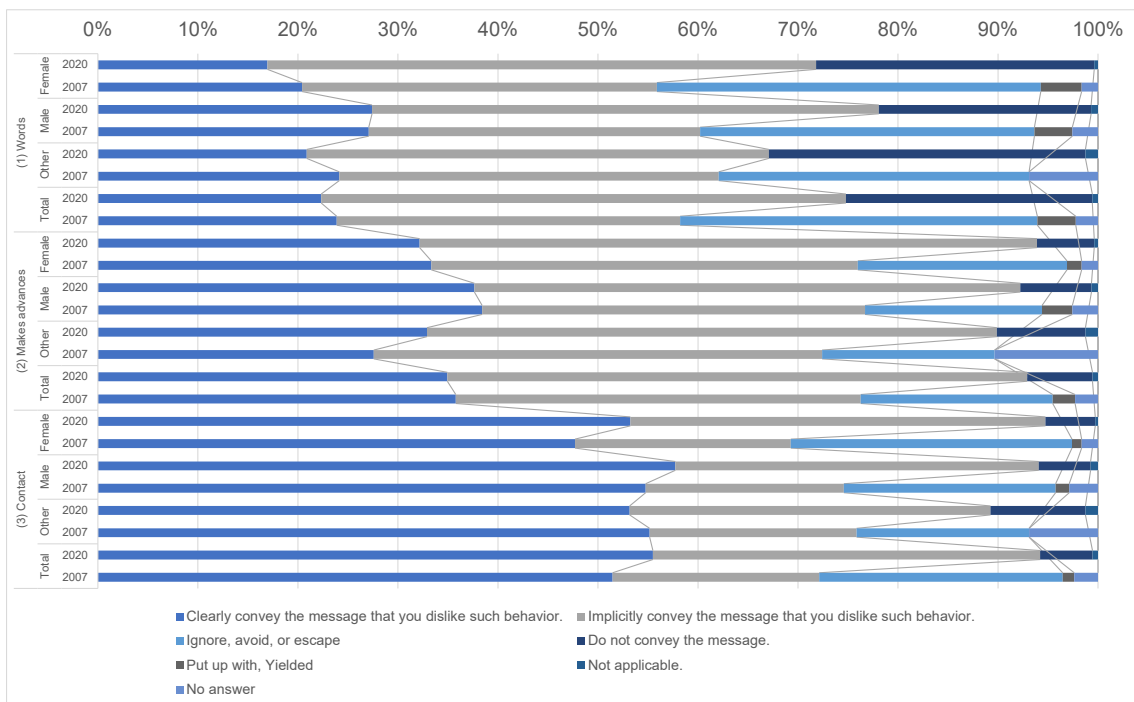


Figure 2-9 “How Respondents Would Deal With If They Were Subject to Such Behavior” in the Previous Survey versus the Current Survey (Faculty and Staff)

Here, let’s look at the percentages of “Clearly convey the message that you dislike such behavior” and “Implicitly convey the message that you dislike such behavior.” Attention must be paid to the fact that this is a “if” question, but in nearly

every case the percentage of respondents who chose these two options was on a rising trend. On the other hand, attention must also be paid to the fact that the percentage of respondents who selected “Clearly convey” was lower for students compared to faculty and staff. This trend was striking particularly with respect to behavior (3).

3.4 Experiences of Sexual Harassment

These questions asked about experiences of sexual harassment at the university or equivalent locations (for example, in the case of students a location for extracurricular activities, etc.). With regard to specific items, there were considerable differences between the two surveys. Regarding the items that were the subjects in the figures, these are shown in Table 2-2 in the form of a comparative table for both surveys.

Table 2-2 Comparison of Elements in the Two Surveys

| 2020 FY | 2007 FY |
|--|--|
| (1) Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. | (1) In words, asked about unwanted topics. Particularly about such subjects as appearance. |
| (2) Have heard sexual topics and obscene jokes in an unwanted way. | |
| (3) Have been avoided by other people because they cannot decide whether you are a man or a woman or been laughed at or teased for being a sexual minority (such as LGBT). | Not applicable |
| (4) Nude/pornographic images or magazines were visibly displayed in a common space such as a club room or research office; or have been present while someone was watching nude/pornographic images on a PC. | (9) On the matter of sexual harassment in the physical setting, had someone change clothes in front of you or presented with words or photographs of an uncomfortably sexual nature, etc. |
| (5) Have had your personal sexual information exposed online (through SNS, etc.) or spread by rumor. | Not applicable |
| (6) Have been assigned a certain role based on sex/gender in an educational or research setting; or have been treated differently based on gender/sex at the time of research guidance or career counseling. | (6) Forced by gender roles, spoke of “as men do” or “as women do,” etc. or being forced to play the part of “tea server.” (7) Owing to negative consequences for occupational reasons, changed attitude, etc. about work and research conditions due to gender differences. (8) Owing to negative consequences for study or research reasons, changed attitude, etc. about research guidance or career counseling. |
| (7) Have been looked at with an obscene look, have been physically approached too closely, or have been subjected to overly familiar physical contacts. | (2) As an uncomfortable sexual behavior, saw, experienced a sexual gaze, or had photos taken. Had your personal life pried into or rumors spread about you. |
| (8) Have been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails, or been stalked. | (5) Forced by companion(s), was persistently asked out, stalked, etc. |

- | | |
|--|---|
| (9) Have been forced to do something or restrained from doing something by a person with whom you had a romantic relationship; or that person came to your home uninvited. | Not applicable |
| (10) Have been forced to take off your clothes or to go to a sex trade shop. | Not applicable |
| (11) Have received unwanted hugs or kisses. | (3) In terms of violent sexual behavior, subject of unwanted hugs, breasts touched, being kissed, peeped at in toilet or changing room, secretly photographed or filmed, etc. |
| (12) Someone peeped at you or secretly took a photo of you in places such as a toilet or changing room. | (4) In terms of violent sexual behavior, forced to engage in sexual activity or nearly forced to do so. |
| (13) Have been forced to engage in sexual activity or was nearly forced to engage in such activity. | (4) In terms of violent sexual behavior, forced to engage in sexual activity or nearly forced to do so. |
-

The results for the 2020 survey are presented in Figure 2-10, and those for 2007 in Figure 2-11.



Figure 2-10 On Experiences of Sexual Harassment (left: students, right: faculty and staff; 2020)

No major differences can be seen when it comes to combinations of comparable items, such behaviors (1) and (2) in the 2020 survey that had largest number of respondents who had experienced them and behavior (1) in the 2007 survey. In short, unfortunately there are no items where it is possible to discover a clear declining trend. Next, when we look at (3) and (10) that were newly added in this survey, particularly with respect to (3) we can confirm from the percentages that there were more than a few students and members of faculty and staff who had experienced these behaviors. (10) also can certainly not be ignored. With regard to these items, it will be necessary to conduct further studies on them in the future.

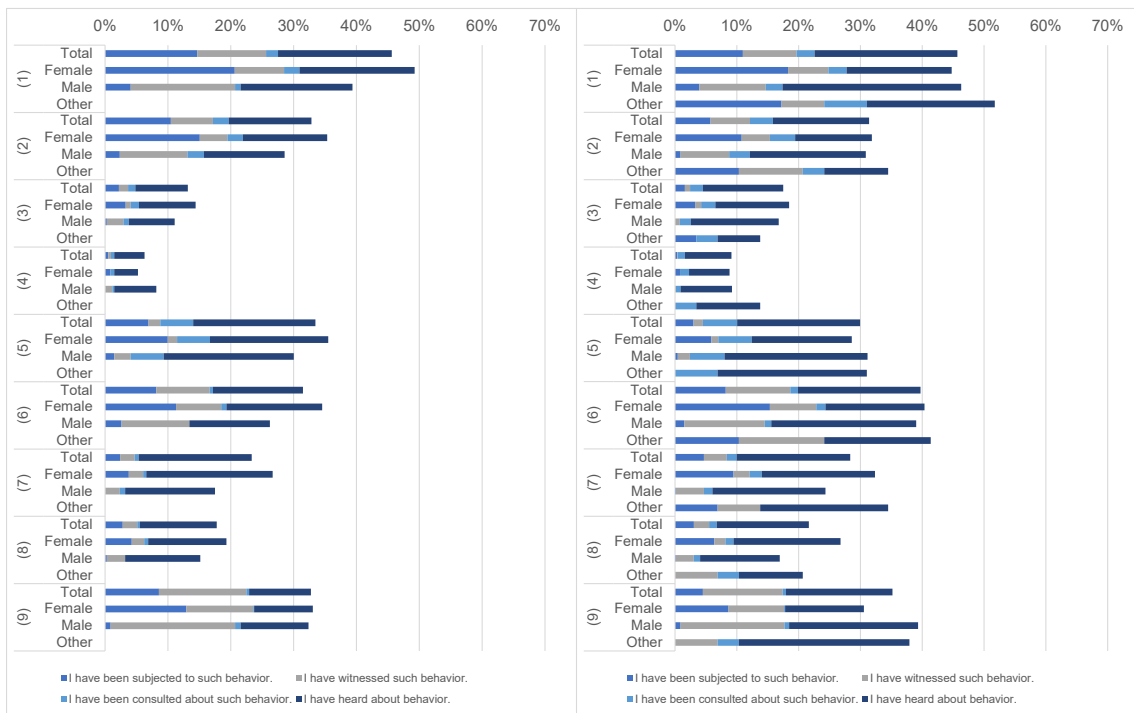


Figure 2-11 On Experiences of Sexual Harassment (left: students, right: faculty and staff; 2007)

Next, with respect to respondents who responded to the above question “I have been subjected to such behavior,” results of the question regarding the situation are presented for students and faculty/staff in Figure 2-12 and Figure 2-13, respectively.

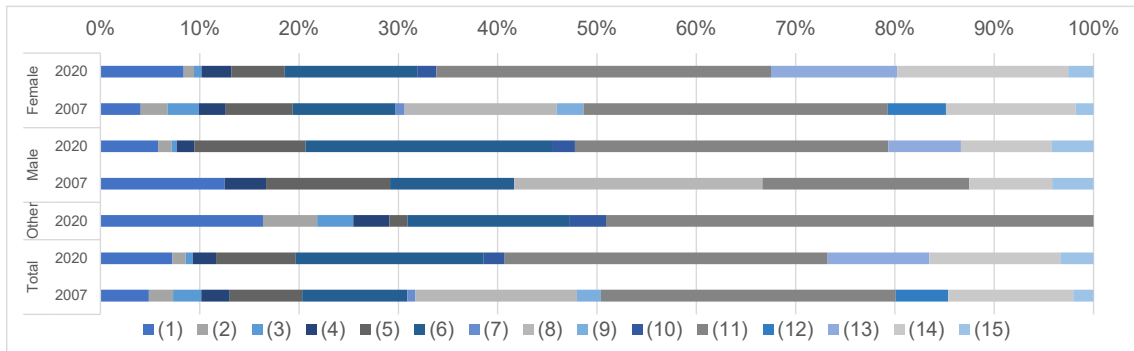


Figure 2-12 Differences in the Situation in Which Sexual Harassment Occurred Between the Previous Survey and the Current Survey (Students)

The response options (1) through (15) regarding situations shown in Figure 2-12 for students are shown below. Those who did not write anything in particular are included in both surveys. (1) During class or lab experiment; (2) During a seminar class; (3) Study camp/retreat of a seminar or practicum class, or while conducting field work; (4) During individual tutoring; (5) During a club/circle camp; (6) During regular club/circle activity; (7) During campus festival (2007 only); (8) During private study or research (2007 only); (9) Study meeting, conference, or related setting (2007 only); (10) While living in a student dormitory; (11) During a social

gathering; (12) While on the way home from university or a research-related setting (2007 only); (13) Other, research-related setting (2020 only); (14) Other; (15) No response.

For students, the situations were varied, and it is difficult to grasp any overall change trends. However, (11) During a social gathering was usually frequent, while (1) During class or lab experiment naturally was not.

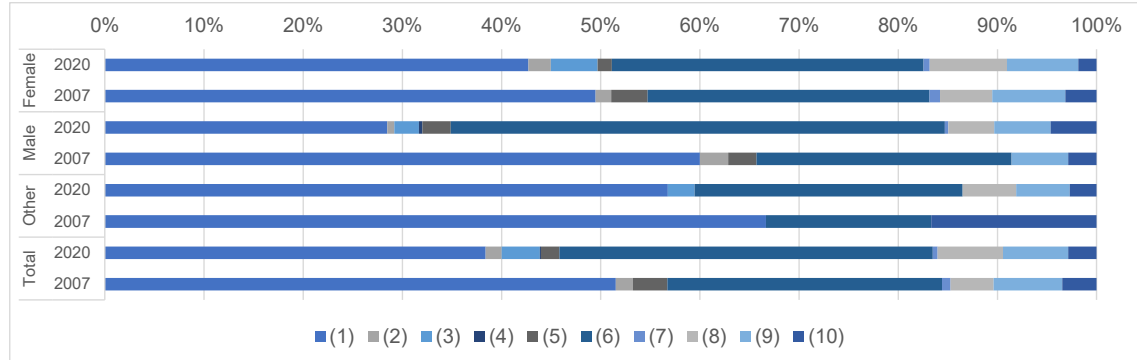


Figure 2-13 Differences in the Situation in Which Sexual Harassment Occurred Between the Previous Survey and the Current Survey (Faculty and Staff)

The response options regarding situations shown in Figure 2-13 for faculty and staff are shown below. Those who did not write anything in particular are included in both surveys. (1) During regular working hours; (2) During a business trip; (3) At a conference or meeting held on campus (2020 only); (4) During training; (5) During a workshop, academic meeting, or related events; (6) During a social gathering; (7) During class or lab experiments; (8) While commuting or on your way home from a social gathering; (9) Other; (10) No response.

In the case of faculty and staff, there was no change to the trend of experiencing such behavior during regular working hours more frequently than students. Aside from this, there was a significant increase for men in choosing (6) During a social gathering.

Next, how someone responded when they experienced such behaviors is presented in Figure 2-14.

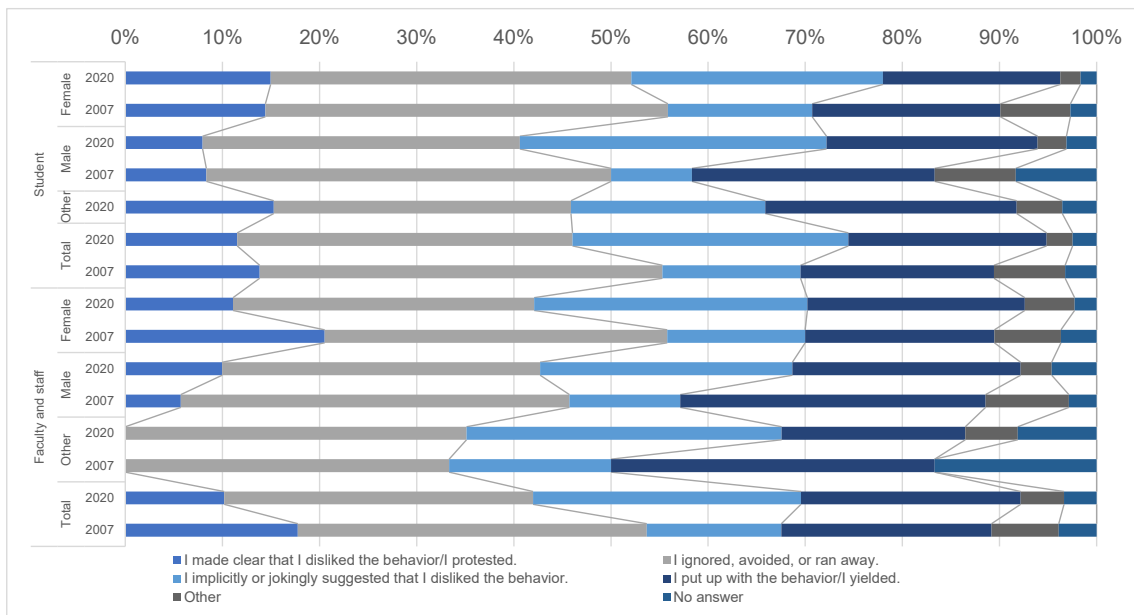


Figure 2-14 Differences in Responses When Experiencing Such Behavior Between the Previous Survey and the Current Survey

It is difficult to ascertain any sort of trend from these results. However, we look at the total percentages of the first three options– “I made clear that I disliked the behavior/I protested,” “I ignored, avoided, or ran away,” and “I implicitly or jokingly suggested that I disliked the behavior” –we can see that the percentage of each was higher in the 2020 survey and the increasing number of cases in which they undertook some response rose. However, we can also see that the percentage of “I put with the behavior” was by no means small and nor did it decline.

Next, the results for whether or not the victim consulted with someone about this experience are presented in Figure 2-15, and the counseling partner information in the event of such consultation is presented in Tables 2-3 and 2-4. Note that the options regarding counseling partner differed between the two surveys. As will be seen below, in the 2020 survey for all cases the percentages of respondents who responded that they had consulted with someone declined. This was particularly striking for males, both among students and faculty and staff. While it is also a fact that the number of respondents who said they had an experience was small in the first place at the time of the 2007 survey, this is a worrisome change.

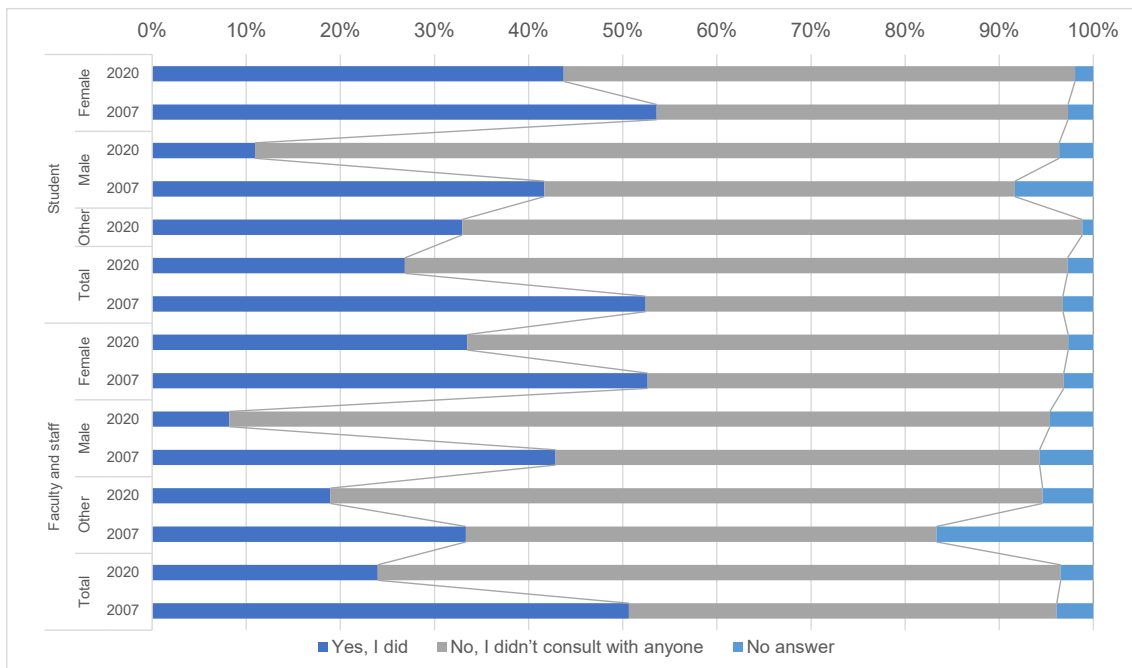


Figure 2-15 Changes in Whether or Not Someone Sought Consultations Between the Previous Survey and the Current Survey

Based on this, when we look at who the counseling partners were, we see that for both students and faculty and staff, family members accounted for a certain percentage. Looking at the other options, we see that students to some degree made use of on-campus counseling organizations and that among females the percentage of users rose. Furthermore, while the percentage of items related to friends in the case of students changed, but there were considerable changes to the options themselves. When we look at the “Student in the same grade as you or a friend” and “Friend or acquaintance outside of the University” for the 2020 survey together with the “Student in the same grade” and “Friend” for 2007, it does not amount to a significant change. Conversely, the percentage of “Friend” declined when it came to faculty and staff. Aside from this, for male students, “Instructor/supervisor in a seminar or other classes” declined.

Table 2-3 Differences in Counseling Partners Between the Previous Survey and the Current Survey (Students, multiple responses)*

| Counseling partner | | Female | | Male | | Other | Total | |
|--|------------------------------------|--------|-------|-------|-------|-------|-------|-------|
| 2020 | 2007 | 2020 | 2007 | 2020 | 2007 | 2020 | 2020 | 2007 |
| Family member | Family member | 34.9% | 30.3% | 24.7% | 20.0% | 17.9% | 31.7% | 29.5% |
| Student in a higher grade than you | Student in a higher grade than you | 29.8% | 26.9% | 17.3% | 40.0% | 28.6% | 27.2% | 27.9% |
| Student in the same grade as you or a friend | Student in the same grade | 71.9% | 35.3% | 76.5% | 30.0% | 67.9% | 72.6% | 34.9% |
| Friend or acquaintance outside of the University | Friend | 27.7% | 75.6% | 23.5% | 80.0% | 42.9% | 27.9% | 76.0% |
| Student in a lower grade than you | Student in a lower grade | 7.2% | 3.4% | 8.6% | 0.0% | 10.7% | 7.7% | 3.1% |

| | | | | | | | | |
|---|--|-------|------|------|-------|-------|-------|------|
| Instructor/supervisor in a seminar or other classes | Instructor/supervisor in a seminar or other classes | 11.0% | 5.0% | 4.9% | 20.0% | 17.9% | 10.2% | 6.2% |
| | Faculty member from same research room/course other than instructor/supervisor | | 2.5% | | 10.0% | | | 3.1% |
| Faculty member other than your instructor/supervisor | Faculty member other than your instructor/supervisor | 6.5% | 2.5% | 2.5% | 10.0% | 14.3% | 6.2% | 3.1% |
| Staff member | Staff member | 5.8% | 0.8% | 0.0% | 10.0% | 3.6% | 4.5% | 1.6% |
| Harassment Counseling Center of The University of Tokyo | Harassment Counseling Center | 11.3% | 4.2% | 4.9% | 10.0% | 10.7% | 10.0% | 4.7% |
| Health Service Center, Student Counseling Center or Komaba Student Counseling Center of The University of Tokyo | Health Service Center Student Counseling Center | | 0.0% | | 10.0% | | | 0.8% |
| | International Student Center, International Students' Advisory Room | 10.3% | | 7.4% | | 14.3% | 10.0% | |
| Counsellor in your department | Counsellor in your department | 0.7% | 0.8% | 0.0% | 0.0% | 0.0% | 0.5% | 0.8% |
| | Other: On-campus counseling organization | | 0.0% | | 0.0% | | | 0.0% |
| | Off-campus organization such as the police or a lawyer or other expert | 3.1% | 1.7% | 0.0% | 0.0% | 0.0% | 2.2% | 1.6% |
| Lawyer or other expert or specialized institution | Nonspecific large numbers over the internet | | 0.8% | | 0.0% | | | 0.8% |
| Other | Other | 2.4% | 5.9% | 0.0% | 0.0% | 3.6% | 2.0% | 5.4% |
| No answer | | 0.3% | | 1.2% | | 0.0% | 0.5% | |

*Blank indicates there was no response option. The figures show the percentages with respect to the number of respondents who sought consultation in each survey and from each cohort (for example, females in the 2020 FY survey). (Same as Table 2-4)

Table 2-4 Differences in Counseling Partners Between the Previous Survey and the Current Survey (faculty and staff, multiple responses)

| Counseling partner | | Female | | Male | | Other | | Total | |
|--|---------------|--------|-------|-------|-------|-------|--------|-------|-------|
| 2020 | 2007 | 2020 | 2007 | 2020 | 2007 | 2020 | 2007 | 2020 | 2007 |
| Family member | Family member | 32.5% | 33.0% | 34.8% | 40.0% | 0.0% | 0.0% | 31.6% | 33.3% |
| Friend | Friend | 35.0% | 53.0% | 30.4% | 60.0% | 14.3% | 100.0% | 33.7% | 54.7% |
| Your superior or senior faculty/staff member | Superior | 39.9% | 26.0% | 43.5% | 20.0% | 42.9% | 0.0% | 40.4% | 24.8% |
| Your subordinate faculty/staff member | | 4.9% | | 26.1% | | 0.0% | | 7.3% | 0.0% |

| | | | | | | | | | |
|---|--|-------|-------|-------|-------|-------|-------|-------|-------|
| Colleague of the same gender as you | Colleague of the same gender as you | 45.4% | 42.0% | 34.8% | 60.0% | 85.7% | 50.0% | 45.6% | 44.4% |
| Colleague of the opposite gender as you | Colleague of the opposite gender as you | 14.1% | 19.0% | 21.7% | 20.0% | 28.6% | 0.0% | 15.5% | 18.8% |
| Harassment Counseling Center of The University of Tokyo | Harassment Counseling Center | 12.9% | 8.0% | 17.4% | 0.0% | 0.0% | 0.0% | 13.0% | 6.8% |
| Health Service Center, Student Counseling Center or Komaba Student Counseling Center of The University of Tokyo | Health Service Center Student Counseling Center International Student Center, International Students' Advisory Room | | 0.0% | | 6.7% | | 0.0% | | 0.9% |
| | | | 0.0% | | 6.7% | | 0.0% | | 0.9% |
| | | 3.7% | | 4.3% | | 0.0% | | 3.6% | |
| | | | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| Counsellor in your department | Counsellor in your department | 3.1% | 1.0% | 4.3% | 0.0% | 0.0% | 0.0% | 3.1% | 0.9% |
| The faculty and staff union | The faculty and staff union | 1.2% | 2.0% | 4.3% | 6.7% | 0.0% | 0.0% | 1.6% | 2.6% |
| | Other: On-campus counseling organization | | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| | Off-campus organization such as the police or a lawyer or other expert | 0.6% | 3.0% | 8.7% | 0.0% | 0.0% | 0.0% | 1.6% | 2.6% |
| | Nonspecific large numbers over the internet | | 2.0% | | 0.0% | | 0.0% | | 1.7% |

Among these respondents, for those respondents who did not consult with anyone, Table 2-5 shows the reasons for not consulting.

Table 2-5 Differences in the Reasons for Not Consulting Between the Previous Survey and the Current survey (multiple responses)*

| Student | Female | | Male | | Other | | Total | |
|---|--------|-------|-------|-------|-------|-----------------------|-------|-------|
| | 2020 | 2007 | 2020 | 2007 | 2020 | 2007 | 2020 | 2007 |
| I was afraid that the information would be leaked if I consulted someone. | 5.0% | 1.0% | 4.7% | 0.0% | 10.7% | | 5.1% | 0.9% |
| I didn't think that anyone would take my story seriously. | 8.0% | 1.0% | 6.5% | 8.3% | 16.1% | No applicable persons | 7.5% | 1.8% |
| I didn't think that consulting someone would help solve the situation. | 49.0% | 20.6% | 31.6% | 41.7% | 50.0% | | 38.6% | 22.9% |
| I was afraid that there would be | 15.7% | 5.2% | 8.2% | 25.0% | 25.0% | | 11.7% | 7.3% |

| | | | | | | | | |
|--|-------|-------|-------|-------|-------|--|-------|-------|
| negative consequences if I consulted someone. | | | | | | | | |
| I didn't feel the need to consult anyone. | 58.1% | 62.9% | 76.8% | 50.0% | 53.6% | | 69.1% | 61.5% |
| It was too painful to consult someone. | 12.9% | 4.1% | 6.0% | 0.0% | 23.2% | | 9.3% | 3.7% |
| It was too embarrassing to consult someone. | | 9.3% | | 8.3% | | | | 9.2% |
| I thought I would be too self-conscious about consulting with someone. | | 13.4% | | 8.3% | | | | 12.8% |
| I didn't think that anyone would understand my story. | | 7.2% | | 0.0% | | | | 6.4% |
| I was afraid that consulting someone would complicate my relationship with the person who harassed me. | 23.1% | | 11.5% | | 28.6% | | 16.4% | |
| Other | 7.2% | 17.5% | 5.1% | 8.3% | 5.4% | | 5.8% | 16.5% |
| No answer | 0.6% | 0.0% | 0.5% | 0.0% | 0.0% | | 0.5% | 0.0% |

Faculty and staff

| | Female | | Male | | Other | | Total | |
|--|--------|-------|-------|-------|-------|-------|-------|-------|
| | 2020 | 2007 | 2020 | 2007 | 2020 | 2007 | 2020 | 2007 |
| I was afraid that the information would be leaked if I consulted someone. | 9.6% | 0.0% | 4.9% | 0.0% | 21.4% | 66.7% | 8.2% | 1.9% |
| I didn't think that anyone would take my story seriously. | 12.9% | 3.6% | 9.4% | 0.0% | 21.4% | 0.0% | 11.8% | 2.9% |
| I didn't think that consulting someone would help solve the situation. | 50.2% | 40.5% | 35.1% | 38.9% | 50.0% | 66.7% | 43.8% | 41.0% |
| I was afraid that there would be negative consequences if I consulted someone. | 22.8% | 11.9% | 10.6% | 11.1% | 35.7% | 66.7% | 18.3% | 13.3% |
| I didn't feel the need to consult anyone. | 43.7% | 47.6% | 66.1% | 55.6% | 28.6% | 33.3% | 52.4% | 48.6% |
| It was too painful to consult someone. | 12.9% | 7.1% | 6.9% | 0.0% | 14.3% | 0.0% | 10.4% | 5.7% |
| It was too embarrassing to consult someone. | | 2.4% | | 5.6% | | 0.0% | | 2.9% |
| I thought I would be too self-conscious about consulting with someone. | | 11.9% | | 11.1% | | 66.7% | | 13.3% |

| | | | | | | | | |
|--|-------|------|-------|-------|-------|------|-------|------|
| I didn't think that anyone would understand my story. | | 7.1% | | 22.2% | | 0.0% | | 9.5% |
| I was afraid that consulting someone would complicate my relationship with the person who harassed me. | 25.7% | | 14.3% | | 10.7% | | 20.2% | |
| Other | 10.0% | 4.8% | 6.1% | 5.6% | 7.1% | 0.0% | 8.2% | 4.8% |
| No answer | 1.3% | 0.0% | 0.4% | 0.0% | 7.1% | 0.0% | 1.2% | 0.0% |

*Blank indicates there was no response option. Also, the figures show the percentages with respect to the number of respondents who did not seek consultation in each survey and from each cohort (for example, females in the 2020 FY survey).

Differences based on gender can be seen, it is apparent that the reason “I didn't think that consulting someone would help solve the situation” has trended upward. Conversely, when we look with respect to men in the 2020 survey, a group for which the numbers of respondents who said they had not consulted with anyone in the first place was on the rise, we can see that the percentage of “I didn't feel the need to consult anyone” was the highest above all.

With regard to the effects of this experiences, we checked whether there were any effects or not with respect to a variety of items. Here, we will look only at those respondents who answered, “I did not experience any particular change” (in 2007, “There was no change”).

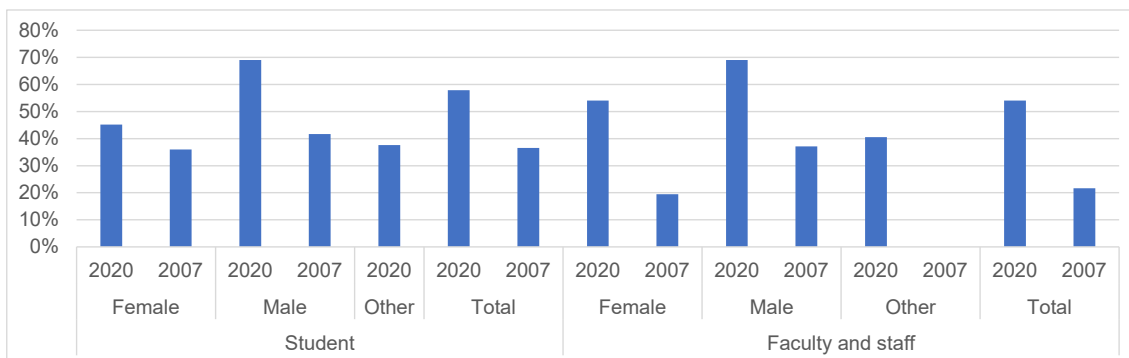


Figure 2-16 Changes in the Percentages of “There Was No Change” Respondents Between the Previous Survey and the Current Survey

It is extremely interesting that these percentages rose for all cases. When we generalize this, compared with the past, more respondents could clearly recognize even cases that are not so serious as sexual harassment but many of them saw such cases had little effect. Accordingly, it may be surmised that there were many instances in which they selected “I didn't feel the need to consult anyone” when it came to the reason for not doing so. However, this is nothing more than speculation. Continued investigations will be necessary to clear up these points. Finally, experiences of sexual harassment off the campus are presented in Figure 2-17. Comparable figures are available only for students, and no especially large changes could be seen.

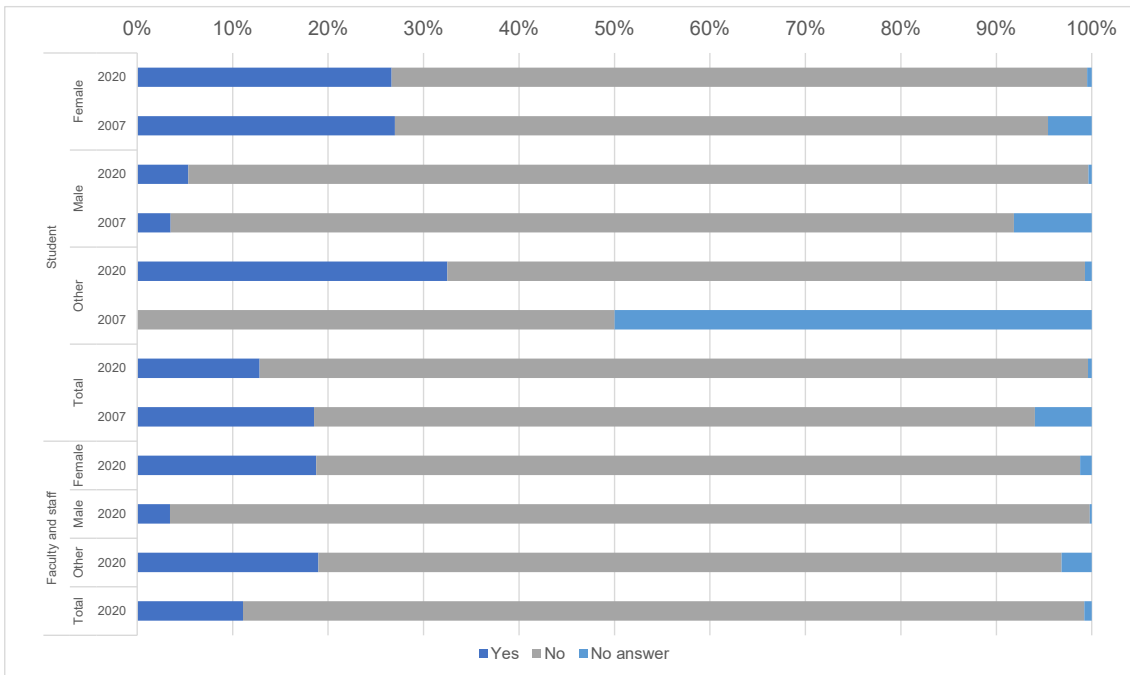


Figure 2-17 Experiences of Sexual Harassment Off Campus in the Previous Survey and the Current Survey

4. Conclusion

The role of this chapter has been to clarify those points that were major changes compared to the previous survey.

Among the views related to sexual harassment and gender, attention needs to be directed to the fact that the percentage of faculty and staff who answered “I agree” with respect to “I’d rather stay away from sexual harassment issues” has continued to rise. On this point, it is possible that for faculty this could come with specific burdens. For example, their work-related burdens would increase in connection with such a case actually occurring. This will require inspection in combination with such data.

With regard to questions that offer a variety of examples and ask whether the respondent agrees that they are sexual harassment, while we saw on the one hand that the percentage of “Does amount to sexual harassment” rose, when it comes to actual experiences of such, unfortunately there are no signs that they are on the decline. In this regard, what is notable is that, among the male respondents who answered that they had been subjected 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 did not bother to consult someone about as sexual harassment or there are any other reasons.

With respect to faculty and staff, on the matter of “I’d rather stay away from sexual harassment issues,” there was an increase in respondents who said, “I agree.” Also, the percentage of respondents among males who did not consult with anyone regardless of having experienced sexual harassment was extremely high. This shows that in the results of this survey alone, changes could be seen of the sort that are difficult to analyze and should be examined closely. Due to the fact that

this type of survey is meaningful when repeated and compared, it would be desirable for these surveys to be repeated and for the relevant data to be analyzed.

Notes

- 1) <https://www.u-tokyo.ac.jp/content/400004842.pdf>
- 2) "I agree, Honestly I also have that feeling, I can't say either way (I don't know), I disagree" were changed to "I agree, I somewhat agree, I don't really agree, I don't agree, I can't say either way."
- 3) Texts of questions posed in the 2007 survey are as presented below.
 - (1) Interpersonal relationships are suffocated when sexual jokes and topics are restricted.
 - (2) It's perfectly acceptable that women are expected to be feminine and men are expected to be masculine in daily life.
 - (3) It is natural that differences of ability and aptitude exist between men and women.
 - (4) Expectations or requirements for a person's work or research will naturally be different depending on whether it is a man or a woman.
 - (5) It is understandable for men to be generally more forceful in a romantic relationship.
 - (6) I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice.
 - (7) I'd rather stay away from sexual harassment issues.
- 4) Texts of questions posed in the 2007 survey are as presented below.
 - (1) Asks you to sit next to him/her at a drinking party.
 - (2) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair.
 - (3) Asks you about your private life, including whether you are seeing someone, married, or have a child.
 - (4) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis.
 - (5) Stares at parts of your body (such as breast, hip, legs, etc.).
 - (6) Says things like "Girls should be loveable," or "Be a man."
 - (7) Asks you out for a meal or a date.
 - (8) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer.
- 5) Texts of questions posed in the 2007 survey are as presented below.
 - (1) Felt uncomfortable about "sexual topics," "making assumptions based on gender," and "discriminatory remarks."
 - (2) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go.
 - (3) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, or touching your back, waist or shoulder).

Chapter 3: Gender and Harassment Awareness

Summary

- 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 "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."

1. About the Chapter

"Diversity" refers to "all the dimensions of the attributes that an individual has." Its categories are broad, including "for example, one's place of residence, family structure, customs, parent organization, social class, education, communication style, management style, race and ethnicity, sexual orientation, work experience, age, marital status, hobbies, personality, religion, styles of learning, outward appearance, income, nationality, place of origin, official position,

physique, gender, length of work history, working arrangements (full-time employee, contract employee, short-time employee), socioeconomic status, physical abilities, etc.—all of the attributes that a person has.” All elements from the superficial to the deepest can be thought of as diversity (Taniguchi, 2005, 2008).

The objective of this chapter is to clarify what the reality of diversity at The University of Tokyo is and the awareness that students and faculty and staff have about gender and harassment (Q1 in both the student survey and the faculty and staff survey). For this, we use the attribute variables that show the diversity of students and faculty and staff and look at separate attributes. In this chapter, setting it up to be a fundamental resource for getting a grasp of the complete picture of the “Survey on Awareness and Status of Diversity at The University of Tokyo,” rather than for testing hypotheses, we instead will treat it as an exploratory investigation upon which to work out future measures to take.

2. Setting of Variables and Analysis Procedure

In this chapter, the data we use for analysis comes from the “Survey on Awareness and Status of Diversity at The University of Tokyo” conducted from December 2020 through January 2021. Of this, 7,360 students and 4,579 faculty/staff were the subjects of analysis. The analyzed items were the attribute variables and awareness of gender and harassment. Below, we present the analytical procedures used for this research and present the details.

2.1 Attribute Variables

In this chapter, we have used the following 13 attributes. Specifically, these are (1) Status/position (1. Student, 2. Faculty/Staff); (2) Gender of student (1. Female, 2. Male, 3. Other, Don't want to answer); (3) Affiliation¹⁾ (1. the Humanities and Social Sciences, (HSS), 2. the Natural Sciences (NS), 3. the Interdisciplinary or Other Fields (IO)); (4) School year and program (1. Undergraduate 1st year, 2. Undergraduate 2nd year, 3. Undergraduate 3rd year, 4. Undergraduate 4th year or above, 5. Master's program 1st year, 6. Master's program 2nd year or above, 7. Doctoral program 1st year, 8. Doctoral program 2nd year, 9. Doctoral program 3rd year or above); (5) International student (1. Is an international student, 2. Not an international student); (6) Former high school (1. National or private all-girl school, 2. National or private all-boy school, 3. National or private coeducational school, 4. Overseas high school); (7) Alma mater (for university graduates: 1. The University of Tokyo, 2. National or private university other than The University of Tokyo, 3. Overseas institution of higher education); (8) Gender of faculty and staff (1. Female, 2. Male, 3. Other, Don't want to answer); (9) Number of years of continuous service (1. Up to 5 years or less, 2. 5-10 years, 3. 10-15 years, 4. 15-20 years, 5. More than 20 years); (10) Position (1. Professor; 2. Associate professor or lecturer; 3. Assistant professor or assistant; 4. Administrative, technical, or medical staff; 5. Project instructional staff (professor, associate professor or lecturer, assistant professor); 6. Researcher; 7. Staff on short-, fixed-term contract (Project academic support specialist, Project academic support staff, Project senior specialist, Project specialist); (11) Limited-term contract status (1. On limited-term contract, 2. Not on limited-term contract); (12) Short-time working terms (1. On short-time working terms, 2. Not on short-time working terms); and (13) Foreign nationality (1. Foreign nationality, 2. Japanese nationality). Furthermore, in light of our analysis objectives, we excluded from our analysis those respondents

from other categories aside from gender and those individuals whose school year or program does not correspond to one of the foregoing.

2.2 Gender and Harassment Awareness

We used a 5-point scale for responses on awareness of gender and harassment, namely 1. “I agree,” 2. “I somewhat agree,” 3. “I somewhat disagree,” 4. “I disagree,” and 5. “I neither agree nor disagree.” However, in order to look at response tendencies oriented toward positive or negative, we grouped them into the three categories of affirmative (I agree/I somewhat agree), negative (I disagree/I somewhat disagree), and neutral (I neither agree nor disagree) for use in our analysis. Also, in this chapter, because we used the 11 items common to both students and faculty/staff, we did not make the topic of “It is problematic that some U-Tokyo student clubs/circles refuse membership to female U-Tokyo students” that students were surveyed on a subject for our analysis here.²⁾ Accordingly, we wrote the item numbers in this chapter according to those in the survey for faculty and staff (see Table 3-1).

Table 3-1 11 Items Related to Gender and Harassment Awareness Used in This Chapter

| Item | Description |
|-------|--|
| Q1_1 | Sexual jokes and topics help facilitate human relations. |
| Q1_2 | It is perfectly acceptable that women are expected to be feminine, and men masculine. |
| Q1_3 | 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. |
| Q1_4 | It is natural that differences of ability and aptitude exist between men and women. |
| Q1_5 | Expectations or requirements for a person’s work or research will naturally be different depending on whether it is a man or a woman. |
| Q1_6 | It is understandable for men to be generally more forceful in a romantic relationship. |
| Q1_7 | I am concerned about the potential increase of false accusations of sexual harassment due to misunderstanding, false claim, or malice. |
| Q1_8 | I’d rather stay away from sexual harassment issues. |
| Q1_9 | Romantic relationships between people of the same sex are abnormal. |
| Q1_10 | It is natural that people are divided into two sex categories of men and women. |
| Q1_11 | A person should not change the sex he or she was assigned with at birth. |

2.3 Analysis Procedure

In order to investigate the differences in response tendencies with respect to gender and harassment awareness among the attributes, we employed a Chi-square test. When χ^2 is significant, as a hypothesis test we conducted a residual analysis (Haberman, 1974), and for adjusting the p -values we used the Holm method.³⁾ Additionally, in order to investigate the differences in student and faculty/staff member gender and harassment awareness due to constructive concepts and status/position, along with an exploratory factor analysis, we conducted an hierarchical multi-regression analysis that included the interactive effects of gender and status/position⁴⁾, and in those case where interactive effects were seen we carried out a simple-slope test. Also, owing to the inclusion of interactions, we centered our explanation variables, and

where there were two variables we treated them as categorical variables. Further, owing to the possibility that our analytical perspective may overlap with those of other chapters, we did not engage here in category comparisons based on attributes and used only the variables of gender and status/position.

For our statistical analysis programs, we used R.3.5.3 (R Development Core Team, 2019) and HAD17.105 (Shimizu, 2016). Further, given that significant differences can be easily detected with even minute differences owing to the large sample size, in this chapter using the effect size as the standard, we interpreted the results whose effect size of Cramer's V (0.10), R^2 (0.02) is small or more (Cohen, 1988). Also, owing to the fact that those items for which there was no answer have been treated as missing values, the sample sizes differ depending on the item used.

3. Differences in Gender and Harassment Awareness among Attributes

In terms of overall tendencies, the percentage of those respondents who expressed disagreement ("I disagree" or "I somewhat disagree") with the statements that were negative about diversity or expressed such negative views such as bias and disdain was large, while the percentage of those who expressed agreement ("I agree" or "I somewhat agree") was small. 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. We can see from these that, even if we test each attribute, while on the whole they are in accord and the percentages themselves fluctuate, there do not seem to be any major differences. Below, while we record the results achieved in our analysis for each attribute, because for any of the results, the effect size (Cramer's V) is small, there cannot be said to be any major differences among the attributes, and also they represent the group mean, we can say that a guarded interpretation may be expected. Further, the number of respondents who chose "Other, Don't want to answer" regarding gender category is small, and it would be difficult to conduct a Chi-square test using gender as the moderator variable when doing analysis for each attribute. For that reason, in this chapter, gender will not be considered when testing each variable. However, on this point, since it is supposed that differences may readily arise due to status/position when it comes to awareness of gender and harassment, we add a supplementary analysis in sections 3.14 and 3.15 on whether or not awareness differs through combinations of status/position and gender at The University of Tokyo. Detailed analyses are presented in the other chapters; please refer to those.

3.1 Comparison by Status of Students and Faculty/Staff

We created a cross-tabulation table (2 x 3) cross-tabulating the status/position of students and faculty/staff (2)⁵⁾ with the 11 awareness of gender and harassment items (3) and conducted a Chi-square test. The results confirmed small or more (0.141 to 0.218) effect size (Cramer's V) for two items, "Sexual jokes and topics help facilitate human relations" (Q1_1) and "I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice" (Q1_7) (Figure 3-1, Table 3-2). Further, since we conducted a residual analysis along with a Chi-square test in this chapter, the figure shows real numbers for each category, and the table shows percentages for each category.

The results of the residual analysis conducted for these items found that the percentages of those who agreed with or took a neutral stance toward "Sexual jokes

and topics help facilitate human relations” (Q1_1) was greater among students and smaller among faculty and staff. The percentage of those who disagreed was smaller among students and greater among faculty. The percentages of those agreed with the statement “I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice” (Q1_7) was greater among students and smaller among faculty and staff. The percentages of those who disagreed or were neutral were smaller among students and greater among faculty.

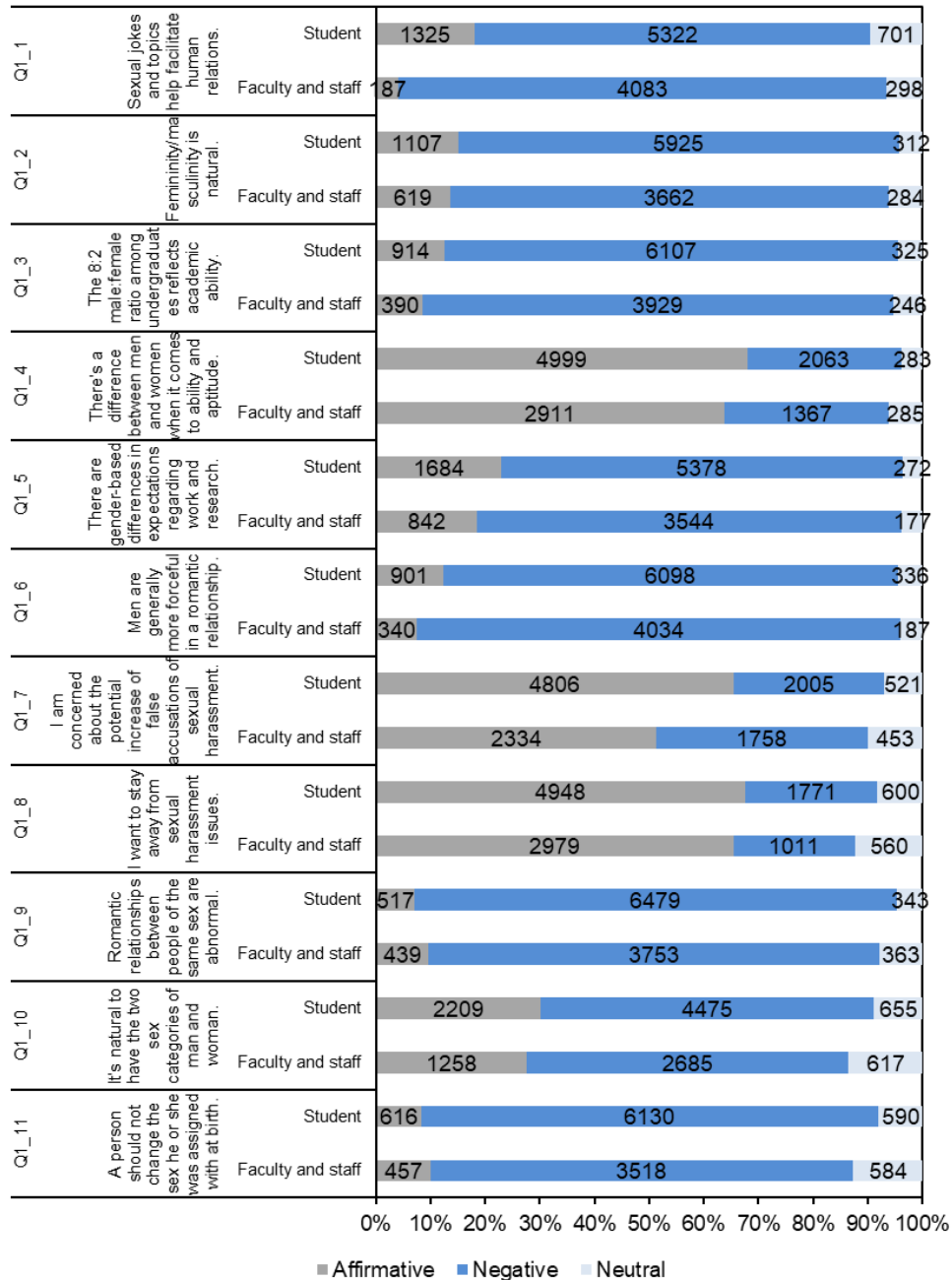


Figure 3-1 Response Tendencies in Awareness of Gender and Harassment for Each Position

Table 3-2 Results of Chi-Square Analysis and Residual Analysis Based on Position

| | Item | | Student | Faculty and staff | χ^2 (df = 2) | p value | Cramer's V |
|-------|--|-----------------|---------|-------------------|----------------------|---------|------------|
| Q1_1 | Sexual jokes and topics help facilitate human relations. | Affirmative (%) | △18.0 | ▼4.1 | 564.455 | < 0.001 | 0.218 |
| | | Negative (%) | ▼72.4 | △89.4 | | | |
| | | Neutral (%) | △9.5 | ▼6.5 | | | |
| Q1_2 | Femininity/masculinity is natural. | Affirmative (%) | 15.1 | 13.6 | 26.419 | < 0.001 | 0.047 |
| | | Negative (%) | 80.7 | 80.2 | | | |
| | | Neutral (%) | ▼4.3 | △6.2 | | | |
| Q1_3 | The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | △12.4 | ▼8.5 | 47.435 | < 0.001 | 0.063 |
| | | Negative (%) | ▼83.1 | △86.1 | | | |
| | | Neutral (%) | 4.4 | 5.4 | | | |
| Q1_4 | There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | △68.1 | ▼63.8 | 44.913 | < 0.001 | 0.061 |
| | | Negative (%) | 28.1 | 30.0 | | | |
| | | Neutral (%) | ▼3.9 | △6.3 | | | |
| Q1_5 | There are gender-based differences in expectations regarding work and research. | Affirmative (%) | △23.0 | ▼18.5 | 34.209 | < 0.001 | 0.054 |
| | | Negative (%) | ▼73.3 | △77.7 | | | |
| | | Neutral (%) | 3.7 | 3.9 | | | |
| Q1_6 | Men are generally more forceful in a romantic relationship. | Affirmative (%) | △12.3 | ▼7.5 | 73.654 | < 0.001 | 0.079 |
| | | Negative (%) | ▼83.1 | △88.5 | | | |
| | | Neutral (%) | 4.6 | 4.1 | | | |
| Q1_7 | I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | △65.6 | ▼51.4 | 235.813 | < 0.001 | 0.141 |
| | | Negative (%) | ▼27.4 | △38.7 | | | |
| | | Neutral (%) | ▼7.1 | △10.0 | | | |
| Q1_8 | I want to stay away from sexual harassment issues. | Affirmative (%) | 67.6 | 65.5 | 55.082 | < 0.001 | 0.068 |
| | | Negative (%) | 24.2 | 22.2 | | | |
| | | Neutral (%) | ▼8.2 | △12.3 | | | |
| Q1_9 | Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | ▼7.0 | △9.6 | 86.271 | < 0.001 | 0.085 |
| | | Negative (%) | △88.3 | ▼82.4 | | | |
| | | Neutral (%) | ▼4.7 | △8.0 | | | |
| Q1_10 | It's natural to have the two sex categories of man and woman. | Affirmative (%) | 30.1 | 27.6 | 63.950 | < 0.001 | 0.073 |
| | | Negative (%) | 61.0 | 58.9 | | | |
| | | Neutral (%) | ▼8.9 | △13.5 | | | |
| Q1_11 | A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | 8.4 | 10.0 | 87.172 | < 0.001 | 0.086 |
| | | Negative (%) | △83.6 | ▼77.2 | | | |
| | | Neutral (%) | ▼8.0 | △12.8 | | | |

3.2 Comparison by Gender, Student

We created a cross-tabulation table (3 x 3) cross tabulating gender among students (3) with the 11 awareness of gender and harassment items (3) and conducted a Chi-square test. The results confirmed small or more effect size (0.114 to 0.158) for six items: “Sexual jokes and topics help facilitate human relations” (Q1_1), “It is perfectly acceptable that women are expected to be feminine and men masculine” (Q1_2), “It is natural that differences of ability and aptitude exist between men and women” (Q1_4), “I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice” (Q1_7), “I’d rather stay away from sexual harassment issues” (Q1_8), and “It is natural that people are divided into two sex categories of men and women” (Q1_10) (Figure 3-2, Table 3-3).

The results of the residual analysis conducted for these items found that the percentages of those who agreed or were neutral toward “Sexual jokes and topics help

facilitate human relations” (Q1_1) was smaller among females and greater among males. The percentages of those who disagreed were larger among females and smaller among males. The percentages of those who agreed or were neutral toward “It is perfectly acceptable that women are expected to be feminine and men masculine” (Q1_2) were smaller among females and larger among men. The percentages of those who disagreed were larger among females and smaller among males. The percentages of those who agreed with “It is natural that differences of ability and aptitude exist between men and women” (Q1_4) were smaller among females and those of “Other, Don’t want to answer” gender and larger among males. The percentages of those who disagreed were larger among females and those of “Other, Don’t want to answer” gender and smaller among males. The percentages of those who agreed with the statement “I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice” (Q1_7) were smaller among females and larger among males. The percentages of those who disagreed were larger among females and smaller among males. The percentage of those who were neutral was smaller among males. The percentages of those who agreed with “I’d rather stay away from sexual harassment issues” (Q1_8) were smaller among females and larger among males. The percentages of those who disagreed were larger among females and those of “Other, Don’t want to answer” gender and smaller among males. The percentage of those who were neutral was larger among those of “Other, Don’t want to answer” gender. The percentages of those who agreed or were neutral about “It is natural that people are divided into two sex categories of men and women” (Q1_10) were smaller among females and those of “Other, Don’t want to answer” gender and larger among males. The percentages of those who disagreed were larger among females and smaller among males.

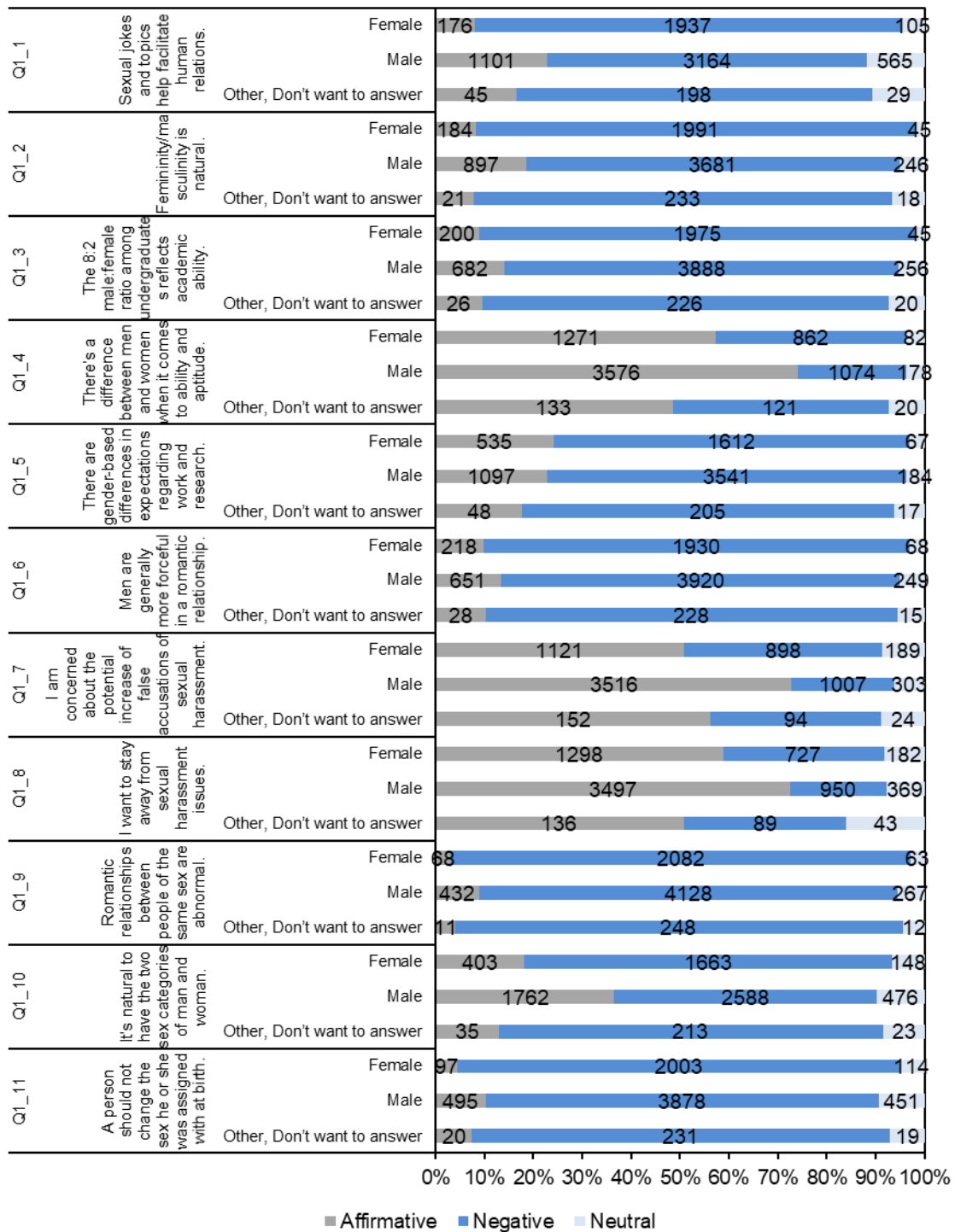


Figure 3-2 Response Tendencies in Awareness of Gender and Harassment by Students and Genders

Table 3-3 Results of Chi-Square Analysis and Residual Analysis Based on Student/Gender

| | Item | | Female | Male | Other Don't want to answer | χ^2 (df = 4) | p value | Cramer's V |
|--------------|--|-----------------|--------|-------|----------------------------------|----------------------|---------|------------|
| Q1_1 | Sexual jokes and topics help facilitate human relations. | Affirmative (%) | ▼7.9 | △22.8 | 16.5 | 363.773 | < 0.001 | 0.158 |
| | | Negative (%) | △87.3 | ▼65.5 | 72.8 | | | |
| | | Neutral (%) | ▼4.3 | △11.7 | 10.7 | | | |
| Q1_2 | Femininity/masculinity is natural. | Affirmative (%) | ▼8.3 | △18.6 | 7.7 | 189.706 | < 0.001 | 0.114 |
| | | Negative (%) | △89.7 | ▼76.3 | 85.7 | | | |
| | | Neutral (%) | ▼2.0 | △5.1 | 6.6 | | | |
| Q1_3 | The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | ▼9.0 | △14.1 | 9.6 | 89.810 | < 0.001 | 0.078 |
| | | Negative (%) | △89.0 | ▼80.6 | 83.1 | | | |
| | | Neutral (%) | ▼2.0 | △5.3 | 7.4 | | | |
| Q1_4 | There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | ▼57.4 | △74.1 | ▼48.5 | 263.216 | < 0.001 | 0.134 |
| | | Negative (%) | △38.9 | ▼22.3 | △44.2 | | | |
| | | Neutral (%) | 3.7 | 3.7 | 7.3 | | | |
| Q1_5 | There are gender-based differences in expectations regarding work and research. | Affirmative (%) | 24.2 | 22.8 | 17.8 | 12.834 | 0.012 | 0.030 |
| | | Negative (%) | 72.8 | 73.4 | 75.9 | | | |
| | | Neutral (%) | 3.0 | 3.8 | 6.3 | | | |
| Q1_6 | Men are generally more forceful in a romantic relationship. | Affirmative (%) | ▼9.8 | △13.5 | 10.3 | 38.915 | < 0.001 | 0.052 |
| | | Negative (%) | △87.1 | ▼81.3 | 84.1 | | | |
| | | Neutral (%) | ▼3.1 | 5.2 | 5.5 | | | |
| Q1_7 | I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | ▼50.8 | △72.9 | 56.3 | 351.625 | < 0.001 | 0.155 |
| | | Negative (%) | △40.7 | ▼20.9 | 34.8 | | | |
| | | Neutral (%) | 8.6 | ▼6.3 | 8.9 | | | |
| Q1_8 | I want to stay away from sexual harassment issues. | Affirmative (%) | ▼58.8 | △72.6 | ▼50.8 | 194.668 | < 0.001 | 0.116 |
| | | Negative (%) | △32.9 | ▼19.7 | 33.2 | | | |
| | | Neutral (%) | 8.3 | 7.7 | △16.0 | | | |
| Q1_9 | Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | ▼3.1 | △9.0 | 4.1 | 114.764 | < 0.001 | 0.089 |
| | | Negative (%) | △94.1 | ▼85.5 | 91.5 | | | |
| | | Neutral (%) | ▼2.9 | △5.5 | 4.4 | | | |
| Q1_10 | It's natural to have the two sex categories of man and woman. | Affirmative (%) | ▼18.2 | △36.5 | ▼12.9 | 342.958 | < 0.001 | 0.153 |
| | | Negative (%) | △75.1 | ▼53.6 | △78.6 | | | |
| | | Neutral (%) | ▼6.7 | △9.9 | 8.5 | | | |
| Q1_11 | A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | ▼4.4 | △10.3 | 7.4 | 115.343 | < 0.001 | 0.089 |
| | | Negative (%) | △90.5 | ▼80.4 | 85.6 | | | |
| | | Neutral (%) | ▼5.2 | △9.4 | 7.0 | | | |

3.3 Comparison by Student/Attribute

We created a cross-tabulation table (3 x 3) cross tabulating attributes among students (3) with the 11 awareness of gender and harassment items (3) and conducted a Chi-square test. The results confirmed small or more effect size (0.104 to 0.119) for two items: “It is natural that differences of ability and aptitude exist between men and women” (Q1_4) and “It is natural that people are divided into two sex categories of men and women” (Q1_10) (Figure 3-4, Table 3-5).

The results of a residual analysis found that the percentages of those who agreed

with “It is natural that differences of ability and aptitude exist between men and women” (Q1_4) were smaller among those in HSS and IO students, and larger among those in the NS. The percentages of those who disagreed were larger for those in the HSS or IO categories, and smaller among those in the NS. The percentages of those who agreed or were neutral about “It is natural that people are divided into two sex categories of men and women” (Q1_10) were smaller among those in the HSS and IO categories, and larger among those in the NS. The percentages of those who disagreed were larger for those in the HSS or IO categories, and smaller among those in the NS

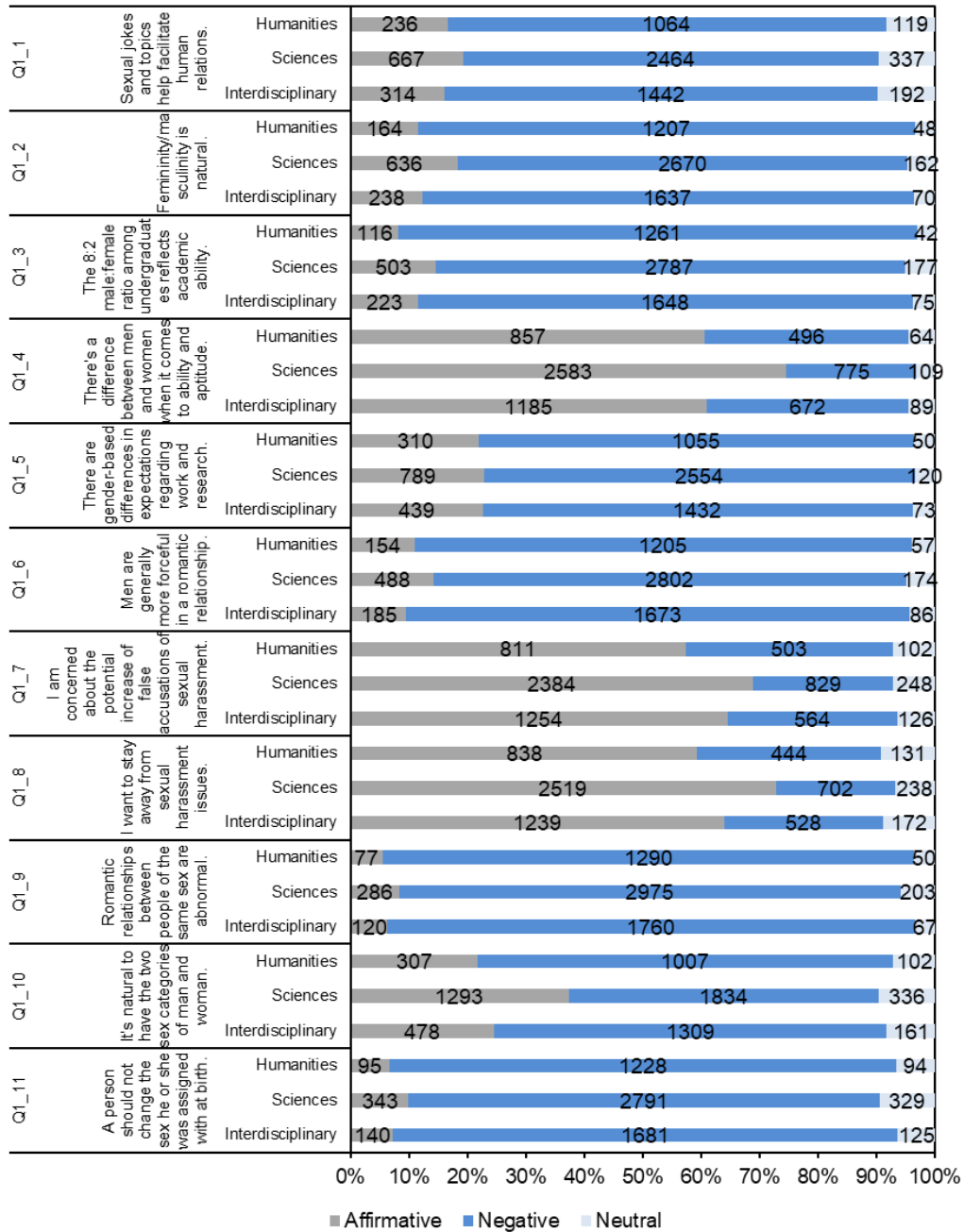


Figure 3-3 Response Tendencies in Awareness of Gender and Harassment by Students/Attributes

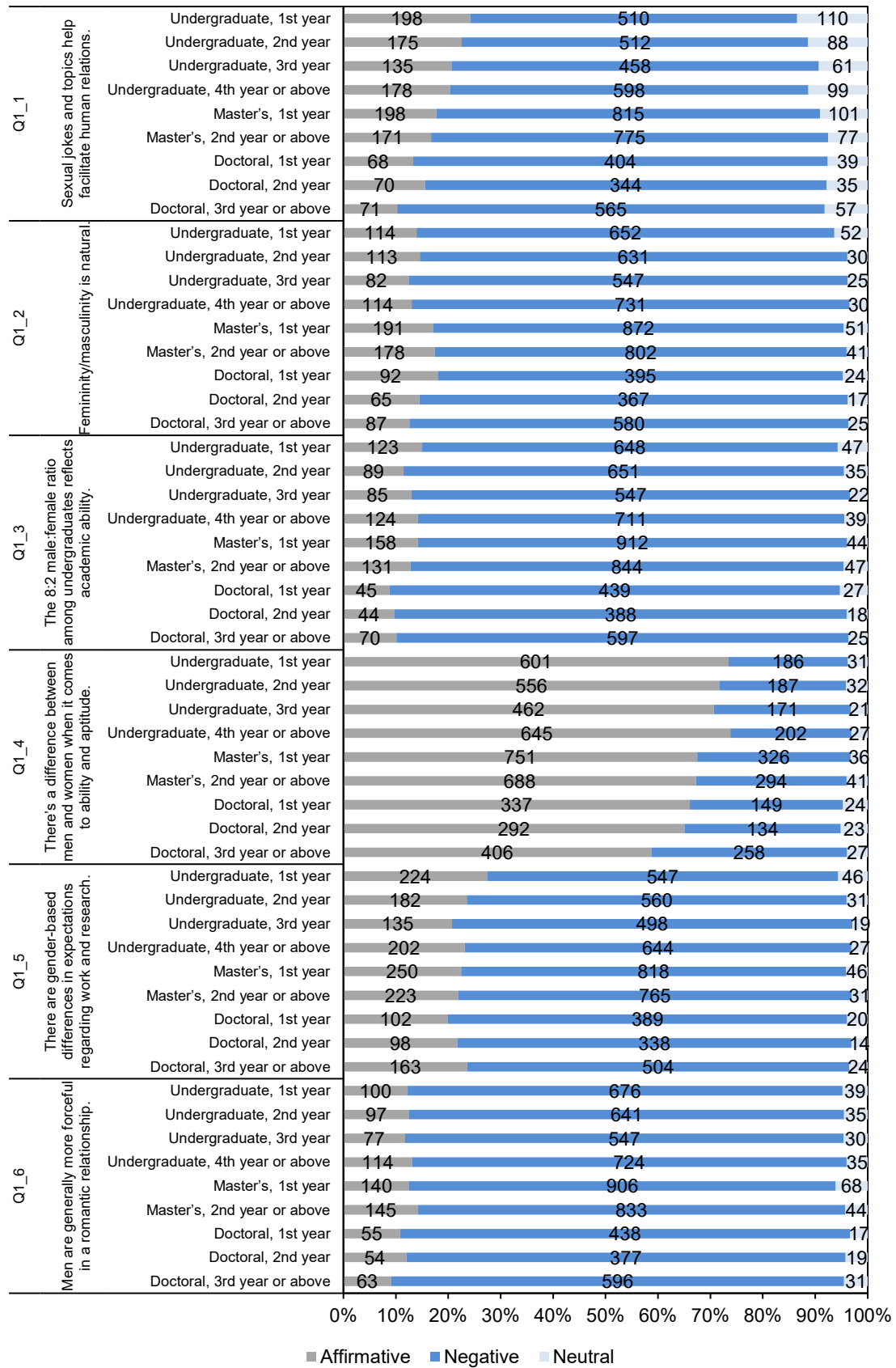
Table 3-4 Results of Chi-Square Analysis and Residual Analysis based on Student/Attribute

| | Item | | Humanities | Sciences | Interdisciplinary | χ^2 (df = 4) | p value | Cramer's V |
|-------|--|-----------------|------------|----------|-------------------|----------------------|---------|------------|
| Q1_1 | Sexual jokes and topics help facilitate human relations. | Affirmative (%) | 16.6 | 19.2 | 16.1 | 13.252 | 0.010 | 0.031 |
| | | Negative (%) | 75.0 | 71.1 | 74.0 | | | |
| | | Neutral (%) | 8.4 | 9.7 | 9.9 | | | |
| Q1_2 | Femininity/masculinity is natural. | Affirmative (%) | ▼11.6 | △18.3 | ▼12.2 | 64.012 | < 0.001 | 0.068 |
| | | Negative (%) | △85.1 | ▼77.0 | △84.2 | | | |
| | | Neutral (%) | 3.4 | 4.7 | 3.6 | | | |
| Q1_3 | The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | ▼8.2 | △14.5 | 11.5 | 55.716 | < 0.001 | 0.064 |
| | | Negative (%) | △88.9 | ▼80.4 | 84.7 | | | |
| | | Neutral (%) | 3.0 | 5.1 | 3.9 | | | |
| Q1_4 | There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | ▼60.5 | △74.5 | ▼60.9 | 148.704 | < 0.001 | 0.104 |
| | | Negative (%) | △35.0 | ▼22.4 | △34.5 | | | |
| | | Neutral (%) | 4.5 | 3.1 | 4.6 | | | |
| Q1_5 | There are gender-based differences in expectations regarding work and research. | Affirmative (%) | 21.9 | 22.8 | 22.6 | 0.749 | 0.9451 | 0.007 |
| | | Negative (%) | 74.6 | 73.8 | 73.7 | | | |
| | | Neutral (%) | 3.5 | 3.5 | 3.8 | | | |
| Q1_6 | Men are generally more forceful in a romantic relationship. | Affirmative (%) | 10.9 | △14.1 | ▼9.5 | 30.935 | < 0.001 | 0.048 |
| | | Negative (%) | 85.1 | ▼80.9 | △86.1 | | | |
| | | Neutral (%) | 4.0 | 5.0 | 4.4 | | | |
| Q1_7 | I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | ▼57.3 | △68.9 | 64.5 | 71.778 | < 0.001 | 0.073 |
| | | Negative (%) | △35.5 | ▼24.0 | 29.0 | | | |
| | | Neutral (%) | 7.2 | 7.2 | 6.5 | | | |
| Q1_8 | I want to stay away from sexual harassment issues. | Affirmative (%) | ▼59.3 | △72.8 | ▼63.9 | 100.771 | < 0.001 | 0.086 |
| | | Negative (%) | △31.4 | ▼20.3 | 27.2 | | | |
| | | Neutral (%) | 9.3 | 6.9 | 8.9 | | | |
| Q1_9 | Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | 5.4 | 8.3 | 6.2 | 39.658 | < 0.001 | 0.054 |
| | | Negative (%) | 91.0 | ▼85.9 | 90.4 | | | |
| | | Neutral (%) | 3.5 | △5.9 | 3.4 | | | |
| Q1_10 | It's natural to have the two sex categories of man and woman. | Affirmative (%) | ▼21.7 | △37.3 | ▼24.5 | 192.994 | < 0.001 | 0.119 |
| | | Negative (%) | △71.1 | ▼53.0 | △67.2 | | | |
| | | Neutral (%) | 7.2 | 9.7 | 8.3 | | | |
| Q1_11 | A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | 6.7 | △9.9 | 7.2 | 43.533 | < 0.001 | 0.056 |
| | | Negative (%) | 86.7 | ▼80.6 | △86.4 | | | |
| | | Neutral (%) | 6.6 | △9.5 | 6.4 | | | |

3.4 Comparison by Student/School Year and Program

We created a cross-tabulation table (9 x 3) cross-tabulating the school year and program of students (9) with the 11 awareness of gender and harassment items (3) and conducted a chi-square test. The results confirmed small or more (0.101) effect size (Cramer's V) for one item, "I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice" (Q1_7) (Figure 3-4, Table 3-5).

The results of a residual analysis for this item found that the percentages of those who agreed with "I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice" (Q1_7) were larger for those in the first or second year of an undergraduate program, and smaller for those in the second year or above of a master's program and in the third year or above of a doctoral program. The percentages of those who disagreed were smaller for those in the first year of an undergraduate program, and larger for those in the second year or above of a master's program and in the third year or above of a doctoral program.



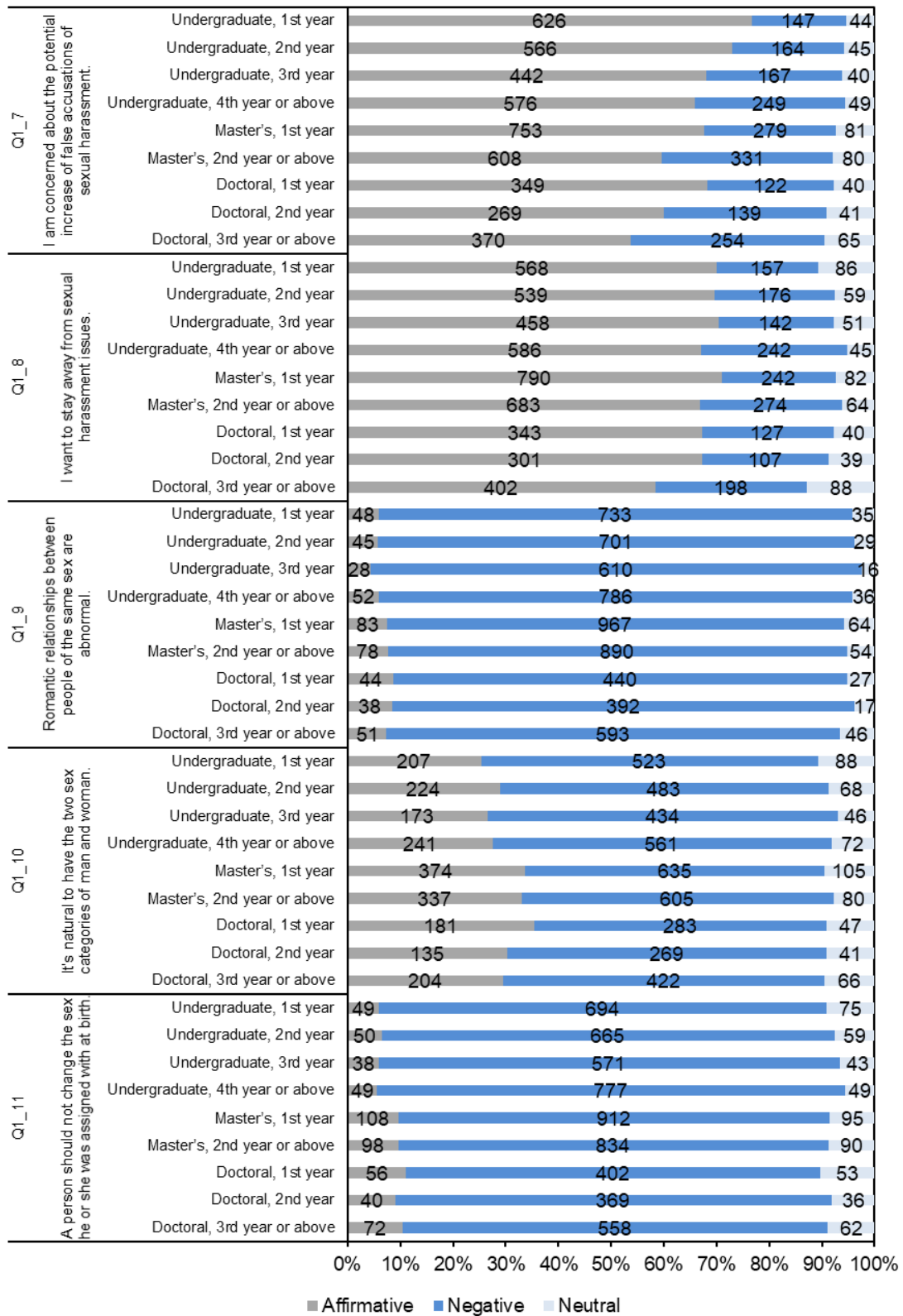


Figure 3-4 Response Tendencies in Awareness of Gender and Harassment by Students/School Year and Program

Table 3-5 Results of Chi-Square Analysis and Residual Analysis Based on Student/School Year and Program

| Item | | Undergraduate | Undergraduate | Undergraduate | Undergraduate | Master's | Master's | Doctoral | Doctoral | Doctoral | χ^2 (df = 16) | pvalue | Cramer's V |
|---|-----------------|---------------|---------------|---------------|-------------------|----------|-------------------|----------|----------|-------------------|-----------------------|---------|------------|
| | | 1st year | 2nd year | 3rd year | 4th year or above | 1st year | 2nd year or above | 1st year | 2nd year | 3rd year or above | | | |
| Q1_1 Sexual jokes and topics help facilitate human relations. | Affirmative (%) | Δ24.2 | 22.6 | 20.6 | 20.3 | 17.8 | 16.7 | 13.3 | 15.6 | ▼10.3 | 121.923 | < 0.001 | 0.094 |
| | Negative (%) | ▼62.4 | 66.1 | 70.0 | 68.3 | 73.2 | 75.8 | 79.1 | 76.6 | Δ81.5 | | | |
| | Neutral (%) | 13.4 | 11.4 | 9.3 | 11.3 | 9.1 | 7.5 | 7.6 | 7.8 | 8.2 | | | |
| Q1_2 Femininity/masculinity is natural. | Affirmative (%) | 13.9 | 14.6 | 12.5 | 13.0 | 17.2 | 17.4 | 18.0 | 14.5 | 12.6 | 35.644 | 0.003 | 0.051 |
| | Negative (%) | 79.7 | 81.5 | 83.6 | 83.5 | 78.3 | 78.6 | 77.3 | 81.7 | 83.8 | | | |
| | Neutral (%) | 6.4 | 3.9 | 3.8 | 3.4 | 4.6 | 4.0 | 4.7 | 3.8 | 3.6 | | | |
| Q1_3 The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | 15.0 | 11.5 | 13.0 | 14.2 | 14.2 | 12.8 | 8.8 | 9.8 | 10.1 | 32.450 | 0.009 | 0.048 |
| | Negative (%) | 79.2 | 84.0 | 83.6 | 81.4 | 81.9 | 82.6 | 85.9 | 86.2 | 86.3 | | | |
| | Neutral (%) | 5.8 | 4.5 | 3.4 | 4.5 | 4.0 | 4.6 | 5.3 | 4.0 | 3.6 | | | |
| Q1_4 There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | 73.5 | 71.7 | 70.6 | 73.8 | 67.5 | 67.3 | 66.1 | 65.0 | ▼58.8 | 69.485 | < 0.001 | 0.071 |
| | Negative (%) | 22.7 | 24.1 | 26.2 | 23.1 | 29.3 | 28.7 | 29.2 | 29.8 | Δ37.3 | | | |
| | Neutral (%) | 3.8 | 4.1 | 3.2 | 3.1 | 3.2 | 4.0 | 4.7 | 5.1 | 3.9 | | | |
| Q1_5 There are gender-based differences in expectations regarding work and research. | Affirmative (%) | 27.4 | 23.5 | 20.7 | 23.1 | 22.4 | 21.9 | 20.0 | 21.8 | 23.6 | 30.890 | 0.014 | 0.047 |
| | Negative (%) | 67.0 | 72.5 | 76.4 | 73.8 | 73.4 | 75.1 | 76.1 | 75.1 | 72.9 | | | |
| | Neutral (%) | 5.6 | 4.0 | 2.9 | 3.1 | 4.1 | 3.0 | 3.9 | 3.1 | 3.5 | | | |
| Q1_6 Men are generally more forceful in a romantic relationship. | Affirmative (%) | 12.3 | 12.5 | 11.8 | 13.1 | 12.6 | 14.2 | 10.8 | 12.0 | 9.1 | 20.748 | 0.188 | 0.039 |
| | Negative (%) | 82.9 | 82.9 | 83.6 | 82.9 | 81.3 | 81.5 | 85.9 | 83.8 | 86.4 | | | |
| | Neutral (%) | 4.8 | 4.5 | 4.6 | 4.0 | 6.1 | 4.3 | 3.3 | 4.2 | 4.5 | | | |
| Q1_7 I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | Δ76.6 | Δ73.0 | 68.1 | 65.9 | 67.7 | ▼59.7 | 68.3 | 59.9 | ▼53.7 | 141.492 | < 0.001 | 0.101 |
| | Negative (%) | ▼18.0 | 21.2 | 25.7 | 28.5 | 25.1 | Δ32.5 | 23.9 | 31.0 | Δ36.9 | | | |
| | Neutral (%) | 5.4 | 5.8 | 6.2 | 5.6 | 7.3 | 7.9 | 7.8 | 9.1 | 9.4 | | | |
| Q1_8 I want to stay away from sexual harassment issues. | Affirmative (%) | 70.0 | 69.6 | 70.4 | 67.1 | 70.9 | 66.9 | 67.3 | 67.3 | ▼58.4 | 78.828 | < 0.001 | 0.076 |
| | Negative (%) | 19.4 | 22.7 | 21.8 | 27.7 | 21.7 | 26.8 | 24.9 | 23.9 | 28.8 | | | |
| | Neutral (%) | 10.6 | 7.6 | 7.8 | 5.2 | 7.4 | 6.3 | 7.8 | 8.7 | Δ12.8 | | | |
| Q1_9 Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | 5.9 | 5.8 | 4.3 | 6.0 | 7.5 | 7.6 | 8.6 | 8.5 | 7.4 | 39.204 | 0.001 | 0.053 |
| | Negative (%) | 89.8 | 90.5 | 93.3 | 89.9 | 86.8 | 87.1 | 86.1 | 87.7 | 85.9 | | | |
| | Neutral (%) | 4.3 | 3.7 | 2.5 | 4.1 | 5.8 | 5.3 | 5.3 | 3.8 | 6.7 | | | |
| Q1_10 It's natural to have the two sex categories of men and women. | Affirmative (%) | 25.3 | 28.9 | 26.5 | 27.6 | 33.6 | 33.0 | 35.4 | 30.3 | 29.5 | 43.870 | < 0.001 | 0.056 |
| | Negative (%) | 63.9 | 62.3 | 66.5 | 64.2 | 57.0 | 59.2 | 55.4 | 60.5 | 61.0 | | | |
| | Neutral (%) | 10.8 | 8.8 | 7.0 | 8.2 | 9.4 | 7.8 | 9.2 | 9.2 | 9.5 | | | |
| Q1_11 A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | 6.0 | 6.5 | 5.8 | 5.6 | 9.7 | 9.6 | 11.0 | 9.0 | 10.4 | 56.769 | < 0.001 | 0.064 |
| | Negative (%) | 84.8 | 85.9 | 87.6 | Δ88.8 | 81.8 | 81.6 | 78.7 | 82.9 | 80.6 | | | |
| | Neutral (%) | 9.2 | 7.6 | 6.6 | 5.6 | 8.5 | 8.8 | 10.4 | 8.1 | 9.0 | | | |

3.5 Comparison by Student/International Student

We created a cross-tabulation table (2 x 3) cross tabulating international student status among students (2) with the 11 awareness of gender and harassment items (3) and conducted a chi-square test. The results confirmed small or more (0.117 to 0.183) effect size for four items: “It is natural that differences of ability and aptitude exist between men and women” (Q1_4), “Romantic relationships between people of the same sex are abnormal” (Q1_9), “It is natural that people are divided into two sex categories of men and women” (Q1_10), and “A person should not change the sex he or she was assigned with at birth” (Q1_11) (Figure 3-5, Table 3-6).

The results of a residual analysis for these items found that the percentages of those who agreed with “It is natural that differences of ability and aptitude exist between men and women” (Q1_4) were smaller among international students, and larger among non-international students. The percentages of those who disagreed were larger among international students and smaller among non-international students. The percentages of those who agreed or were neutral about “Romantic relationships between people of the same sex are abnormal” (Q1_9) were larger among international students and smaller among non-international students. The percentages of those who disagreed were smaller among international students and larger among non-international students. The percentages of those who agreed with “It is natural that people are divided into two sex categories of men and women” (Q1_10) were larger among international students and smaller among non-international students. The percentages of those who disagreed were smaller among international students and larger among non-international students. The percentages of those who agreed or were neutral about “A person should not change the sex he or she was assigned with at birth” (Q1_11) were larger among international students and smaller among non-international students. The percentages of those who disagreed were smaller among

international students and larger among non-international students.

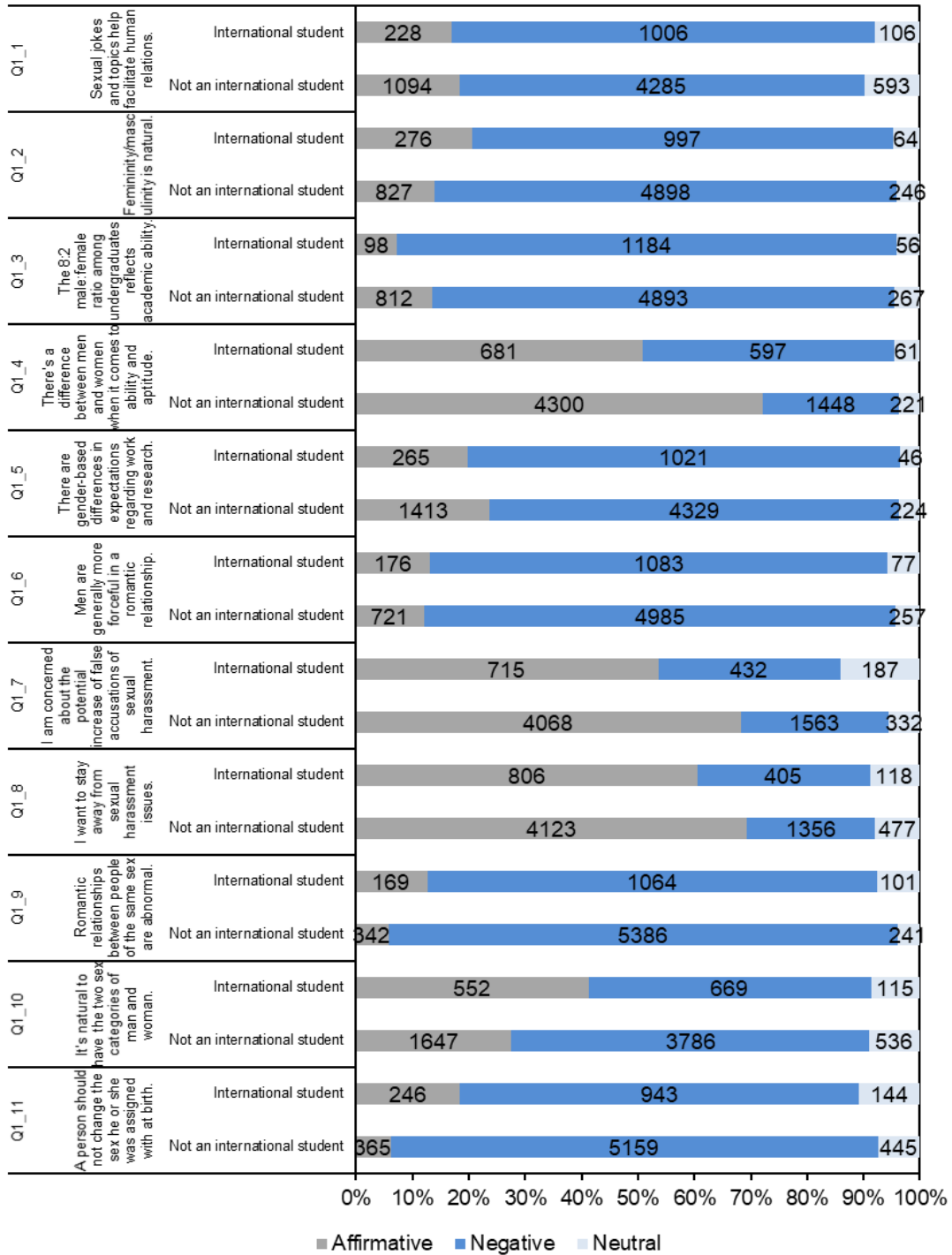


Figure 3-5 Response Tendencies in Awareness of Gender and Harassment by Students/International Students

Table 3-6 Results of Chi-Square Analysis and Residual Analysis Based on Student/International Students

| | Item | | International student | Not an international student | χ^2 (df = 2) | p value | Cramer's V |
|--------------|--|-----------------|-----------------------|------------------------------|----------------------|---------|------------|
| Q1_1 | Sexual jokes and topics help facilitate human relations. | Affirmative (%) | 17.0 | 18.3 | 7.367 | 0.025 | 0.032 |
| | | Negative (%) | 75.1 | 71.8 | | | |
| | | Neutral (%) | 7.9 | 9.9 | | | |
| Q1_2 | Femininity/masculinity is natural. | Affirmative (%) | △20.6 | ▼13.9 | 42.080 | < 0.001 | 0.076 |
| | | Negative (%) | ▼74.6 | △82.0 | | | |
| | | Neutral (%) | 4.8 | 4.1 | | | |
| Q1_3 | The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | ▼7.3 | △13.6 | 40.403 | < 0.001 | 0.074 |
| | | Negative (%) | △88.5 | ▼81.9 | | | |
| | | Neutral (%) | 4.2 | 4.5 | | | |
| Q1_4 | There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | ▼50.9 | △72.0 | 235.528 | < 0.001 | 0.180 |
| | | Negative (%) | △44.6 | ▼24.3 | | | |
| | | Neutral (%) | 4.6 | 3.7 | | | |
| Q1_5 | There are gender-based differences in expectations regarding work and research. | Affirmative (%) | 19.9 | 23.7 | 9.552 | 0.008 | 0.036 |
| | | Negative (%) | 76.7 | 72.6 | | | |
| | | Neutral (%) | 3.5 | 3.8 | | | |
| Q1_6 | Men are generally more forceful in a romantic relationship. | Affirmative (%) | 13.2 | 12.1 | 6.925 | 0.031 | 0.031 |
| | | Negative (%) | 81.1 | 83.6 | | | |
| | | Neutral (%) | 5.8 | 4.3 | | | |
| Q1_7 | I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | ▼53.6 | △68.2 | 160.916 | < 0.001 | 0.148 |
| | | Negative (%) | △32.4 | ▼26.2 | | | |
| | | Neutral (%) | △14.0 | ▼5.6 | | | |
| Q1_8 | I want to stay away from sexual harassment issues. | Affirmative (%) | ▼60.7 | △69.2 | 39.521 | < 0.001 | 0.074 |
| | | Negative (%) | △30.5 | ▼22.8 | | | |
| | | Neutral (%) | 8.9 | 8.0 | | | |
| Q1_9 | Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | △12.7 | ▼5.7 | 117.643 | < 0.001 | 0.127 |
| | | Negative (%) | ▼79.8 | △90.2 | | | |
| | | Neutral (%) | △7.6 | ▼4.0 | | | |
| Q1_10 | It's natural to have the two sex categories of man and woman. | Affirmative (%) | △41.3 | ▼27.6 | 100.397 | < 0.001 | 0.117 |
| | | Negative (%) | ▼50.1 | △63.4 | | | |
| | | Neutral (%) | 8.6 | 9.0 | | | |
| Q1_11 | A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | △18.5 | ▼6.1 | 245.515 | < 0.001 | 0.183 |
| | | Negative (%) | ▼70.7 | △86.4 | | | |
| | | Neutral (%) | △10.8 | ▼7.5 | | | |

3.6 Comparison by Student/Former High School

We created a cross-tabulation table (4 x 3) cross-tabulating the former high school of students (4) with the 11 awareness of gender and harassment items (3) and conducted a Chi-square test. The results confirmed small or more (0.104 to 0.131) effect size (Cramer's V) for three items: "Sexual jokes and topics help facilitate human relations" (Q1_1), "It is natural that differences of ability and aptitude exist between men and women" (Q1_4), and "I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice" (Q1_7) (Figure 3-6, Table 3-7).

The results of the residual analysis found that the percentages of those who agreed or were neutral about "Sexual jokes and topics help facilitate human relations" (Q1_1) were smaller among graduates of national, public, or private all-girl schools and larger among graduates of national, public, or private all-boy school. The percentages of those who disagreed were larger among graduates of national, public, or private all-girl schools and smaller among graduates of national, public, or private all-boy school. Next, the percentages of those who agreed with "It is natural that differences of ability and aptitude exist between men and women" (Q1_4) were smaller among graduates of national, public, or private all-girl schools and graduates of overseas high schools, and larger among graduates of national, public, or private all-boy schools and coeducational schools. The percentages of those who disagreed were larger among graduates of national, public, or private all-girl schools and graduates of overseas high schools, and smaller among graduates of national, public, or private all-boy and coeducational schools. The percentages of those who agreed with "I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice" (Q1_7) were smaller among graduates of national, public, or private all-girl schools and graduates of overseas high schools, and larger among graduates of national, public, or private all-boy schools and coeducational schools. The percentages of those who disagreed were larger among graduates of national, public, or private all-girl schools and graduates of overseas high schools, and smaller among graduates of national, public, or private all-boy and coeducational schools. The percentage of those who were neutral was larger among graduates of overseas high schools.

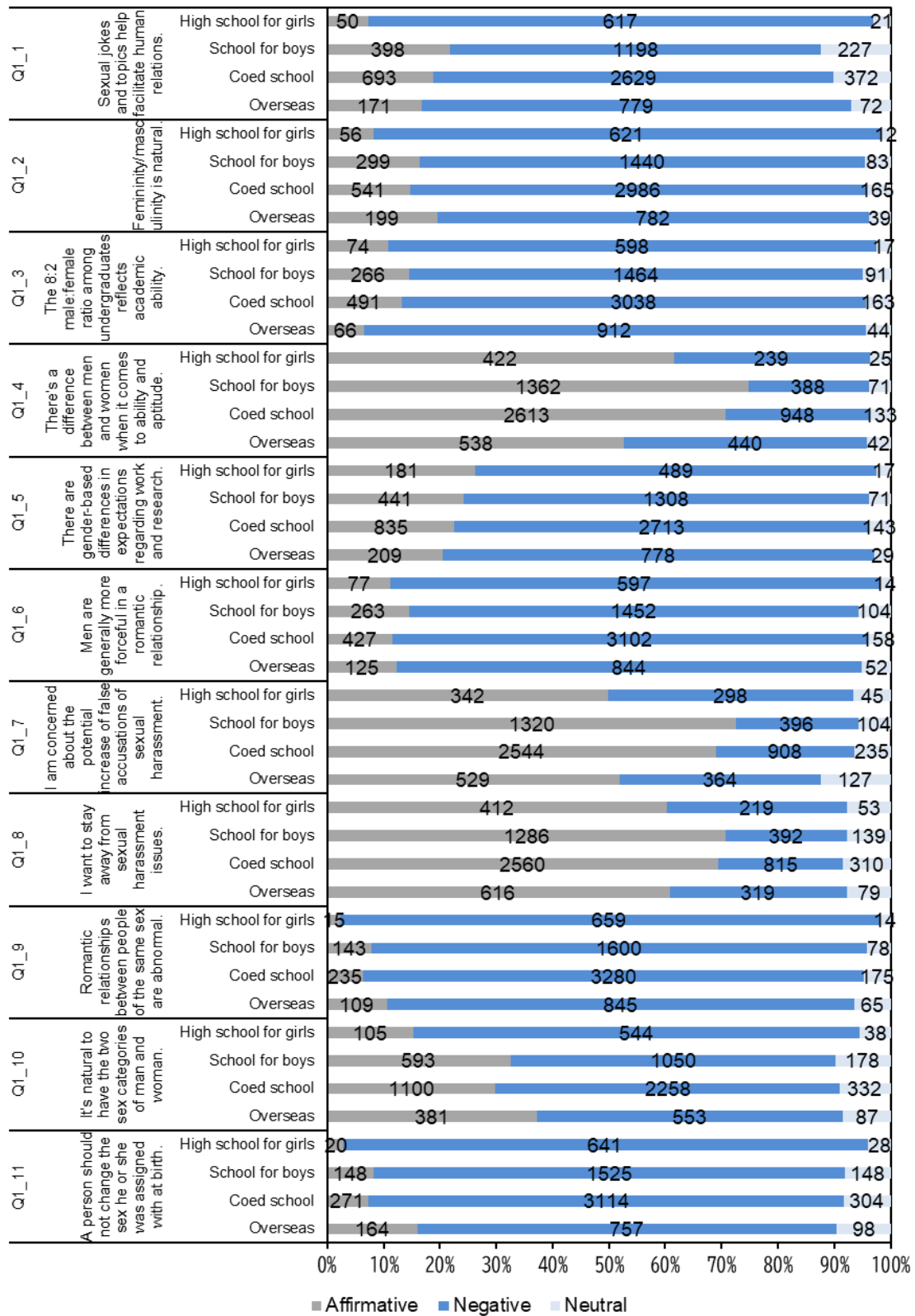


Figure 3-6 Response Tendencies in Awareness of Gender and Harassment by Students/Each Former High School

Table 3-7 Results of Chi-Square Analysis and Residual Analysis Based on Student/Former High School

| Item | | High school for girls | School for boys | Coed school | Overseas | χ^2 (df = 6) | p value | Cramer's V |
|---|-----------------|-----------------------|-----------------|-------------|----------|-------------------|---------|------------|
| Q1_1 Sexual jokes and topics help facilitate human relations. | Affirmative (%) | ▼7.3 | △21.8 | 18.8 | 16.7 | 157.014 | < 0.001 | 0.104 |
| | Negative (%) | △89.7 | ▼65.7 | 71.2 | 76.2 | | | |
| | Neutral (%) | ▼3.1 | △12.5 | 10.1 | 7.1 | | | |
| Q1_2 Femininity/masculinity is natural. | Affirmative (%) | ▼8.1 | 16.4 | 14.7 | △19.5 | 59.548 | < 0.001 | 0.064 |
| | Negative (%) | △90.1 | 79.0 | 80.9 | 76.7 | | | |
| | Neutral (%) | 1.7 | 4.6 | 4.5 | 3.8 | | | |
| Q1_3 The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | 10.7 | 14.6 | 13.3 | ▼6.5 | 55.161 | < 0.001 | 0.062 |
| | Negative (%) | 86.8 | 80.4 | 82.3 | △89.2 | | | |
| | Neutral (%) | 2.5 | 5.0 | 4.4 | 4.3 | | | |
| Q1_4 There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | ▼61.5 | △74.8 | △70.7 | ▼52.8 | 187.585 | < 0.001 | 0.114 |
| | Negative (%) | △34.8 | ▼21.3 | ▼25.7 | △43.1 | | | |
| | Neutral (%) | 3.6 | 3.9 | 3.6 | 4.1 | | | |
| Q1_5 There are gender-based differences in expectations regarding work and research. | Affirmative (%) | 26.4 | 24.2 | 22.6 | 20.6 | 14.969 | 0.020 | 0.032 |
| | Negative (%) | 71.2 | 71.9 | 73.5 | 76.6 | | | |
| | Neutral (%) | 2.5 | 3.9 | 3.9 | 2.9 | | | |
| Q1_6 Men are generally more forceful in a romantic relationship. | Affirmative (%) | 11.2 | 14.5 | 11.6 | 12.2 | 29.279 | < 0.001 | 0.045 |
| | Negative (%) | 86.8 | ▼79.8 | 84.1 | 82.7 | | | |
| | Neutral (%) | 2.0 | 5.7 | 4.3 | 5.1 | | | |
| Q1_7 I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | ▼49.9 | △72.5 | △69.0 | ▼51.9 | 246.357 | < 0.001 | 0.131 |
| | Negative (%) | △43.5 | ▼21.8 | ▼24.6 | △35.7 | | | |
| | Neutral (%) | 6.6 | 5.7 | 6.4 | △12.5 | | | |
| Q1_8 I want to stay away from sexual harassment issues. | Affirmative (%) | ▼60.2 | 70.8 | 69.5 | ▼60.7 | 69.296 | < 0.001 | 0.069 |
| | Negative (%) | △32.0 | 21.6 | ▼22.1 | △31.5 | | | |
| | Neutral (%) | 7.8 | 7.6 | 8.4 | 7.8 | | | |
| Q1_9 Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | ▼2.2 | 7.9 | 6.4 | △10.7 | 72.267 | < 0.001 | 0.071 |
| | Negative (%) | △95.8 | 87.9 | 88.9 | ▼82.9 | | | |
| | Neutral (%) | 2.0 | 4.3 | 4.7 | 6.4 | | | |
| Q1_10 It's natural to have the two sex categories of man and woman. | Affirmative (%) | ▼15.3 | 32.6 | 29.8 | △37.3 | 130.297 | < 0.001 | 0.095 |
| | Negative (%) | △79.2 | 57.7 | 61.2 | ▼54.2 | | | |
| | Neutral (%) | 5.5 | 9.8 | 9.0 | 8.5 | | | |
| Q1_11 A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | ▼2.9 | 8.1 | 7.4 | △16.1 | 137.334 | < 0.001 | 0.098 |
| | Negative (%) | △93.0 | 83.8 | 84.4 | ▼74.3 | | | |
| | Neutral (%) | ▼4.1 | 8.1 | 8.2 | 9.6 | | | |

3.7 Comparison by Student/Alma Mater

We created a cross-tabulation table (3 x 3) cross tabulating the alma mater of students (those who are university graduates) (3) with the 11 awareness of gender and harassment items (3) and conducted a chi-square test. The results confirmed small or more (0.124 to 0.130) effect size for two items: “It is natural that differences of ability and aptitude exist between men and women” (Q1_4) and “A person should not change the sex he or she was assigned with at birth” (Q1_11) (Figure 3-7, Table 3-8).

The results of a residual analysis for this item found that the percentages of those who agreed with “It is natural that differences of ability and aptitude exist between men and women” (Q1_4) were larger among graduates of The University of Tokyo, and smaller among those who graduated from overseas higher education institutions. The percentages of those who disagreed were smaller among The University of Tokyo graduates and larger for graduates of overseas higher education institutions. The percentages of those who agreed with “A person should not change the sex he or she was assigned with at birth” (Q1_11) were smaller among graduates of The University of Tokyo and graduates of national, public, or private universities

other than The University of Tokyo, and larger among graduates of overseas higher education institutions. The percentages of those who disagreed were larger among graduates of national, public, or private universities other than The University of Tokyo, and larger for graduates of overseas higher education institutions.

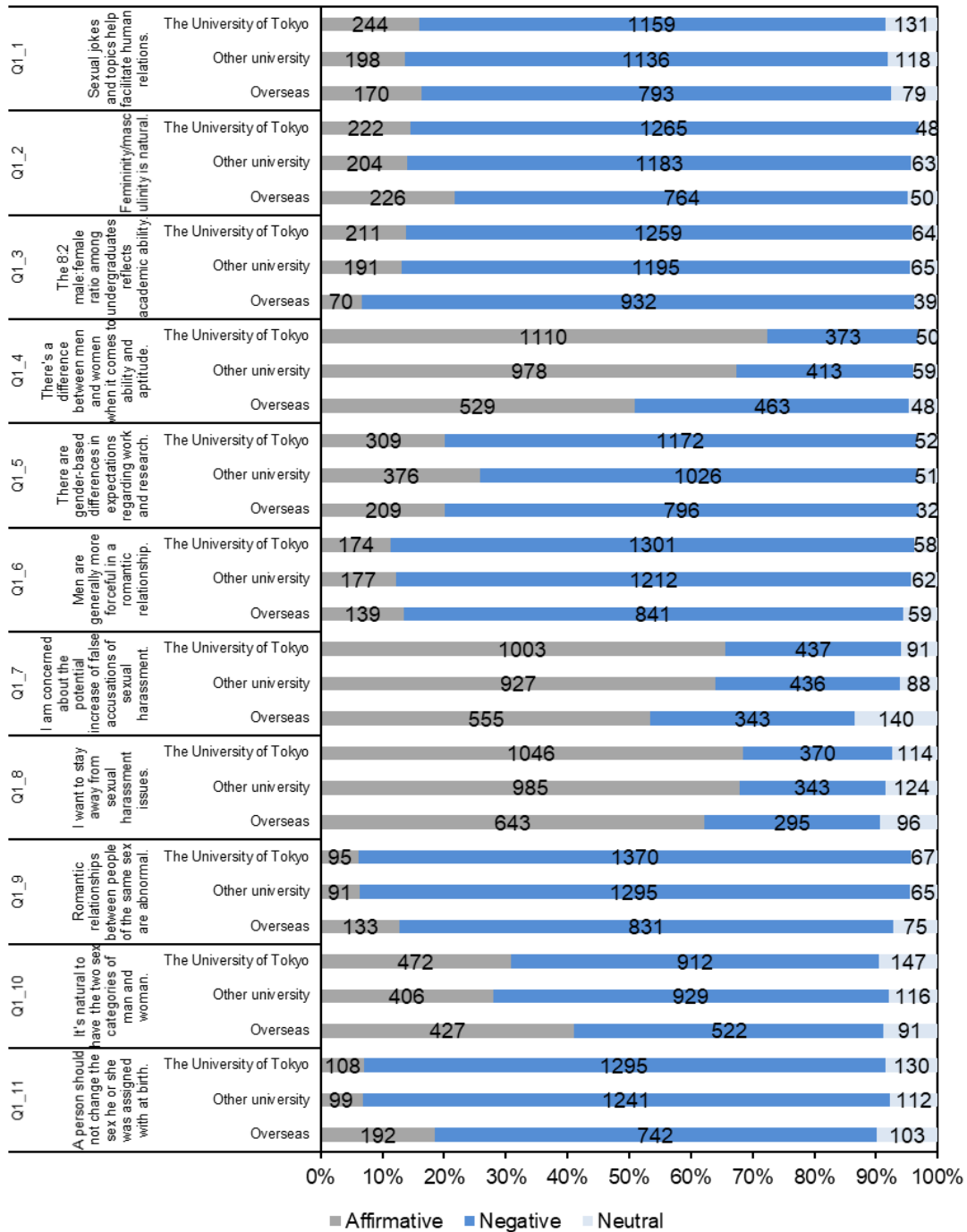


Figure 3-7 Response Tendencies in Awareness of Gender and Sexual Harassment by Students/Alma Mater

Table 3-8 Results of Chi-Square Analysis and Residual Analysis Based on Student/Alma Mater

| | Item | | The University of Tokyo | Other university | Overseas | χ^2 (df = 4) | p value | Cramer's V |
|-------|--|-----------------|-------------------------|------------------|----------|----------------------|---------|------------|
| Q1_1 | Sexual jokes and topics help facilitate human relations. | Affirmative (%) | 15.9 | 13.6 | 16.3 | 5.150 | 0.272 | 0.025 |
| | | Negative (%) | 75.6 | 78.2 | 76.1 | | | |
| | | Neutral (%) | 8.5 | 8.1 | 7.6 | | | |
| Q1_2 | Femininity/masculinity is natural. | Affirmative (%) | 14.5 | 14.1 | △21.7 | 38.743 | < 0.001 | 0.069 |
| | | Negative (%) | 82.4 | 81.6 | ▼73.5 | | | |
| | | Neutral (%) | 3.1 | 4.3 | 4.8 | | | |
| Q1_3 | The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | 13.8 | 13.2 | ▼6.7 | 35.860 | < 0.001 | 0.067 |
| | | Negative (%) | 82.1 | 82.4 | △89.5 | | | |
| | | Neutral (%) | 4.2 | 4.5 | 3.8 | | | |
| Q1_4 | There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | △72.4 | 67.5 | ▼50.9 | 135.415 | < 0.001 | 0.130 |
| | | Negative (%) | ▼24.3 | 28.5 | △44.5 | | | |
| | | Neutral (%) | 3.3 | 4.1 | 4.6 | | | |
| Q1_5 | There are gender-based differences in expectations regarding work and research. | Affirmative (%) | 20.2 | 25.9 | 20.2 | 18.453 | 0.001 | 0.048 |
| | | Negative (%) | 76.5 | 70.6 | 76.8 | | | |
| | | Neutral (%) | 3.4 | 3.5 | 3.1 | | | |
| Q1_6 | Men are generally more forceful in a romantic relationship. | Affirmative (%) | 11.4 | 12.2 | 13.4 | 8.399 | 0.078 | 0.032 |
| | | Negative (%) | 84.9 | 83.5 | 80.9 | | | |
| | | Neutral (%) | 3.8 | 4.3 | 5.7 | | | |
| Q1_7 | I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | 65.5 | 63.9 | ▼53.5 | 74.639 | < 0.001 | 0.096 |
| | | Negative (%) | 28.5 | 30.1 | 33.0 | | | |
| | | Neutral (%) | 5.9 | 6.1 | △13.5 | | | |
| Q1_8 | I want to stay away from sexual harassment issues. | Affirmative (%) | 68.4 | 67.8 | 62.2 | 13.328 | 0.010 | 0.041 |
| | | Negative (%) | 24.2 | 23.6 | 28.5 | | | |
| | | Neutral (%) | 7.5 | 8.5 | 9.3 | | | |
| Q1_9 | Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | 6.2 | 6.3 | △12.8 | 61.352 | < 0.001 | 0.087 |
| | | Negative (%) | 89.4 | 89.3 | ▼80.0 | | | |
| | | Neutral (%) | 4.4 | 4.5 | 7.2 | | | |
| Q1_10 | It's natural to have the two sex categories of man and woman. | Affirmative (%) | 30.8 | ▼28.0 | △41.1 | 56.120 | < 0.001 | 0.084 |
| | | Negative (%) | 59.6 | △64.0 | ▼50.2 | | | |
| | | Neutral (%) | 9.6 | 8.0 | 8.8 | | | |
| Q1_11 | A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | ▼7.1 | ▼6.8 | △18.5 | 124.636 | < 0.001 | 0.124 |
| | | Negative (%) | 84.5 | △85.5 | ▼71.6 | | | |
| | | Neutral (%) | 8.5 | 7.7 | 9.9 | | | |

3.8 Comparison by Faculty and Staff/Gender

We created a cross-tabulation table (3 x 3) cross tabulating gender among faculty and staff (3) with the 11 awareness of gender and sexual harassment items (3) and conducted a chi-square test. The results confirmed small or more (0.109 to 0.148) effect size for four items: “I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice” (Q1_7), “Romantic relationships between people of the same sex are abnormal” (Q1_9), “It is natural that people are divided into two sex categories of men and women” (Q1_10), and “A person should not change the sex he or she was assigned with at birth” (Q1_11) (Figure 3-8, Table 3-9).

The results of a residual analysis for these item found that the percentages of those who agreed with “I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice” (Q1_7) were smaller among females and larger among males. The percentages of those who disagreed were larger among females and smaller among males. The percentage of those who were neutral was smaller among males. The percentages of those who agreed or were neutral

about “Romantic relationships between people of the same sex are abnormal” (Q1_9) were smaller among females and larger among males. The percentages of those who disagreed were larger among females and smaller among males. The percentages of those who agreed with “It is natural that people are divided into two sex categories of men and women” (Q1_10) were smaller among females and larger among males. The percentages of those who disagreed were larger among females and smaller among males. The percentages of those who agreed with “A person should not change the sex he or she was assigned with at birth” (Q1_11) were smaller among females and larger among males. The percentages of those who disagreed were larger among females and smaller among males.

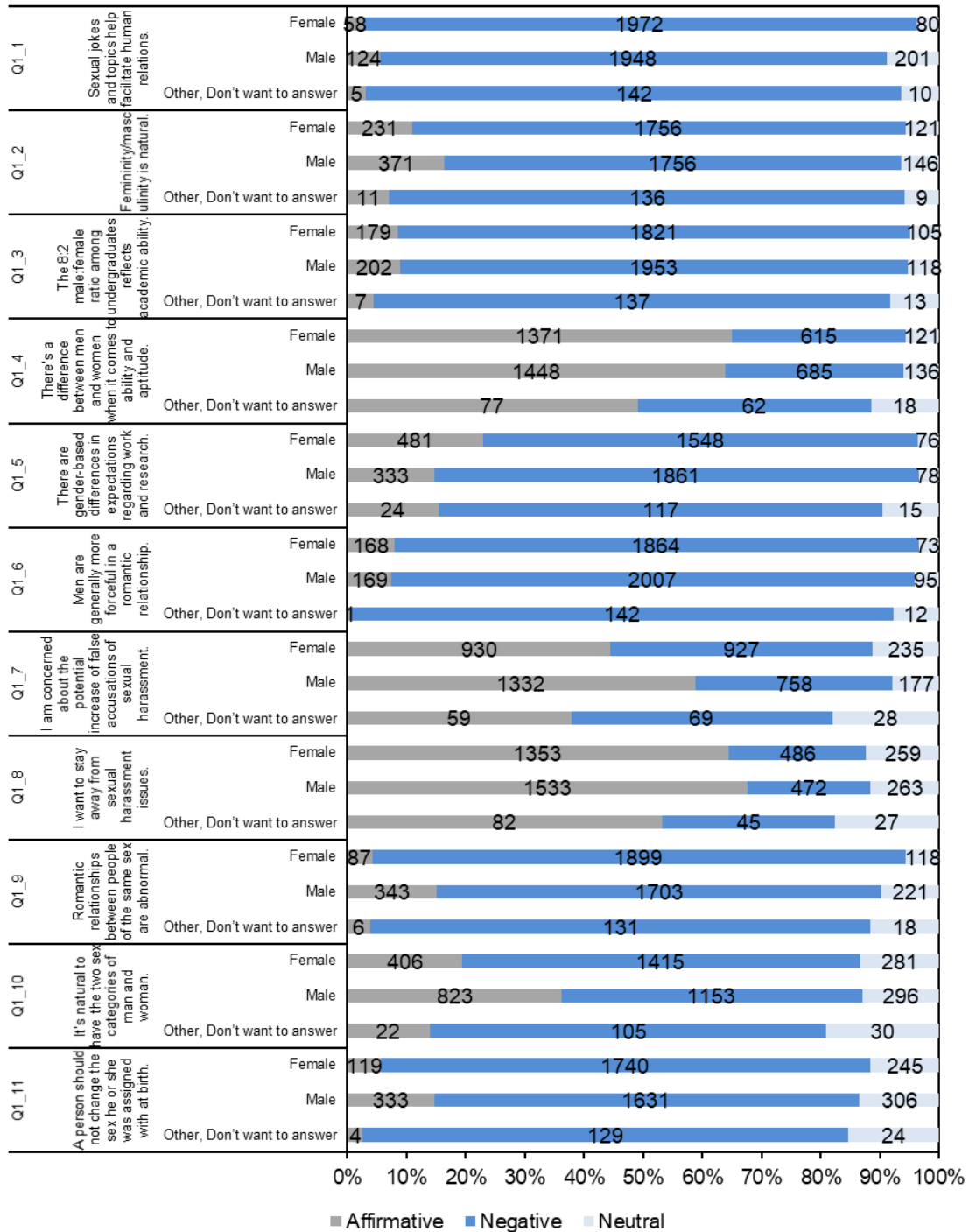


Figure 3-8 Response Tendencies in Awareness of Gender and Harassment by Faculty and Staff/Genders

Table 3-9 Results of Chi-Square Analysis and Residual Analysis Based on Faculty and Staff/Gender

| | Item | | Female | Male | Other Don't want to answer | χ^2 (df = 4) | p value | Cramer's V |
|--------------|--|-----------------|--------|-------|----------------------------------|----------------------|---------|------------|
| Q1_1 | Sexual jokes and topics help facilitate human relations. | Affirmative (%) | ▼2.8 | △5.5 | 3.2 | 70.746 | < 0.001 | 0.088 |
| | | Negative (%) | △93.5 | ▼85.7 | 90.5 | | | |
| | | Neutral (%) | ▼3.8 | △8.8 | 6.4 | | | |
| Q1_2 | Femininity/masculinity is natural. | Affirmative (%) | ▼11.0 | △16.3 | 7.1 | 35.040 | < 0.001 | 0.062 |
| | | Negative (%) | △83.3 | ▼77.3 | 87.2 | | | |
| | | Neutral (%) | 5.7 | 6.4 | 5.8 | | | |
| Q1_3 | The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | 8.5 | 8.9 | 4.5 | 6.486 | 0.166 | 0.027 |
| | | Negative (%) | 86.5 | 85.9 | 87.3 | | | |
| | | Neutral (%) | 5.0 | 5.2 | 8.3 | | | |
| Q1_4 | There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | 65.1 | 63.8 | 49.0 | 18.994 | 0.001 | 0.046 |
| | | Negative (%) | 29.2 | 30.2 | 39.5 | | | |
| | | Neutral (%) | 5.7 | 6.0 | 11.5 | | | |
| Q1_5 | There are gender-based differences in expectations regarding work and research. | Affirmative (%) | △22.9 | ▼14.7 | 15.4 | 65.638 | < 0.001 | 0.085 |
| | | Negative (%) | ▼73.5 | △81.9 | 75.0 | | | |
| | | Neutral (%) | 3.6 | 3.4 | △9.6 | | | |
| Q1_6 | Men are generally more forceful in a romantic relationship. | Affirmative (%) | 8.0 | 7.4 | 0.7 | 17.735 | 0.001 | 0.044 |
| | | Negative (%) | 88.6 | 88.4 | 91.6 | | | |
| | | Neutral (%) | 3.5 | 4.2 | 7.7 | | | |
| Q1_7 | I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | ▼44.5 | △58.8 | 37.8 | 107.675 | < 0.001 | 0.109 |
| | | Negative (%) | △44.3 | ▼33.4 | 44.2 | | | |
| | | Neutral (%) | 11.2 | ▼7.8 | 18.0 | | | |
| Q1_8 | I want to stay away from sexual harassment issues. | Affirmative (%) | 64.5 | 67.6 | 53.3 | 15.925 | 0.003 | 0.042 |
| | | Negative (%) | 23.2 | 20.8 | 29.2 | | | |
| | | Neutral (%) | 12.3 | 11.6 | 17.5 | | | |
| Q1_9 | Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | ▼4.1 | △15.1 | 3.9 | 199.404 | < 0.001 | 0.148 |
| | | Negative (%) | △90.3 | ▼75.1 | 84.5 | | | |
| | | Neutral (%) | ▼5.6 | △9.8 | 11.6 | | | |
| Q1_10 | It's natural to have two sex categories of man and woman. | Affirmative (%) | ▼19.3 | △36.2 | 14.0 | 180.529 | < 0.001 | 0.141 |
| | | Negative (%) | △67.3 | ▼50.8 | 66.9 | | | |
| | | Neutral (%) | 13.4 | 13.0 | 19.1 | | | |
| Q1_11 | A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | ▼5.7 | △14.7 | 2.6 | 118.193 | < 0.001 | 0.114 |
| | | Negative (%) | △82.7 | ▼71.9 | 82.2 | | | |
| | | Neutral (%) | 11.6 | 13.5 | 15.3 | | | |

3.9 Comparison by Faculty and Staff/Number of Years of Continuous Service

We created a cross-tabulation table (5 x 3) cross tabulating the number of years of continuous service among faculty and staff (5) with the 11 awareness of gender and harassment items (3) and conducted a Chi-square test. The results confirmed small or more (0.126 to 0.132) effect size for two items: “Romantic relationships between people of the same sex are abnormal” (Q1_10) and “A person should not change the sex he or she was assigned with at birth” (Q1_12) (Figure 3-9, Table 3-10).

The results of a residual analysis for these items found that the percentages of those who agreed with “Romantic relationships between people of the same sex are abnormal” (Q1_9) were smaller among the less than five years attribute and larger for the 20 years or more attribute. The percentages of those who disagreed were larger for the less than five years attribute and smaller for the 20 years or more attribute. The percentage of those who were neutral was larger for the 20 years or more attribute. The percentages of those who agreed with “A person should not change the sex he or she was assigned with at birth” (Q1_11) were smaller among the less than five years attribute and larger for the 20 years or more attribute. The percentages of those who disagreed were larger for the less than five years attribute and smaller for the 20 years or more attribute.

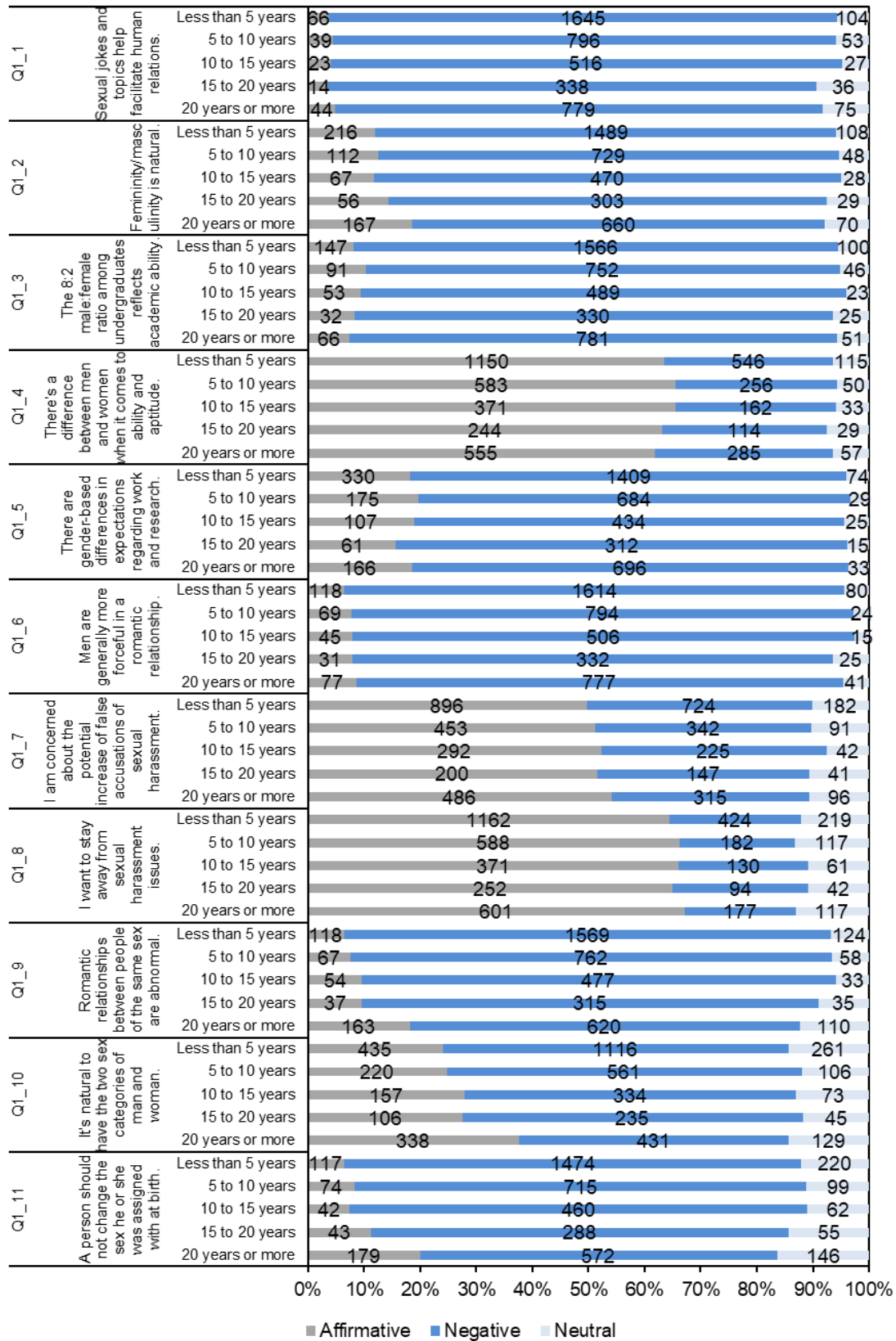


Figure 3-9 Response Tendencies in Awareness of Gender and Harassment by Faculty and Staff/Number of Years of Continuous Service

Table 3-10 Results of Chi-Square Analysis and Residual Analysis Based on Faculty and Staff/Number of Years of Continuous Service

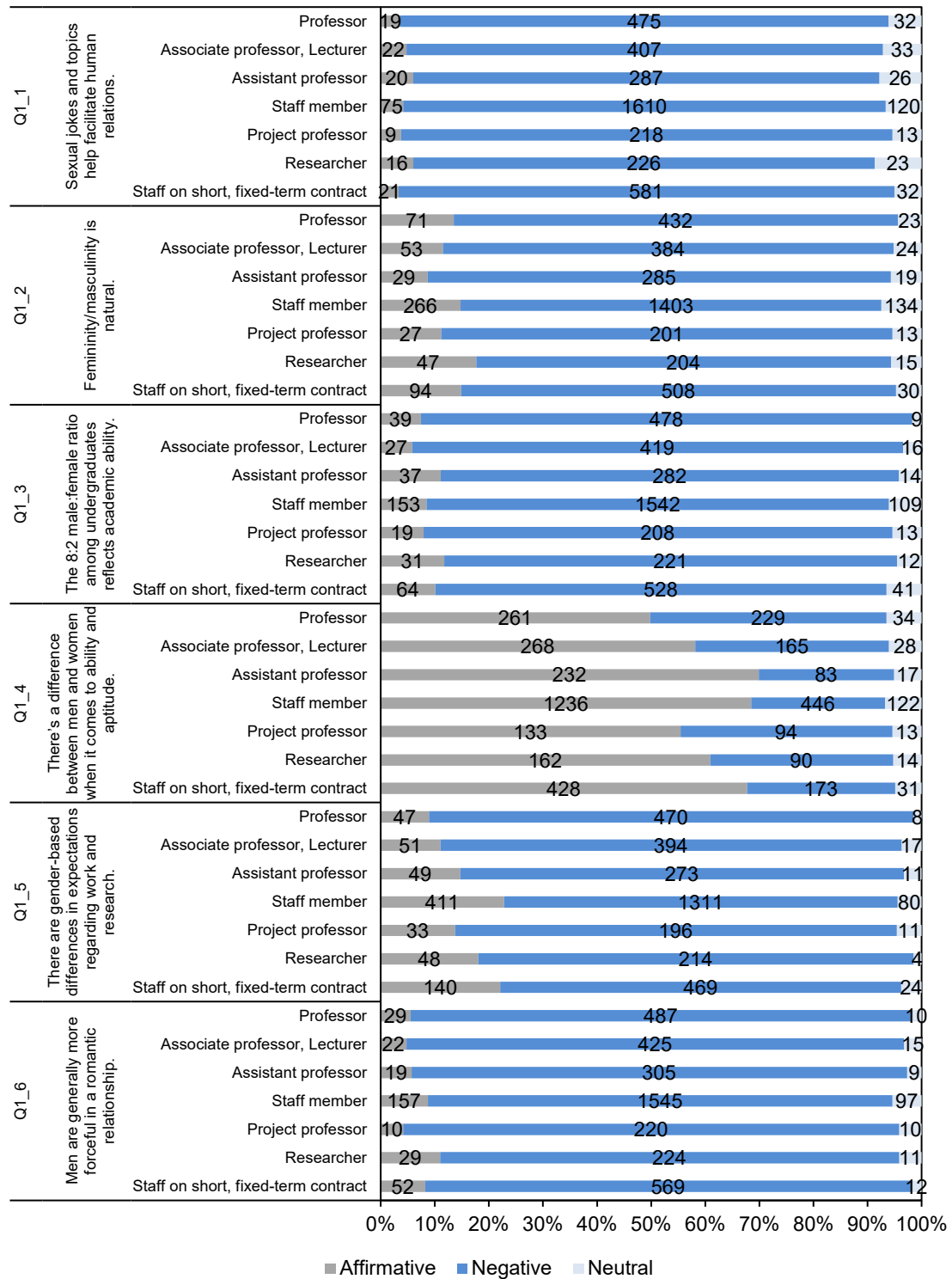
| Item | | Less than 5 years | 5 to 10 years | 10 to 15 years | 15 to 20 years | 20 years or more | χ^2 (df = 8) | p value | Cramer's V |
|--|-----------------|-------------------|---------------|----------------|----------------|------------------|----------------------|---------|------------|
| Q1_1 Sexual jokes and topics help facilitate human relations. | Affirmative (%) | 3.6 | 4.4 | 4.1 | 3.6 | 4.9 | 18.259 | 0.019 | 0.045 |
| | Negative (%) | 90.6 | 89.6 | 91.2 | 87.1 | 86.8 | | | |
| | Neutral (%) | 5.7 | 6.0 | 4.8 | 9.3 | 8.4 | | | |
| Q1_2 Femininity/masculinity is natural. | Affirmative (%) | 11.9 | 12.6 | 11.9 | 14.4 | △18.6 | 36.711 | < 0.001 | 0.064 |
| | Negative (%) | 82.1 | 82.0 | 83.2 | 78.1 | ▼73.6 | | | |
| | Neutral (%) | 6.0 | 5.4 | 5.0 | 7.5 | 7.8 | | | |
| Q1_3 The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | 8.1 | 10.2 | 9.4 | 8.3 | 7.4 | 8.672 | 0.371 | 0.031 |
| | Negative (%) | 86.4 | 84.6 | 86.6 | 85.3 | 87.0 | | | |
| | Neutral (%) | 5.5 | 5.2 | 4.1 | 6.5 | 5.7 | | | |
| Q1_4 There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | 63.5 | 65.6 | 65.6 | 63.1 | 61.9 | 4.792 | 0.780 | 0.023 |
| | Negative (%) | 30.2 | 28.8 | 28.6 | 29.5 | 31.8 | | | |
| | Neutral (%) | 6.4 | 5.6 | 5.8 | 7.5 | 6.4 | | | |
| Q1_5 There are gender-based differences in expectations regarding work and research. | Affirmative (%) | 18.2 | 19.7 | 18.9 | 15.7 | 19.8 | 4.515 | 0.808 | 0.022 |
| | Negative (%) | 77.7 | 77.0 | 76.7 | 80.4 | 19.7 | | | |
| | Neutral (%) | 4.1 | 3.3 | 4.4 | 3.9 | 18.8 | | | |
| Q1_6 Men are generally more forceful in a romantic relationship. | Affirmative (%) | 6.5 | 7.8 | 8.0 | 8.0 | 8.6 | 18.416 | 0.018 | 0.045 |
| | Negative (%) | 89.1 | 89.5 | 89.4 | 85.6 | 86.8 | | | |
| | Neutral (%) | 4.4 | 2.7 | 2.7 | 6.4 | 4.6 | | | |
| Q1_7 I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | 49.7 | 51.1 | 52.2 | 51.6 | 54.2 | 10.950 | 0.205 | 0.035 |
| | Negative (%) | 40.2 | 38.6 | 40.3 | 37.9 | 35.1 | | | |
| | Neutral (%) | 10.1 | 10.3 | 7.5 | 10.6 | 10.7 | | | |
| Q1_8 I want to stay away from sexual harassment issues. | Affirmative (%) | 64.4 | 66.3 | 66.0 | 65.0 | 67.2 | 9.324 | 0.316 | 0.032 |
| | Negative (%) | 23.5 | 20.5 | 23.1 | 24.2 | 19.8 | | | |
| | Neutral (%) | 12.1 | 13.2 | 10.9 | 10.8 | 13.1 | | | |
| Q1_9 Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | ▼6.5 | 7.6 | 9.6 | 9.6 | △18.3 | 144.920 | < 0.001 | 0.126 |
| | Negative (%) | △86.6 | 85.9 | 84.6 | 81.4 | ▼69.4 | | | |
| | Neutral (%) | 6.9 | 6.5 | 5.9 | 9.0 | △12.3 | | | |
| Q1_10 It's natural to have the two sex categories of man and woman. | Affirmative (%) | ▼24.0 | 24.8 | 27.8 | 27.5 | △37.6 | 71.509 | < 0.001 | 0.089 |
| | Negative (%) | 61.6 | 63.3 | 59.2 | 60.9 | ▼48.0 | | | |
| | Neutral (%) | 14.4 | 12.0 | 12.9 | 11.7 | 14.4 | | | |
| Q1_11 I would not change sex I had assigned at birth. | Affirmative (%) | ▼6.5 | 8.3 | 7.5 | 11.1 | △20.0 | 159.241 | < 0.001 | 0.132 |
| | Negative (%) | △81.4 | 80.5 | 81.6 | 74.6 | ▼63.8 | | | |
| | Neutral (%) | 12.2 | 11.2 | 11.0 | 14.3 | 16.3 | | | |

| Item | | Less than 5 years | 5 to 10 years | 10 to 15 years | 15 to 20 years | 20 years or more | χ^2 (df = 8) | p value | Cramer's V |
|---|-----------------|-------------------|---------------|----------------|----------------|------------------|-------------------|---------|------------|
| Q1_1 Sexual jokes and topics help facilitate human relations. | Affirmative (%) | 3.6 | 4.4 | 4.1 | 3.6 | 4.9 | 18.259 | 0.019 | 0.045 |
| | Negative (%) | 90.6 | 89.6 | 91.2 | 87.1 | 86.8 | | | |
| | Neutral (%) | 5.7 | 6.0 | 4.8 | 9.3 | 8.4 | | | |
| Q1_2 Femininity/masculinity is natural. | Affirmative (%) | 11.9 | 12.6 | 11.9 | 14.4 | 14.4 | 36.711 | < 0.001 | 0.064 |
| | Negative (%) | 82.1 | 82.0 | 83.2 | 78.1 | 73.6 | | | |
| | Neutral (%) | 6.0 | 5.4 | 5.0 | 7.5 | 7.8 | | | |
| Q1_3 The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | 8.1 | 10.2 | 9.4 | 8.3 | 7.4 | 8.672 | 0.371 | 0.031 |
| | Negative (%) | 86.4 | 84.6 | 86.6 | 85.3 | 87.0 | | | |
| | Neutral (%) | 5.5 | 5.2 | 4.1 | 6.5 | 5.7 | | | |
| Q1_4 There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | 63.5 | 65.6 | 65.6 | 63.1 | 61.9 | 4.792 | 0.780 | 0.023 |
| | Negative (%) | 30.2 | 28.8 | 28.6 | 29.5 | 31.8 | | | |
| | Neutral (%) | 6.4 | 5.6 | 5.8 | 7.5 | 6.4 | | | |
| Q1_5 There are gender-based differences in expectations regarding work and research. | Affirmative (%) | 18.2 | 19.7 | 18.9 | 15.7 | 19.8 | 4.515 | 0.808 | 0.022 |
| | Negative (%) | 77.7 | 77.0 | 76.7 | 80.4 | 19.7 | | | |
| | Neutral (%) | 4.1 | 3.3 | 4.4 | 3.9 | 18.8 | | | |
| Q1_6 Men are generally more forceful in a romantic relationship. | Affirmative (%) | 6.5 | 7.8 | 8.0 | 8.0 | 8.6 | 18.416 | 0.018 | 0.045 |
| | Negative (%) | 89.1 | 89.5 | 89.4 | 85.6 | 86.8 | | | |
| | Neutral (%) | 4.4 | 2.7 | 2.7 | 6.4 | 4.6 | | | |
| Q1_7 I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | 49.7 | 51.1 | 52.2 | 51.6 | 54.2 | 10.950 | 0.205 | 0.035 |
| | Negative (%) | 40.2 | 38.6 | 40.3 | 37.9 | 35.1 | | | |
| | Neutral (%) | 10.1 | 10.3 | 7.5 | 10.6 | 10.7 | | | |
| Q1_8 I want to stay away from sexual harassment issues. | Affirmative (%) | 64.4 | 66.3 | 66.0 | 65.0 | 67.2 | 9.324 | 0.316 | 0.032 |
| | Negative (%) | 23.5 | 20.5 | 23.1 | 24.2 | 19.8 | | | |
| | Neutral (%) | 12.1 | 13.2 | 10.9 | 10.8 | 13.1 | | | |
| Q1_9 Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | ▼6.5 | 7.6 | 9.6 | 9.6 | 18.3 | 144.920 | < 0.001 | 0.126 |
| | Negative (%) | 86.6 | 85.9 | 84.6 | 81.4 | 69.4 | | | |
| | Neutral (%) | 6.9 | 6.5 | 5.9 | 9.0 | 12.3 | | | |
| Q1_10 It's natural to have the two sex categories of man and woman. | Affirmative (%) | ▼24.0 | 24.8 | 27.8 | 27.5 | 37.6 | 71.509 | < 0.001 | 0.089 |
| | Negative (%) | 61.6 | 63.3 | 59.2 | 60.9 | 48.0 | | | |
| | Neutral (%) | 14.4 | 12.0 | 12.9 | 11.7 | 14.4 | | | |
| Q1_11 A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | ▼6.5 | 8.3 | 7.5 | 11.1 | 20.0 | 159.241 | < 0.001 | 0.132 |
| | Negative (%) | 81.4 | 80.5 | 81.6 | 74.6 | 63.8 | | | |
| | Neutral (%) | 12.2 | 11.2 | 11.0 | 14.3 | 16.3 | | | |

3.10 Comparison by Faculty and Staff/Status, Position

We created a cross-tabulation table (7 x 3) cross tabulating position among faculty and staff (7) with the 11 awareness of gender and harassment items (3) and conducted a Chi-square test. The results confirmed small or more (0.109 to 0.110) effect size for two items: "It is natural that differences of ability and aptitude exist between men and women" (Q1_4) and "Expectations or requirements for a person's work or research will naturally be different depending on whether it is a man or a woman" (Q1_5) (Figure 3-10, Table 3-11).

The results of a residual analysis for these items found that the percentages of those who agreed with "It is natural that differences of ability and aptitude exist between men and women" (Q1_4) were smaller among professors and larger among staff. The percentages of those who disagreed were larger among professors and smaller among staff. Next, the percentages of those who agreed with "Expectations or requirements for a person's work or research will naturally be different depending on whether it is a man or a woman" (Q1_5) were smaller among professors and associate professors or lecturers, and larger among staff. The percentages of those who disagreed were larger among professors and smaller among staff.



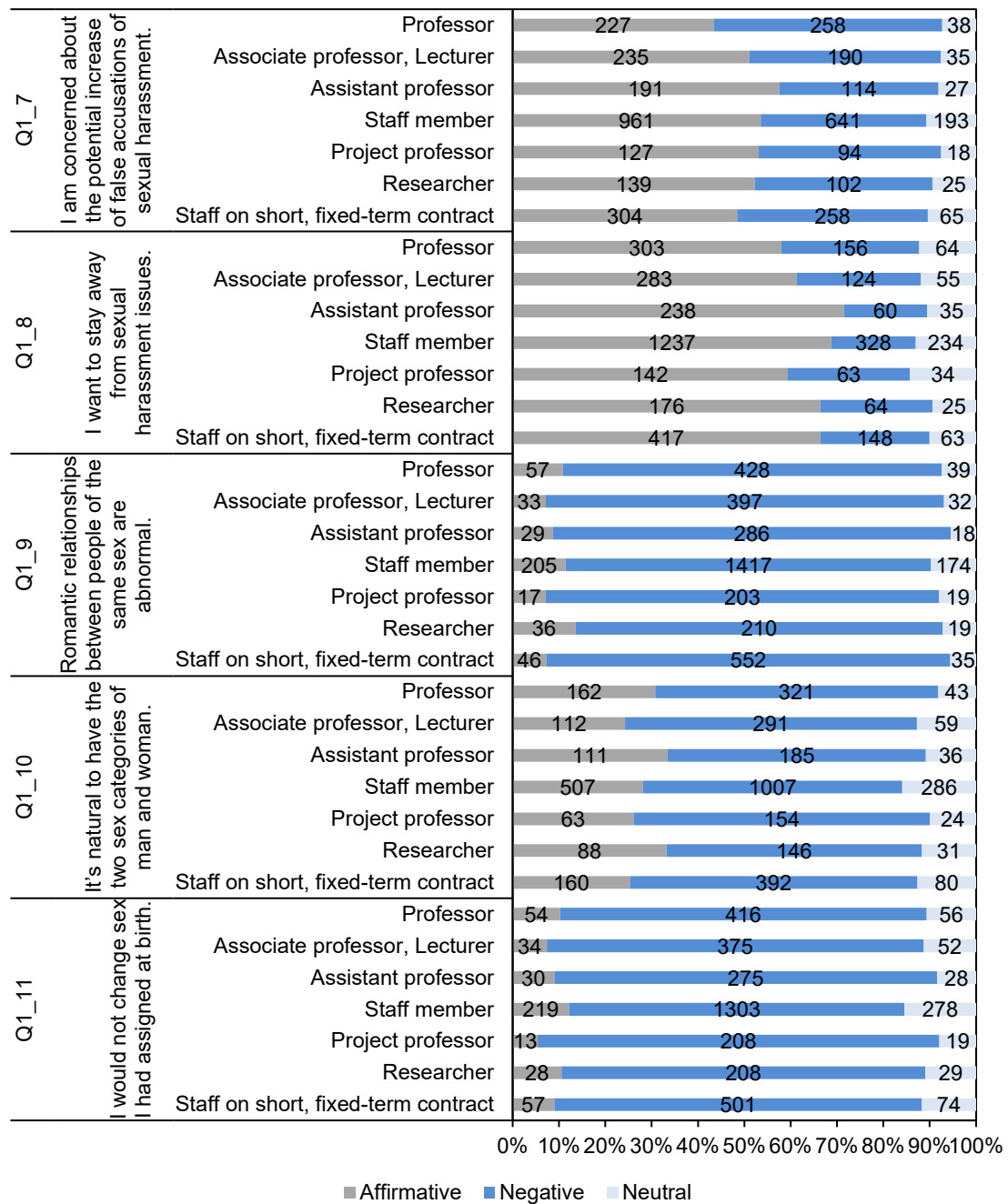


Figure 3-10 Response Tendencies in Awareness of Gender and Harassment by Faculty and Staff/Status, Position

Table 3-11 Results of Chi-Square Analysis and Residual Analysis Based on Faculty and Staff/Status, Position

| Item | | Professor | Associate professor | Assistant professor | Staff member | Project professor | Researcher | Short-time working terms Fixed-term staff member | X ² (df = 12) | p value | Cramer's V |
|---|-----------------|-----------|---------------------|---------------------|--------------|-------------------|------------|--|--------------------------|---------|------------|
| | | | Lecturer | | | | | | | | |
| Q1_1 Sexual jokes and topics help facilitate human relations. | Affirmative (%) | 3.6 | 4.8 | 6.0 | 4.2 | 3.8 | 6.0 | 3.3 | 13.834 | 0.311 | 0.040 |
| | Negative (%) | 90.3 | 88.1 | 86.2 | 89.2 | 90.8 | 85.3 | 91.6 | | | |
| | Neutral (%) | 6.1 | 7.1 | 7.8 | 6.7 | 5.4 | 8.7 | 5.0 | | | |
| Q1_2 Femininity/masculinity is natural. | Affirmative (%) | 13.5 | 11.5 | 8.7 | 14.8 | 11.2 | 17.7 | 14.9 | 28.623 | 0.004 | 0.058 |
| | Negative (%) | 82.1 | 83.3 | 85.6 | 77.8 | 83.4 | 76.7 | 80.4 | | | |
| | Neutral (%) | 4.4 | 5.2 | 5.7 | 7.4 | 5.4 | 5.6 | 4.8 | | | |
| Q1_3 The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | 7.4 | 5.8 | 11.1 | 8.5 | 7.9 | 11.7 | 10.1 | 36.241 | < 0.001 | 0.065 |
| | Negative (%) | 90.9 | 90.7 | 84.7 | 85.5 | 86.7 | 83.7 | 83.4 | | | |
| | Neutral (%) | 1.7 | 3.5 | 4.2 | 6.0 | 5.4 | 4.6 | 6.5 | | | |
| Q1_4 There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | ▼49.8 | 58.1 | 69.9 | △68.5 | 55.4 | 60.9 | 67.7 | 101.833 | < 0.001 | 0.109 |
| | Negative (%) | △43.7 | 35.8 | 25.0 | ▼24.7 | 39.2 | 33.8 | 27.4 | | | |
| | Neutral (%) | 6.5 | 6.1 | 5.1 | 6.8 | 5.4 | 5.3 | 4.9 | | | |
| Q1_5 There are gender-based differences in expectations regarding work and research. | Affirmative (%) | ▼9.0 | ▼11.0 | 14.7 | △22.8 | 13.8 | 18.1 | 22.1 | 103.208 | < 0.001 | 0.110 |
| | Negative (%) | △89.5 | 85.3 | 82.0 | ▼72.8 | 81.7 | 80.5 | 74.1 | | | |
| | Neutral (%) | 1.5 | 3.7 | 3.3 | 4.4 | 4.6 | 1.5 | 3.8 | | | |
| Q1_6 Men are generally more forceful in a romantic relationship. | Affirmative (%) | 5.5 | 4.8 | 5.7 | 8.7 | 4.2 | 11.0 | 8.2 | 49.202 | < 0.001 | 0.076 |
| | Negative (%) | 92.6 | 92.0 | 91.6 | 85.9 | 91.7 | 84.9 | 89.9 | | | |
| | Neutral (%) | 1.9 | 3.3 | 2.7 | 5.4 | 4.2 | 4.2 | 1.9 | | | |
| Q1_7 I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | 43.4 | 51.1 | 57.5 | 53.5 | 53.1 | 52.3 | 48.5 | 43.843 | < 0.001 | 0.072 |
| | Negative (%) | △49.3 | 41.3 | 34.3 | ▼35.7 | 39.3 | 38.3 | 41.2 | | | |
| | Neutral (%) | 7.3 | 7.6 | 8.1 | 10.8 | 7.5 | 9.4 | 10.4 | | | |
| Q1_8 I want to stay away from sexual harassment issues. | Affirmative (%) | 57.9 | 61.3 | 71.5 | 68.8 | 59.4 | 66.4 | 66.4 | 54.977 | < 0.001 | 0.080 |
| | Negative (%) | △29.8 | 26.8 | 18.0 | ▼18.2 | 26.4 | 24.2 | 23.6 | | | |
| | Neutral (%) | 12.2 | 11.9 | 10.5 | 13.0 | 14.2 | 9.4 | 10.0 | | | |
| Q1_9 Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | 10.9 | 7.1 | 8.7 | 11.4 | 7.1 | 13.6 | 7.3 | 39.960 | < 0.001 | 0.069 |
| | Negative (%) | 81.7 | 85.9 | 85.9 | ▼78.9 | 84.9 | 79.3 | 87.2 | | | |
| | Neutral (%) | 7.4 | 6.9 | 5.4 | 9.7 | 8.0 | 7.2 | 5.5 | | | |
| Q1_10 It's natural to have the two sex categories of man and woman. | Affirmative (%) | 30.8 | 24.2 | 33.4 | 28.2 | 26.1 | 33.2 | 25.3 | 43.271 | < 0.001 | 0.071 |
| | Negative (%) | 61.0 | 63.0 | 55.7 | 55.9 | 63.9 | 55.1 | 62.0 | | | |
| | Neutral (%) | 8.2 | 12.8 | 10.8 | △15.9 | 10.0 | 11.7 | 12.7 | | | |
| Q1_11 A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | 10.3 | 7.4 | 9.0 | 12.2 | 5.4 | 10.6 | 9.0 | 51.861 | < 0.001 | 0.078 |
| | Negative (%) | 79.1 | 81.3 | 82.6 | ▼72.4 | 86.7 | 78.5 | 79.3 | | | |
| | Neutral (%) | 10.7 | 11.3 | 8.4 | △15.4 | 7.9 | 10.9 | 11.7 | | | |

3.11 Comparison by Faculty and Staff/Limited Term Contract

We created a cross-tabulation table (2 x 3) cross tabulating limited-term contract status among faculty and staff (2) with the 11 awareness of gender and harassment items (3) and conducted a Chi-square test. The results confirmed no items for which small or more effect size could be seen (Figure 3-11, Table 3-12)

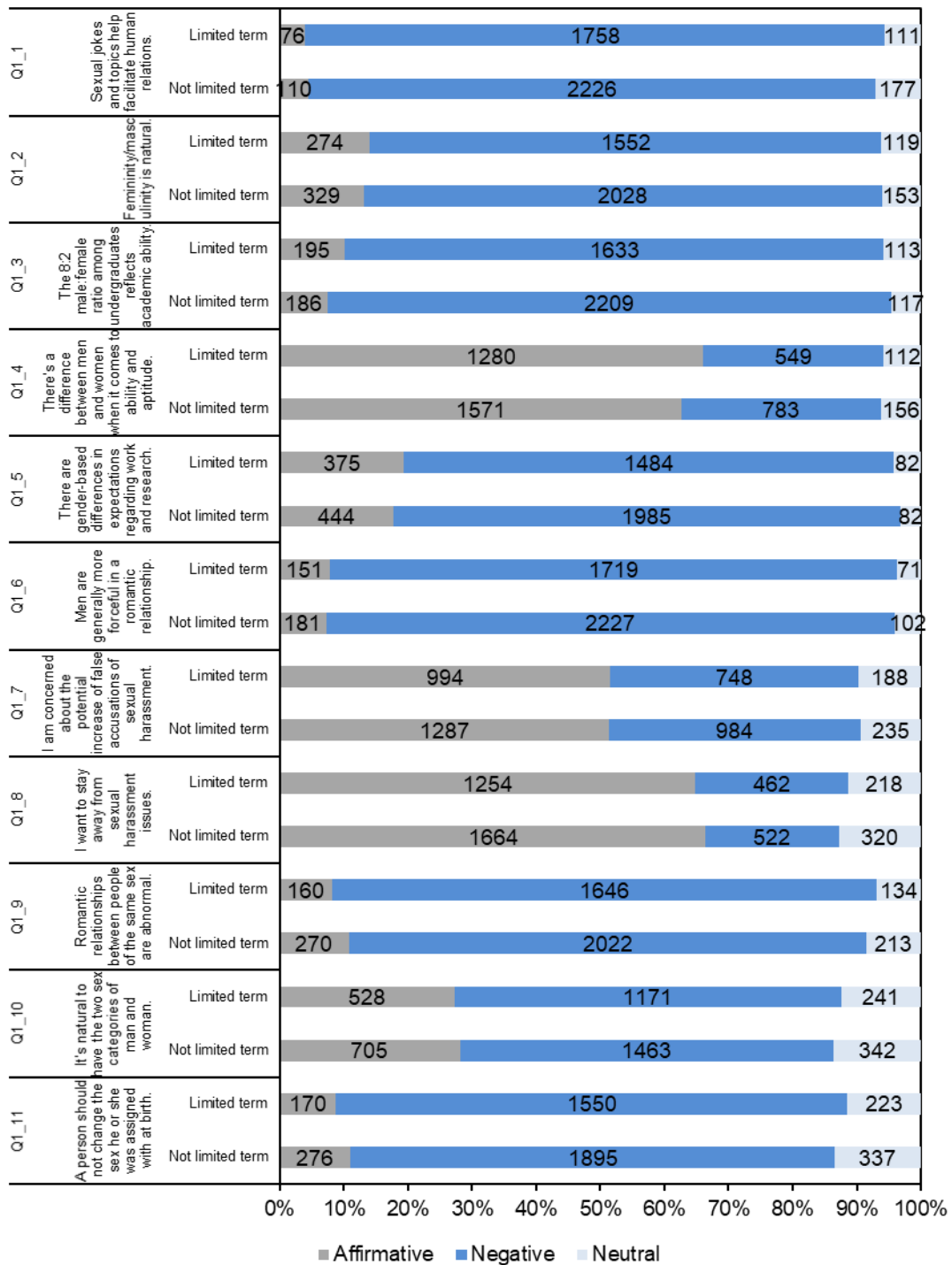


Figure 3-11 Response Tendencies in Awareness of Gender and Harassment by Faculty and Staff/Limited Term Contract

Table 3-12 Results of Chi-Square Analysis and Residual Analysis Based on Faculty and Staff/Limited Term Contract

| | Item | | Limited term | Not limited term | χ^2 (df = 2) | p value | Cramer's V |
|--------------|---|-----------------|--------------|------------------|----------------------|---------|------------|
| Q1_1 | Sexual jokes and topics help facilitate human relations. | Affirmative (%) | 3.9 | 4.4 | 4.011 | 0.135 | 0.030 |
| | | Negative (%) | 90.4 | 88.6 | | | |
| | | Neutral (%) | 5.7 | 7.0 | | | |
| Q1_2 | Femininity/masculinity is natural. | Affirmative (%) | 14.1 | 13.1 | 0.915 | 0.633 | 0.014 |
| | | Negative (%) | 79.8 | 80.8 | | | |
| | | Neutral (%) | 6.1 | 6.1 | | | |
| Q1_3 | The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | 10.0 | 7.4 | 13.643 | 0.001 | 0.055 |
| | | Negative (%) | 84.1 | 87.9 | | | |
| | | Neutral (%) | 5.8 | 4.7 | | | |
| Q1_4 | There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | 66.0 | 62.6 | 5.383 | 0.068 | 0.035 |
| | | Negative (%) | 28.3 | 31.2 | | | |
| | | Neutral (%) | 5.8 | 6.2 | | | |
| Q1_5 | There are gender-based differences in expectations regarding work and research. | Affirmative (%) | 19.3 | 17.7 | 5.277 | 0.071 | 0.034 |
| | | Negative (%) | 76.5 | 79.1 | | | |
| | | Neutral (%) | 4.2 | 3.3 | | | |
| Q1_6 | Men are generally more forceful in a romantic relationship. | Affirmative (%) | 7.8 | 7.2 | 0.941 | 0.625 | 0.015 |
| | | Negative (%) | 88.6 | 88.7 | | | |
| | | Neutral (%) | 3.7 | 4.1 | | | |
| Q1_7 | I am concerned about the potential | Affirmative (%) | 51.5 | 51.4 | 0.228 | 0.892 | 0.007 |
| | | Negative (%) | 38.8 | 39.3 | | | |
| | | Neutral (%) | 9.7 | 9.4 | | | |
| Q1_8 | I want to stay away from sexual harassment issues. | Affirmative (%) | 64.8 | 66.4 | 7.031 | 0.030 | 0.040 |
| | | Negative (%) | 23.9 | 20.8 | | | |
| | | Neutral (%) | 11.3 | 12.8 | | | |
| Q1_9 | Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | 8.3 | 10.8 | 13.063 | 0.001 | 0.054 |
| | | Negative (%) | 84.9 | 80.7 | | | |
| | | Neutral (%) | 6.9 | 8.5 | | | |
| Q1_10 | It's natural to have the two sex categories of man and woman. | Affirmative (%) | 27.2 | 28.1 | 2.303 | 0.316 | 0.023 |
| | | Negative (%) | 60.4 | 58.3 | | | |
| | | Neutral (%) | 12.4 | 13.6 | | | |
| Q1_11 | A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | 8.8 | 11.0 | 11.414 | 0.003 | 0.051 |
| | | Negative (%) | 79.8 | 75.6 | | | |
| | | Neutral (%) | 11.5 | 13.4 | | | |

3.12 Comparison by Faculty and Staff/Employment

We created a cross-tabulation table (2 x 3) cross tabulating employment status among faculty and staff (2) with the 11 awareness of gender and harassment items (3) and conducted a Chi-square test. The results confirmed no items for which small or more effect size could be seen (Figure 3-12, Table 3-13).

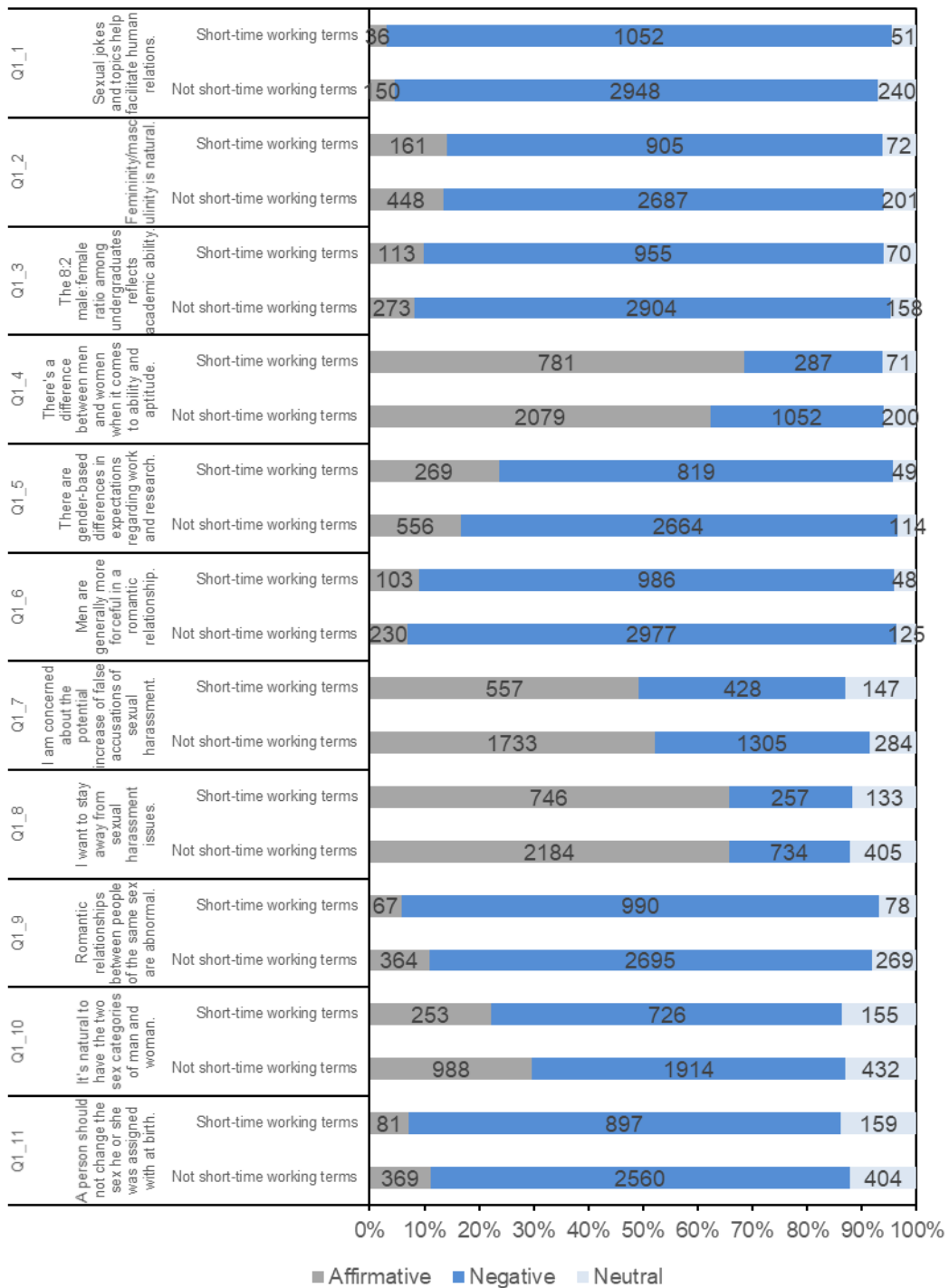


Figure 3-12 Response Tendencies in Awareness of Gender and Harassment by Faculty and Staff/Employment

Table 3-13 Results of Chi-Square Analysis and Residual Analysis Based on Faculty and Staff/Employment

| | Item | | On short-time working terms | Not on short-time working terms | χ^2 (df = 2) | p value | Cramer's V |
|-------|--|-----------------|-----------------------------|---------------------------------|----------------------|---------|------------|
| Q1_1 | Sexual jokes and topics help facilitate human relations. | Affirmative (%) | 3.2 | 4.5 | 14.799 | 0.001 | 0.057 |
| | | Negative (%) | 92.4 | 88.3 | | | |
| | | Neutral (%) | 4.5 | 7.2 | | | |
| Q1_2 | Femininity/masculinity is natural. | Affirmative (%) | 14.2 | 13.4 | 0.558 | 0.756 | 0.011 |
| | | Negative (%) | 79.5 | 80.6 | | | |
| | | Neutral (%) | 6.3 | 6.0 | | | |
| Q1_3 | The 8:2 male:female ratio among undergraduates reflects academic ability. | Affirmative (%) | 9.9 | 8.2 | 7.296 | 0.026 | 0.040 |
| | | Negative (%) | 83.9 | 87.1 | | | |
| | | Neutral (%) | 6.2 | 4.7 | | | |
| Q1_4 | There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | 68.6 | 62.4 | 16.650 | < 0.001 | 0.061 |
| | | Negative (%) | ▼25.2 | ▲31.6 | | | |
| | | Neutral (%) | 6.2 | 6.0 | | | |
| Q1_5 | There are gender-based differences in expectations regarding work and research. | Affirmative (%) | ▲23.7 | ▼16.7 | 30.988 | < 0.001 | 0.083 |
| | | Negative (%) | ▼72.0 | ▲79.9 | | | |
| | | Neutral (%) | 4.3 | 3.4 | | | |
| Q1_6 | Men are generally more forceful in a romantic relationship. | Affirmative (%) | 9.1 | 6.9 | 6.433 | 0.040 | 0.038 |
| | | Negative (%) | 86.7 | 89.3 | | | |
| | | Neutral (%) | 4.2 | 3.8 | | | |
| Q1_7 | I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | 49.2 | 52.2 | 19.088 | < 0.001 | 0.065 |
| | | Negative (%) | 37.8 | 39.3 | | | |
| | | Neutral (%) | ▲13.0 | ▼8.6 | | | |
| Q1_8 | I want to stay away from sexual harassment issues. | Affirmative (%) | 65.7 | 65.7 | 0.271 | 0.873 | 0.008 |
| | | Negative (%) | 22.6 | 22.1 | | | |
| | | Neutral (%) | 11.7 | 12.2 | | | |
| Q1_9 | Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | ▼5.9 | ▲10.9 | 27.806 | < 0.001 | 0.079 |
| | | Negative (%) | ▲87.2 | ▼81.0 | | | |
| | | Neutral (%) | 6.9 | 8.1 | | | |
| Q1_10 | It's natural to have the two sex categories of man and woman. | Affirmative (%) | ▼22.3 | ▲29.6 | 22.928 | < 0.001 | 0.072 |
| | | Negative (%) | ▲64.0 | ▼57.4 | | | |
| | | Neutral (%) | 13.7 | 13.0 | | | |
| Q1_11 | A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | 7.1 | 11.1 | 15.932 | < 0.001 | 0.060 |
| | | Negative (%) | 78.9 | 76.8 | | | |
| | | Neutral (%) | 14.0 | 12.1 | | | |

3.13 Comparison by Faculty and Staff/Foreign Nationality Status

We created a cross-tabulation table (2 x 3) cross tabulating foreign nationality status among faculty and staff (2) with the 11 awareness of gender and harassment items (3) and conducted a Chi-square test. The results confirmed small or more (0.140) effect size for one item: "It is natural that differences of ability and aptitude exist between men and women" (Q1_4) (Figure 3-13, Table 3-14).

The results of a residual analysis for this item found that the percentages of those who agreed with "It is natural that differences of ability and aptitude exist between men and women" (Q1_4) were smaller among those with foreign nationality and larger among those of Japanese nationality. The percentages of those who disagreed were larger among those with foreign nationality and smaller among those of Japanese

nationality.

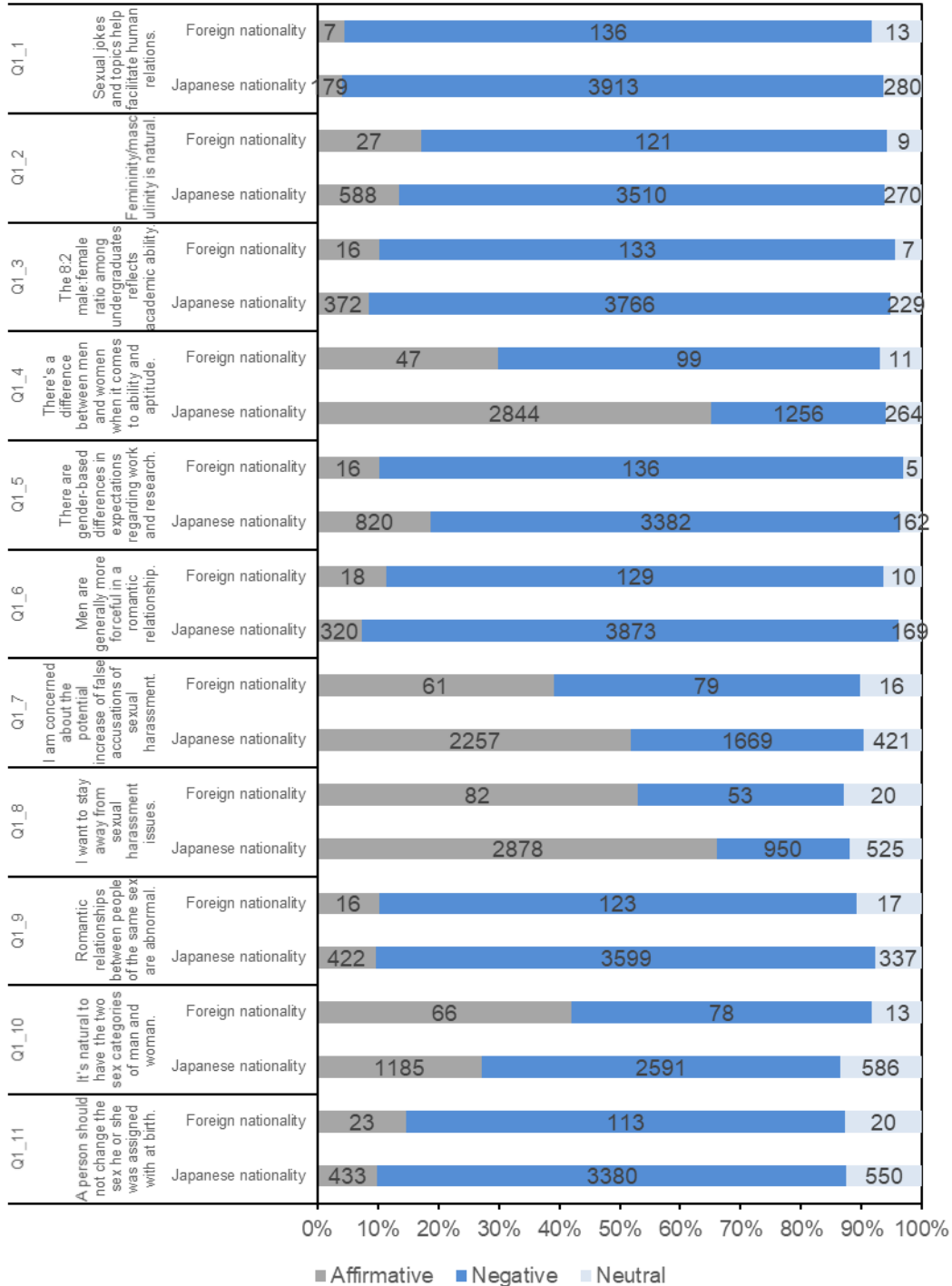


Figure 3-13 Response Tendencies in Awareness of Gender and Harassment by Faculty and Staff/Foreign Nationality Status

Table 3-14 Results of Chi-Square Analysis and Residual Analysis Based on Faculty and Staff/Foreign Nationality Status

| | Item | | Foreign nationality | Japanese nationality | χ^2 (df = 2) | p value | Cramer's V |
|--------------|--|-----------------|---------------------|----------------------|----------------------|---------|------------|
| Q1_1 | Sexual jokes and topics help facilitate human relations. | Affirmative (%) | 4.5 | 4.1 | 1.014 | 0.602 | 0.015 |
| | | Negative (%) | 87.2 | 89.5 | | | |
| | | Neutral (%) | 8.3 | 6.4 | | | |
| Q1_2 | Femininity/masculinity is natural. | Affirmative (%) | 17.2 | 13.5 | 1.810 | 0.405 | 0.020 |
| | | Negative (%) | 77.1 | 80.4 | | | |
| | | Neutral (%) | 5.7 | 6.2 | | | |
| Q1_3 | The 8:2 male:female ratio among un | Affirmative (%) | 10.3 | 8.5 | 0.712 | 0.700 | 0.013 |
| | | Negative (%) | 85.3 | 86.2 | | | |
| | | Neutral (%) | 4.5 | 5.2 | | | |
| Q1_4 | There's a difference between men and women when it comes to ability and aptitude. | Affirmative (%) | ▼29.9 | △65.2 | 89.055 | < 0.001 | 0.140 |
| | | Negative (%) | △63.1 | ▼28.8 | | | |
| | | Neutral (%) | 7.0 | 6.0 | | | |
| Q1_5 | There are gender-based differences | Affirmative (%) | 10.2 | 18.8 | 7.796 | 0.020 | 0.042 |
| | | Negative (%) | 86.6 | 77.5 | | | |
| | | Neutral (%) | 3.2 | 3.7 | | | |
| Q1_6 | Men are generally more forceful in a romantic relationship. | Affirmative (%) | 11.5 | 7.3 | 6.587 | 0.037 | 0.038 |
| | | Negative (%) | 82.2 | 88.8 | | | |
| | | Neutral (%) | 6.4 | 3.9 | | | |
| Q1_7 | I am concerned about the potential increase of false accusations of sexual harassment. | Affirmative (%) | 39.1 | 51.9 | 10.676 | 0.005 | 0.049 |
| | | Negative (%) | 50.6 | 38.4 | | | |
| | | Neutral (%) | 10.3 | 9.7 | | | |
| Q1_8 | I want to stay away from sexual harassment issues. | Affirmative (%) | 52.9 | 66.1 | 14.359 | 0.001 | 0.056 |
| | | Negative (%) | 34.2 | 21.8 | | | |
| | | Neutral (%) | 12.9 | 12.1 | | | |
| Q1_9 | Romantic relationships between people of the same sex are abnormal. | Affirmative (%) | 10.3 | 9.7 | 2.229 | 0.328 | 0.022 |
| | | Negative (%) | 78.9 | 82.6 | | | |
| | | Neutral (%) | 10.9 | 7.7 | | | |
| Q1_10 | It's natural to have the two sex categories of man and woman. | Affirmative (%) | △42.0 | ▼27.2 | 17.568 | < 0.001 | 0.062 |
| | | Negative (%) | 49.7 | 59.4 | | | |
| | | Neutral (%) | 8.3 | 13.4 | | | |
| Q1_11 | A person should not change the sex he or she was assigned with at birth. | Affirmative (%) | 14.7 | 9.9 | 3.966 | 0.138 | 0.030 |
| | | Negative (%) | 72.4 | 77.5 | | | |
| | | Neutral (%) | 12.8 | 12.6 | | | |

3.14 Concepts that Construct Gender and Harassment Awareness

We explored the 11 items of constructive concepts related to gender and harassment awareness that were studied in this survey. First, with the number of factors being based on a standard of a characteristic value of 1.00 or above, we determined that the three-factor model would be appropriate for both students and faculty/staff. Accordingly, having set the three factors and conducted an exploratory factor analysis (maximum-likelihood method, promax rotation), we excluded two items for which the factor pattern value was below 0.40 (“The male- to female ratio of 8:2 of undergraduate students at The University of Tokyo reflects the difference in academic ability between men and women” (Q1_3) and “Expectations or requirements for a

person's work or research will naturally be different depending on whether it is a man or a woman" (Q1_5) and reconducted our analysis. The results of this are shown in Table 3-15 and Table 3-16.

Table 3-15 Factor Analysis of Awareness Items regarding Gender and Harassment among Students

| Item | Factor 1 | Factor 2 | Factor 3 | Commonality |
|---|--------------|--------------|--------------|-------------|
| Q1_11 A person should not change the sex he or she was assigned at birth. | 0.886 | -0.177 | 0.024 | 0.643 |
| Q1_9 Romantic relationships between people of the same sex are abnormal. | 0.725 | 0.020 | -0.064 | 0.506 |
| Q1_10 It is natural that people are divided into two sex categories of men and women. | 0.518 | 0.160 | 0.128 | 0.489 |
| Q1_2 It is perfectly acceptable that women are expected to be feminine, and men masculine. | 0.283 | 0.561 | -0.071 | 0.521 |
| Q1_1 Sexual jokes and topics help facilitate human relations. | -0.148 | 0.526 | 0.026 | 0.221 |
| Q1_6 It is understandable for men to be generally more forceful in a romantic relationship. | 0.028 | 0.493 | -0.020 | 0.248 |
| Q1_7 I am concerned about the potential increase of false accusations of sexual harassment due to misunderstanding, false claim, or malice. | -0.030 | -0.030 | 0.583 | 0.306 |
| Q1_8 I'd rather stay away from sexual harassment issues. | 0.092 | -0.053 | 0.548 | 0.312 |
| Q1_4 It is natural that differences of ability and aptitude exist between men and women. | -0.075 | 0.280 | 0.410 | 0.344 |
| Factor contribution | 2.240 | 1.975 | 1.600 | |
| Correlation among factors | Factor 1 | Factor 2 | Factor 3 | |
| Factor 1 | — | | | |
| Factor 2 | 0.592 | — | | |
| Factor 3 | 0.426 | 0.622 | — | |

Table 3-16 Factor Analysis of Awareness Items regarding Gender and Harassment among Faculty and Staff

| Item | Factor 1 | Factor 2 | Factor 3 | Commonality |
|---|--------------|--------------|--------------|-------------|
| Q1_11 A person should not change the sex he or she was assigned at birth. | 0.856 | -0.089 | -0.041 | 0.621 |
| Q1_9 Romantic relationships between people of the same sex are abnormal. | 0.741 | 0.068 | -0.064 | 0.562 |
| Q1_10 It is natural that people are divided into two sex categories of men and women. | 0.581 | 0.031 | 0.189 | 0.518 |
| Q1_6 It is understandable for men to be generally more forceful in a romantic relationship. | 0.014 | 0.542 | -0.033 | 0.280 |
| Q1_1 Sexual jokes and topics help facilitate human relations. | -0.071 | 0.542 | -0.043 | 0.228 |
| Q1_2 It is perfectly acceptable that women are expected to be feminine, and men masculine. | 0.175 | 0.535 | 0.038 | 0.462 |
| Q1_8 I'd rather stay away from sexual harassment issues. | 0.063 | -0.132 | 0.610 | 0.316 |
| Q1_7 I am concerned about the potential increase of false accusations of sexual harassment due to misunderstanding, false claim, or malice. | -0.011 | -0.011 | 0.550 | 0.288 |
| Q1_4 It is natural that differences of ability and aptitude exist between men and women. | -0.107 | 0.228 | 0.495 | 0.375 |
| Factor contribution | 2.314 | 2.013 | 1.905 | |
| Correlation among factors | Factor 1 | Factor 2 | Factor 3 | |
| Factor 1 | — | | | |
| Factor 2 | 0.584 | — | | |
| Factor 3 | 0.526 | 0.671 | — | |

Factor 1 was "Conservative views on gender roles," comprising such items as "A person should not change the sex he or she was assigned with at birth" and "Romantic relationships between people of the same sex are abnormal." Factor 2 was "Gender bias," comprising such items as "It is understandable for men to be generally more forceful in a romantic relationship" and "It is perfectly acceptable that women are expected to be feminine and men masculine." Factor 3 was "Willingness to evade harassment issues," comprising such items as "I'd rather

stay away from sexual harassment issues” and “I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice.”

As for the coefficient alpha for the three factors extracted were acceptable at 0.736 (students) and 0.773 (faculty and staff) for the “Conservative views on gender roles” factor (students = 1.9 ± 0.9 , faculty and staff = 2.0 ± 1.0). However, we found them to be low at 0.545 (students) and 0.563 (faculty and staff) for the “Gender bias” factor (students = 1.9 ± 0.7 , faculty and staff = 1.6 ± 0.7), and at 0.563 (students) and 0.574 (faculty and staff) for the “Willingness to evade harassment issues” factor (students = 3.6 ± 1.0 , faculty and staff = 3.4 ± 1.0). Hence, problems remain to some degree when it comes to internal consistency. For example, the “Willingness to evade harassment issues” factor includes the item, “It is natural that differences of ability and aptitude exist between men and women.” Owing to the fact that measurement dimensions were slightly different, care must be exercised in interpreting it.

On the other hand, having conducted a confirmatory factor analysis based on the three-factor model obtained through our factor analysis, a goodness-of-fit test yields values for students of $\chi^2(12) = 72.782$, CFI = 0.995, and RMSEA = 0.026, and values for faculty and staff of $\chi^2(12) = 31.959$, CFI = 0.998, and RMSEA = 0.019. Hence, when it comes to factorial validity, the analysis is a sufficiently good fit. The further appropriateness and reliability of this factor structure is an issue that should be investigated going forward, but for the present research we will attempt to conduct our investigations into the interactive effects between gender (Male, Female, Other/Don’t want to answer) and status/position (student, faculty/staff) based on the above-described factor structure.

3.15 Interaction between Gender and Status/Position regarding Gender and Harassment Awareness

We carried out a hierarchical multi-regression analysis using the subscale of gender and harassment as a dependent variable, and those of Gender:Female (0 = Other, 1 = Female), Gender:Other/Don’t want to answer (0 = Not, 1 = Other/Don’t want to answer), Age, and Status/Position (0 = Student, 1 = Faculty and Staff) as independent variables. The results found that there was an increase in significance of the explained variance score from Step 1 at all of the subscales of “Conservative views on gender roles,” “Gender bias,” and “Willingness to evade harassment issues” to Step 2, including the interacting items of gender and status/position. Accordingly, the results of Step 2 where interactive effects were visible are presented in Tables 3-17, 3-18, and 3-19. Furthermore, the variance inflation factor ranged from 1.418 to 2.837, and so no multicollinearity problem was found. Also, the R^2 values obtained for each subscale were small (ranging from 0.070 to 0.078).

Table 3-17 Hierarchical Multi-regression Analysis of Conservative Views on Gender Roles

| | Variable | Step 1 | | | | Step 2 | | | |
|--------|--|--------|-------|---------|---------|--------|-------|---------|---------|
| | | B | B SE | β | p | B | B SE | β | p |
| Step 1 | Gender: Female | -0.396 | 0.018 | -0.236 | < 0.001 | -0.457 | 0.019 | -0.272 | < 0.001 |
| | Gender: Other, Don't want to answer | 0.123 | 0.027 | 0.046 | < 0.001 | -0.146 | 0.037 | -0.055 | < 0.001 |
| | Age | 0.016 | 0.001 | 0.215 | < 0.001 | 0.016 | 0.001 | 0.215 | < 0.001 |
| | Position: Faculty or staff | -0.136 | 0.030 | -0.069 | < 0.001 | -0.092 | 0.030 | -0.047 | 0.002 |
| Step 2 | Position x female | | | | | 0.051 | 0.037 | 0.015 | 0.170 |
| | Position x Other, Don't want to answer | | | | | 0.830 | 0.073 | 0.155 | < 0.001 |
| | R^2 | | 0.066 | | < 0.001 | | 0.078 | | < 0.001 |
| | R^2_{adj} | | 0.066 | | < 0.001 | | 0.078 | | < 0.001 |
| | ΔR^2 | | | | | | 0.012 | | < 0.001 |

Table 3-18 Hierarchical Multi-regression Analysis of Gender Bias

| | Variable | Step 1 | | | | Step 2 | | | |
|--------|--|--------|-------|---------|---------|--------|-------|---------|---------|
| | | B | B SE | β | p | B | B SE | β | p |
| Step 1 | Gender: Female | -0.289 | 0.015 | -0.208 | < 0.001 | -0.298 | 0.015 | -0.215 | < 0.001 |
| | Gender: Other, Don't want to answer | 0.128 | 0.023 | 0.058 | < 0.001 | -0.108 | 0.030 | -0.049 | < 0.001 |
| | Age | 0.000 | 0.001 | -0.003 | 0.840 | 0.000 | 0.001 | 0.006 | 0.694 |
| | Position: Faculty or staff | -0.176 | 0.025 | -0.109 | < 0.001 | -0.168 | 0.025 | -0.104 | < 0.001 |
| Step 2 | Position x female | | | | | 0.308 | 0.031 | 0.109 | < 0.001 |
| | Position x Other, Don't want to answer | | | | | 0.348 | 0.061 | 0.079 | < 0.001 |
| | R^2 | | 0.057 | | < 0.001 | | 0.070 | | < 0.001 |
| | R^2_{adj} | | 0.056 | | < 0.001 | | 0.070 | | < 0.001 |
| | ΔR^2 | | | | | | 0.013 | | < 0.001 |

Table 3-19 Hierarchical Multi-regression Analysis of Willingness to Evade Harassment Issues

| | Variable | Step 1 | | | | Step 2 | | | |
|--------|--|--------|-------|---------|---------|--------|-------|---------|---------|
| | | B | B SE | β | p | B | B SE | β | p |
| Step 1 | Gender: Female | -0.339 | 0.018 | -0.194 | < 0.001 | -0.371 | 0.019 | -0.212 | < 0.001 |
| | Gender: Other, Don't want to answer | 0.090 | 0.029 | 0.032 | 0.002 | -0.307 | 0.038 | -0.110 | < 0.001 |
| | Age | -0.009 | 0.001 | -0.112 | < 0.001 | -0.008 | 0.001 | -0.102 | < 0.001 |
| | Position: Faculty or staff | 0.030 | 0.031 | 0.015 | 0.339 | 0.055 | 0.031 | 0.027 | 0.081 |
| Step 2 | Position x female | | | | | 0.426 | 0.039 | 0.119 | < 0.001 |
| | Position x Other, Don't want to answer | | | | | 0.717 | 0.077 | 0.128 | < 0.001 |
| | R^2 | | 0.048 | | < 0.001 | | 0.070 | | < 0.001 |
| | R^2_{adj} | | 0.048 | | < 0.001 | | 0.069 | | < 0.001 |
| | ΔR^2 | | | | | | 0.022 | | < 0.001 |

For those variables where the interacting items were of significance, we conducted a simple slope test (Figure 3-14). In terms of the interactive effects of gender and

status/position with respect to conservative views on gender roles, the results showed the scores to be low among gender “Other/Don’t want to answer” among students ($B = -0.561$, $B SE = 0.064$, $\beta = -0.210$, $p < 0.001$) on the one hand, and high among gender “Other/Don’t want to answer” among faculty and staff ($B = 0.269$, $B SE = 0.036$, $\beta = 0.101$, $p < 0.001$). In terms of the interactive effects of gender and status/position with respect to gender bias, among both students and faculty/staff the scores for gender bias was low for females ($B = -0.453$ to -0.144 , $B SE = 0.020$ to 0.024 , $\beta = -0.326$ to -0.104 , $p < 0.001$), and low for gender “Other/Don’t want to answer” among students only ($B = -0.282$, $B SE = 0.053$, $\beta = -0.127$, $p < 0.001$). Finally, in terms of the interactive effects of gender and status/position on Willingness to evade harassment issues, among both students and faculty/staff the scores were low among females ($B = -0.584$ to -0.158 , $B SE = 0.025$ to 0.030 , $\beta = -0.334$ to -0.090 , $p < 0.001$) and low for gender “Other/Don’t want to answer” among students only ($B = -0.666$, $B SE = 0.067$, $\beta = -0.239$, $p < 0.001$).

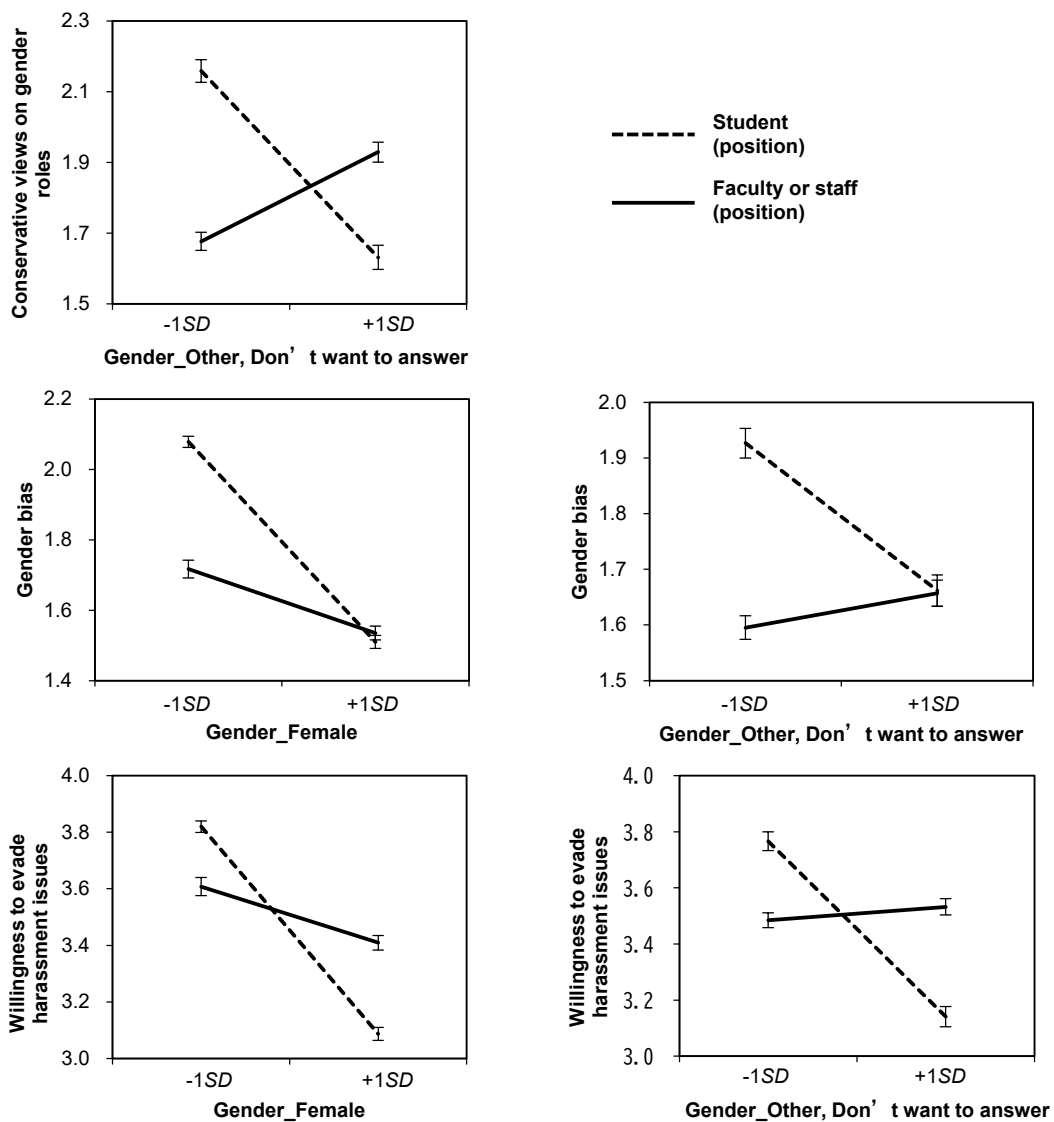


Figure 3-14 Simple Slope Test of Interactions of Gender and Status/Position

4. Conclusion

In this chapter, we clarified the tendencies in the responses that students and faculty and staff at The University of Tokyo gave with respect to gender and harassment awareness. From the results, we see that on the whole while both students and faculty/staff affiliated with The University of Tokyo understand diversity with respect to gender and harassment, there are slight differences in their response tendencies (affirmative, negative, neutral) with respect to gender and harassment depending on the position and situation in which they are placed, their previous experiences, and their personal attributes. Such differences in response tendencies absolutely point to differences based on the group mean and the situations vary among individuals, so positioning them in one direction or another and interpreting them is difficult. However, with respect to those items that asked about bias and disdain toward gender rejecting diversity and about negative views, it may be presumed that most respondents rejected these views whatever their attributes.

On the other hand, it is also a fact that there were people with certain attributes who did not display an understanding of diversity. The ways in which people perceive and think about things are constructed by the individual's genetic influences along with how they were raised and their environment; if we view this from perspectives of survival strategies and environmental adaptation, such ideas cannot be rejected in their entirety. However, with regard to individual personalities and abilities, it is possible that having gender stereotypes not only has an effect on the educational opportunities for the individual and others but also on his/her subconscious behavioral choices (Yotsumoto, 2020). Having mistaken biases is not just a problem for the individual. It can cause severe harm or cause psychological distress to the other party who is subjected to the bias. In this chapter we looked at the differences among only one set of attributes; we did not investigate the differences in combination with other attributes. On this point, there is the possibility that the fact that only small differences were revealed among the attributes was due to differences in categorization. For detailed analyses, please refer to other chapters.

Also, the results of the factor analysis of the items used in this survey showed a three-factor structure of "Conservative views on gender roles," "Gender bias," and "Willingness to evade harassment issues" and that interactive effects between gender (male, female, other/don't want to answer) and status/position (student, faculty/staff) could be seen for each subscale. Even if the statuses and positions are different, aside from "Conservative views on gender roles," among both students and faculty/staff all of the scores were lower among females compared to the other genders. On the other hand, among students all of the scores for gender "other/don't want to answer" tended to be lower, while among faculty and staff the scores for gender "other/don't want to answer" tended to be higher, compared with the other genders, with respect to "Conservative views on gender roles." The fact that the percentage of responses from gender "other/don't want to answer" individuals among faculty and staff was small also had an effect, but it is possible that, owing to certain environmental adaptations, behavioral suppression, and the accumulation of varied experiences, some of this group's scores were higher than those of students, and so differences could not be in the responses among the genders. Furthermore, for both students and faculty/staff, with regard to Conservative views on gender roles and Gender bias, the scores were low on average, and there was a tendency toward negative responses. As for Willingness to evade harassment issues, the scores on average were high, and there was a tendency to give affirmative responses. As with

the above-mentioned analysis, because the differences in average values seen in the interactive effects were not large, this is not something that would change considerably through the combination of status/position and gender. This point, too, calls for caution in interpretation.

The parent population for this survey was The University of Tokyo. However, we cannot determine if these differences in response tendencies due to attributes and the overall tendencies are things that reflect the influence of the organizational climate of The University of Tokyo or if they have been influenced by personal characteristics cultivated by how a person has been raised and their environment. In particular, according to The Global Gender Gap Report 2021, Japan ranked 120th out of the 156 countries listed on its gender gap index. The report indicates that compared to other countries, Japan still ranks lower when it comes to understanding in the field of gender (World Economic Forum, 2021). Accordingly, conducting a comparative verification into whether the same sorts of response tendencies and relationship can be seen at other institutions of higher education other than The University of Tokyo would be desirable.

Such fact-finding surveys are very valuable efforts, but it is not possible to get a grasp of everything with just one survey or using just certain items. It is possible that differences in awareness will become apparent from different perspectives, for example, by including all of an individual's personal data in the survey (for example, demographic factors and character traits, etc.), by conducting an ongoing survey every year and tracking the changes, by comparing The University of Tokyo with other institutions. Also, in the future, with respect to students and faculty/staff, if some other methods were to be devised, it would then be necessary to create the scales to be used for verifying their effectiveness and investigate to see if there are differences in awareness of gender and harassment between before and after such are put to use.

Notes

- 1) Humanities and Social Sciences(HSS), Natural Sciences(NS), and Interdisciplinary or Other Fields(IO) were categorized as follows. HSS: Faculty of Law / Graduate Schools for Law and Politics, Faculty of Letters / Graduate School of Humanities and Sociology, Faculty of Economics / Graduate School of Economics, Faculty of Education / Graduate School of Education, Graduate School of Public Policy. NS: Faculty of Medicine / Graduate School of Medicine, Faculty of Engineering / Graduate School of Engineering, Faculty of Science / Graduate School of Science, Faculty of Agriculture / Graduate School of Agricultural and Life Sciences, Faculty of Pharmaceutical Sciences / Graduate School of Pharmaceutical Sciences, Graduate School of Mathematical Sciences, Graduate School of Information Science and Technology. IO: College of Arts and Sciences / Graduate School of Arts and Sciences, Interfaculty Initiative in Information Studies / Graduate School of Interdisciplinary Information Studies, Graduate School of Frontier Sciences.
- 2) Regarding the item, "It is problematic that some U-Tokyo student clubs/circles refuse membership to female U-Tokyo students," the results of a Chi-square test found no small or more (0.056 to 0.087) Cramer's V for any of the attributes for students. For that reason, it is thought that the differences in awareness were not large among the attributes.
- 3) In line with excluding missing values along with the categorization of attributes, the total number differ depending on the item analyzed. The percentages are values

rounded off to the first decimal point, and so the total value may not necessarily add up to 100. The residual analysis was conducted with respect to those items that had a significant level of 0.1% or less, but in the text the interpretation was based on effect size. The p values obtained from the residual analysis were adjusted using the Holm method; Δ indicates a percentage with high significance ($p < 0.001$), while \blacktriangledown indicates a percentage with low significance ($p < 0.001$). Furthermore, a residual analysis was not conducted in cases where χ^2 was not significant ($p < 0.001$).

- 4) In conducting the exploratory factor analysis and the hierarchical multi-regression analysis, due to the fact that each item was input into the analysis as a continuous variable, we converted them into a five-point scale (I disagree (1 point), I somewhat disagree (2 points), I neither agree nor disagree (3 points), I somewhat agree (4 points), and I agree (5 points)) and used the results for our analysis. Also, in order to avoid the problem of multicollinearity, we made males the standard for gender and created dummy variables for females and “Other, Don’t want to answer.”
- 5) The figures in the cross-tabulation tables and in the parentheses for when a Chi-square test has been conducted show the number of categories. Because awareness of gender and harassment has been broken up into three categories (affirmative, negative, and neutral), this is shown as 3. With respect to attributes, too, the figure indicates the number of categories (for example, in the case of status/position, this is shown as 2 since there are two categories of student and faculty/staff).

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Chapter 4: Students' Awareness and Experiences of Sexual Harassment

Summary

- 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 "always" 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 subjected 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 subjected 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 subjected 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 subjected 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 instructors/supervisors was low, harassment by an instructor/supervisor did tend to have multiple effects on the respondents who suffered it, such as those on their study, research, and emotional health.

1. Differences in Harassment Awareness

In this chapter, based on the results of the survey of students, we investigate awareness of sexual harassment among students and the situation regarding being a victim of such.

First, we will see if there are differences among gender regarding what kinds of behaviors are considered as sexual harassment. In this survey, students were asked whether they thought the 10 behaviors below are deemed as sexual harassment for each case: “When a University faculty or staff member does the following,” “When a student in a higher grade or a person of a higher rank than you does the following,” and “When a student in the same year or lower grade than you does the following.” They were asked to choose one of three response options: “Always deemed as sexual harassment,” “Can be deemed as sexual harassment depending on the situation,” and “Cannot be deemed as sexual harassment.” As tendencies in gender-based differences in awareness of harassment were the same regardless of the status/position of the harasser (faculty and staff, student in higher grade, student in lower grade), here we will take up responses to behavior committed by a faculty and staff member.

- a) Asks you to sit next to him/her at a drinking party
- b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair
- c) Asks you about your private life, including whether you are seeing someone, married, or have a child
- d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis
- e) Stares at parts of your body (such as breast, hip, legs, crotch).
- f) Says things like “Girls should be loveable,” or “Be a man.”
- g) Asks you out for a meal or a date.
- h) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer.
- i) Brings up the topic of your sexual orientation or gender identity without your consent.
- j) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex

Figure 4-1 shows the percentage for those who responded “Always deemed as sexual harassment” or “Can be deemed as sexual harassment” with respect to behaviors from a faculty and staff member. Looking at this, we recognize that regardless of gender more than 79% of respondents answered that every behavior was deemed as amounting to sexual harassment.¹⁾ However, when we compare “Always deemed as sexual harassment” with “Can be deemed as harassment,” we see there is difference based on gender. For whatever behavior, the percentage of females who answered “Always deemed as harassment” was higher than that of males. In particular, when it came to being told things like “Girls better be lovable” and “Be a man,” the percentage of females who responded “Always deemed as harassment” was more than 15 points higher than that of males, at 61.5% versus 44.8%. Also, with respect to such behaviors as “Stares at parts of your body (such as breast, hip, legs, crotch),” “Asks you out for a meal or a date,” and “Talks about your appearance, body shape, age, clothes, makeup, etc.,” the percentage of females who responded “Always deemed as harassment” was more than 10 points higher than that of males. In short, while there is shared awareness between the genders that these behaviors can correspond to sexual

harassment, males tend to think such behaviors can be tolerated depending on the relationship with the person involved, the location or setting, and degree. Also, among those who selected "Other" for gender, for many items the percentage who responded "Always deemed as sexual harassment" was higher than males and females. In particular, a considerable difference can be seen with respect to "Asks you about your private life, including whether you are seeing someone, married, or have a child," with 38.5% of "Other" individuals responding "Always deemed as sexual harassment" versus 17.8% of males and 22.0% of females. Furthermore, the percentages of "Other" individuals who deemed such behaviors as "Brings up the topic of your sexual orientation or gender identity without your consent," "Names and/or makes fun of individuals who are gay, lesbian or of unknown sex," "Says things like "Girls better be loveable," or "Be a man," " and "Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis" always to be harassment was 10% higher than among females and 15% higher than among males. The number of respondents of "Other" gender was 65²⁾, and so it should be noted that even with small number of people there was considerable fluctuation. However, between "Other" individuals and males/females, we see there was a difference in awareness about whether such behaviors as imposing gender roles, prying into or making fun of sexual orientation and sexual self-identification, and meddling in private life unrelated to research would be deemed harassment.

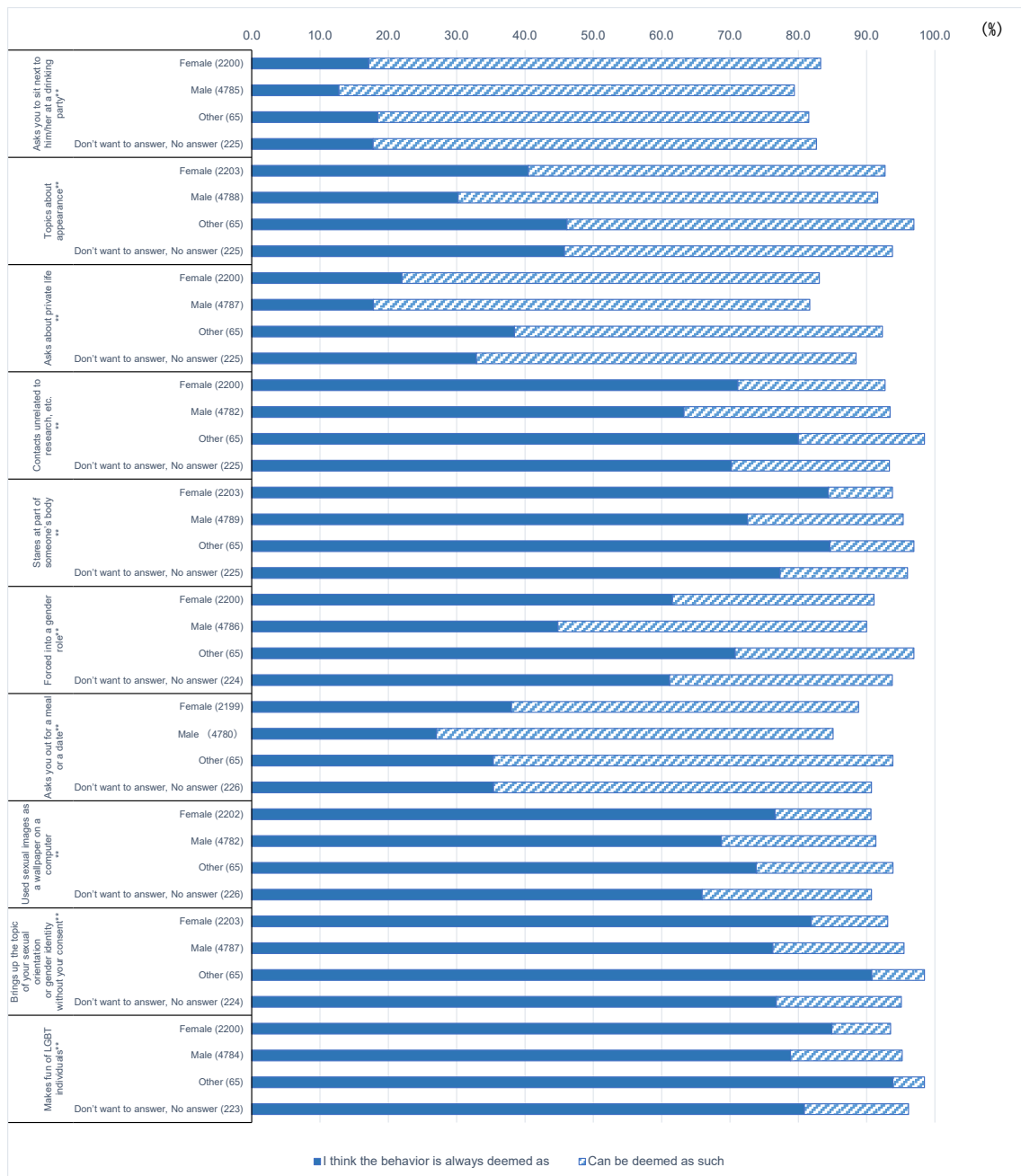


Figure 4-1 Differences in Distribution of Harassment Awareness by Gender (Acts by Faculty and Staff)

Note: The respondents were students. **indicates the differences that are statistically significant at 1% significant level in the results of a Chi-square test.

How to, students think, respond to the person involved if they have been harassed? In the student survey, students were asked that, assuming they had been subjected to behaviors (a), (b), and (c) below, how would they respond in the cases of “When your instructor/supervisor does the following to you,” “When faculty or staff members other than your instructor/supervisor does the following to you,” “When a student in a higher grade or a person of a higher rank than you does the following to you,” and “When a student in the same year or lower grade than you does the following to you.” There were three options, “Clearly convey the message that you dislike such

behavior,” “Implicitly convey the message that you dislike such behavior,” and “Do not convey the message” (a fourth option was included with respect to instructor/supervisor, “Not applicable (I do not have an instructor/supervisor)”). The distribution of responses is presented in Figure 4-2³).

- a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.).
- b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go.
- c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder).

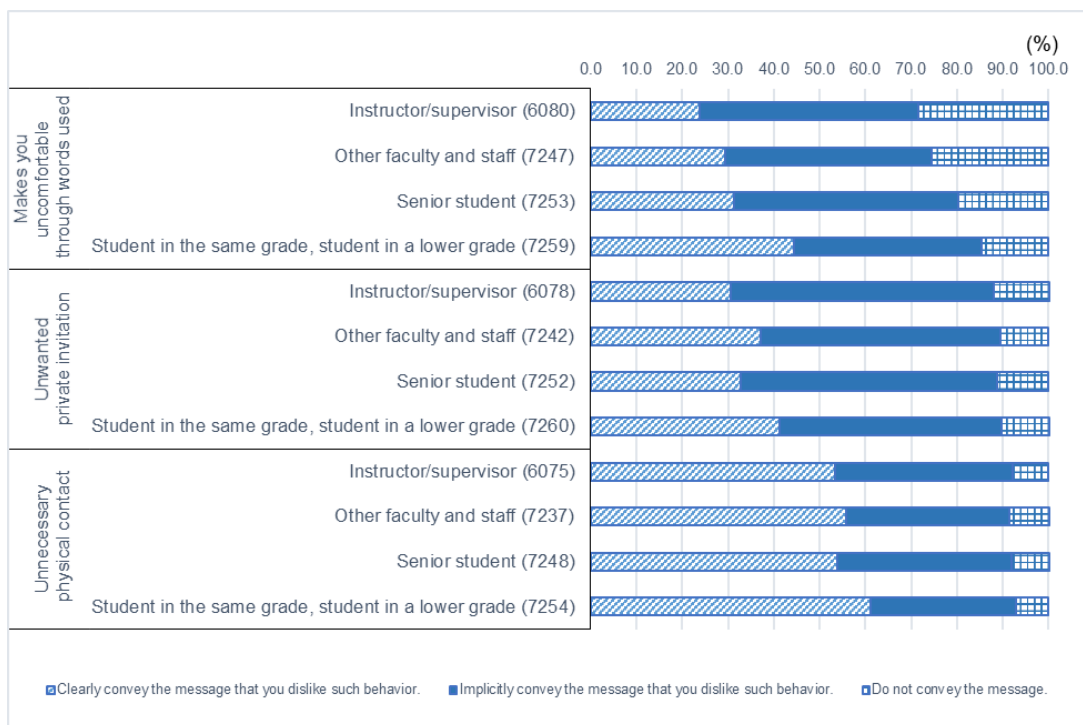


Figure 4-2 Distribution of Responses When Being Subjected to Harassment

Note: The respondents were students. Percentages regarding responses when the perpetrator was an instructor/supervisor exclude those for “Not applicable (I do not have an instructor/supervisor).”

Looking at Figure 4-2, the responses to harassment that students think of differ depending on the behavior and the person involved. In response to unnecessary physical contact, more than half chose “Clearly convey the message that you dislike such behavior” regardless of the status/position of the person involved. In contrast, with respect to unwanted private invitations, more than half (or 48.4% in the case of “student in the same grade, student in a lower grade”) said they would “Implicitly convey the message that you dislike such behavior.” Furthermore, the percentage who said they would respond that “Clearly convey the message that you dislike such behavior” fell to 30.6% if the person involved was an instructor/supervisor. Regarding those instances in which someone was made uncomfortable with verbal remarks, the percentage of respondents who chose “Do not convey the message” was relatively high, and there was also a considerable

difference in responses based on the status/position of the person involved. In contrast to 44.4% of respondents selecting “Clearly convey the message that you dislike such behavior” if the person involved was a student in the same grade or student in a lower grade, the percentage who said they would “Clearly convey the message that you dislike such behavior” (23.8%) was lower than that for “Do not convey the message” (28.5%) if the perpetrator was an instructor/supervisor. The figures in the case that the perpetrator was other faculty and staff were similar, at 29.3% and 25.5%, respectively. No clear gender-based differences could be seen in the distribution of these responses.

With this question, since we sought responses based specifically on the conjecture that the respondents had been subjected to such behavior, we do not know if they will be able to respond to this behavior in such a fashion if they are actually subjected to it. On this point, we will reinvestigate it when we analyze the actual responses to harassment in section 3. However, even if this is based on conjecture, it is crucial to note that with respect to verbal harassment from faculty and staff including one’s instructor/supervisor, one person in four said they would shrug it off without conveying their intention to reject it. Even if a student has not conveyed their intention to reject a behavior, that does not necessarily mean they do not feel it is harassment.

2 Experiences of Sexual Harassment

Next, we look at the experiences of sexual harassment among students at The University of Tokyo. In this survey, respondents were asked about whether they had experienced being subject to the following items at The University of Tokyo or in settings associated with the university (like at social gatherings (“kompa”) of clubs/circles or seminar members, or at academic conferences, etc.).

- a) Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way.
- b) Have heard sexual topics and obscene jokes in an unwanted way.
- c) Have been avoided by other people because they cannot decide whether you are a man or a woman or been laughed at or teased for being a sexual minority (such as LGBT).
- d) Nude/pornographic images or magazines were visibly displayed in a common space such as a club room or research office; or have been present while someone was watching nude/pornographic images on a PC.
- e) Have had your personal sexual information exposed online (through SNS, etc.) or spread by rumor.
- f) Have been assigned a certain role based on sex/gender in an educational or research setting; or have been treated differently based on gender/sex at the time of research guidance or career counseling.
- g) Have been looked at with an obscene look, have been physically approached too closely, or have been subjected to overly familiar physical contacts.
- h) Have been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails, or been stalked.
- i) Have been forced to do something or restrained from doing something by a person with whom you had a romantic relationship; or that person came to your residence uninvited.
- j) Have been forced to take off your clothes or to go to a sex trade shop.

- k) Have received unwanted hugs or kisses.
- l) Someone peeped at you or secretly took a photo of you in places such as a toilet or changing room.
- m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity.

The distribution of the percentages of those who responded “I have been subjected to such behavior” regarding each item is presented in Figure 4-3. While the percentages of those who responded that they had been subjected to such behavior was by no means high for any item, more than 10% did affirm that they “Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way” and “Have heard sexual topics and obscene jokes in an unwanted way.” Hence, relatively many individuals had experienced such harassment. The figure of persons who had experienced other forms of harassment was below 5%. However, even if the numbers had been small, we should not underestimate the fact that there are people who have experienced serious sexual harassment.

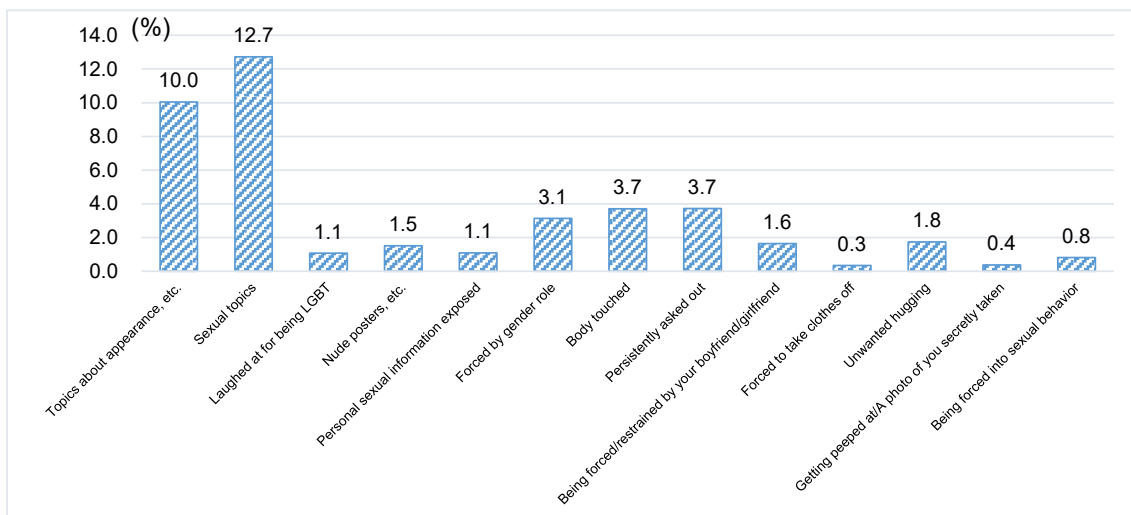


Figure 4-3 Percentage of Persons Who Experienced Various Types of Harassment

Note: The respondents were students. N = 7360.

With respect to the items on Figure 4-3, the responses for each gender are shown in Figure 4-4. Except “Have been forced to take off your clothes or to go to a sex trade shop,” we can see gender-based differences. The percentage of females who have had such experiences is higher than that of males. Also, 22.7% of “Other” respondents on gender said they have had the experience of “Have heard sexual topics and obscene jokes in an unwanted way.” More than 15% “Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way” as well as “Have been avoided by other people because they cannot decide whether you are a man or a woman or been laughed at or teased for being a sexual minority (such as LGBT).” These percentages are all higher than for women. The percentages of those who experienced at least one of these harassment behaviors stood at 15.3% for males, 30.1% for females, 39.4% for gender “Other” individuals, and 26.8% for those who chose “Don’t want to answer” about their gender.

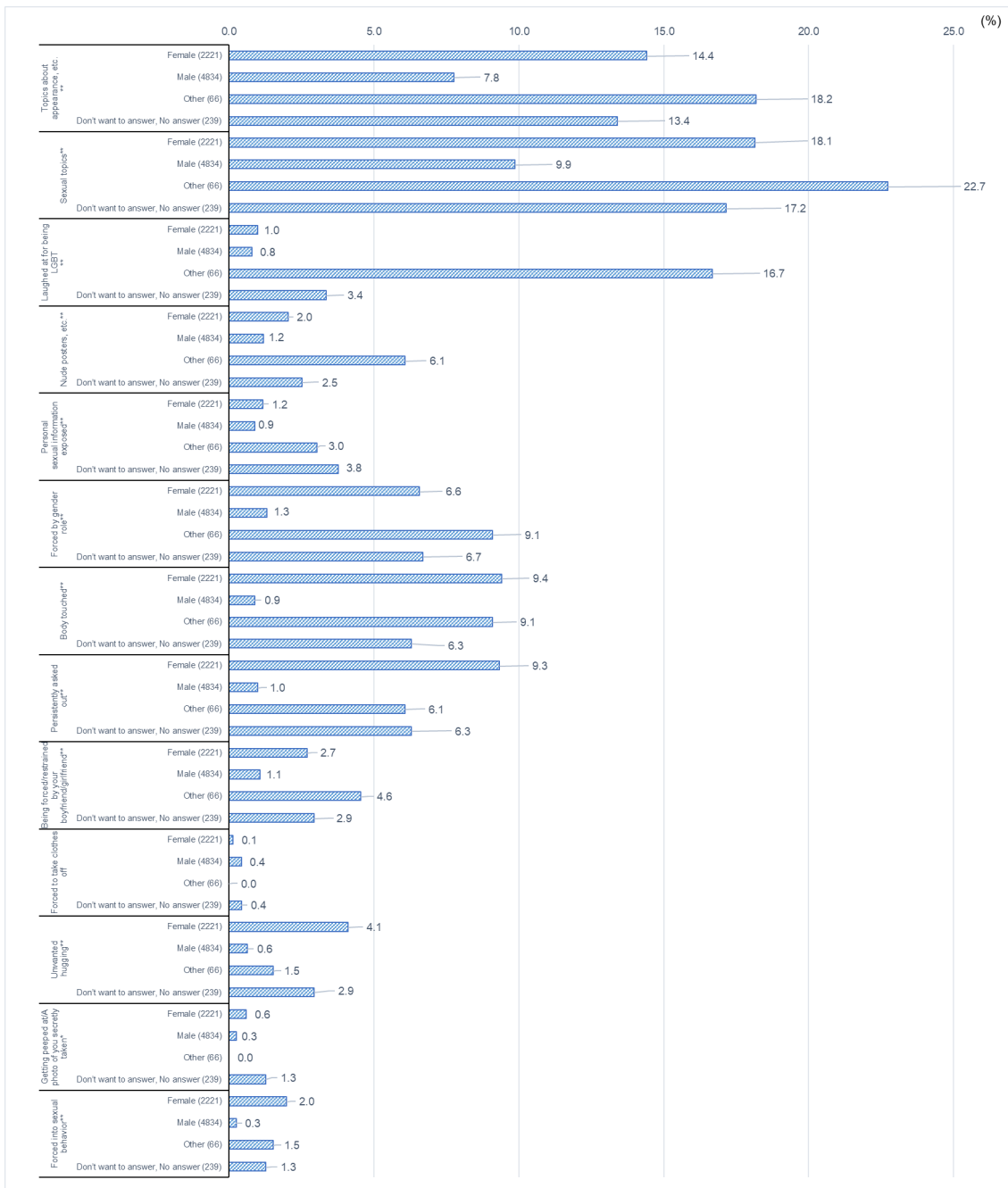


Figure 4-4 Distribution of Experiences of Harassment, by Gender

Note: The respondents were students. **indicates the differences based on gender are statistically significant at 1% significant level based on the results of a Chi-square test, while * indicates the differences that are statistically significant at significant level of 5%.

To look in greater detail about what sorts of persons have experienced harassment, we used a logistic regression analysis to study the relationships among gender, school year, whether someone was an international student or not, and the percentage of females in graduate schools and undergraduate faculties/college. On this occasion, we subdivided the results for graduate student further based on whether The University of Tokyo (undergraduate institution) was their alma mater or not. Meanwhile, taking

into consideration the facts that the number of “Other” respondents was small and the standard errors of coefficients would be large, we combined the “Other” and “Don’t want to answer/No answer” into one group for our analysis.

Also, the experiences of harassment were categorized as shown below (those who had experienced at least one of corresponding forms of harassment are treated as “1,” while those with no experience are treated as “0”). “Object of sexual topics” combines the experience of having been the object of sexual topics in an unwanted way online or offline, while for “Environmental,” experiences of environmental sexual harassment have been grouped. “Forced by gender role” indicates differences in the assigning and treatment of roles based on gender. “Unwanted relationship” combines the experience of having been asked for a relationship of unwanted closeness, while “Criminal behavior” indicates the experiences of behaviors that could amount to indecent assault.

- Objects of sexual topics: “Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way,” “Have been avoided by other people because they cannot decide whether you are a man or a woman or been laughed at or teased for being a sexual minority (such as LGBT),” and “Have had your personal sexual information exposed online (through SNS, etc.) or spread by rumor.”
- Environmental: “Nude/pornographic images or magazines were visibly displayed in a common space such as a club room or research office; or have been present while someone was watching nude/pornographic images on a PC” and “Have heard sexual topics and obscene jokes in an unwanted way.”
- Forced by gender role: “Have been assigned a certain role based on sex/gender in an educational or research setting; or have been treated differently based on gender/sex at the time of research guidance or career counseling.”
- Unwanted relationship: “Have been looked at with an obscene look, have been physically approached too closely, or have been subjected to overly familiar physical contacts,” “Have been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails, or been stalked,” and “Have been forced to do something or restrained from doing something by a person with whom you had a romantic relationship; or that person came to your home uninvited.”
- Criminal behavior: “Have been forced to take off your clothes or to go to a sex trade shop,” “Have received unwanted hugs or kisses,” “Someone peeped at you or secretly took a photo of you in places such as a toilet or changing room,” and “Have been forced to engage in sexual activity or was nearly forced to engage in such activity.”

The results of the logistic regression analysis are presented in Table 4-1. Looking at relationship with school year, there is a tendency throughout for the percentages for those who experienced harassment to be higher for students who were in the third year or above, graduate students in master’s and doctoral programs who are graduates of The University of Tokyo compared to those who were in their first or second year. It is conceivable that the longer someone has been affiliated with The University of Tokyo, the higher the probability that they experienced such behavior is.⁴⁾ Also, for international students it can be seen that the probability of having environmental or forced by gender role experiences was lower than that of other students, as well as

the probability of having been the victim of criminal behavior.

The differences in the probability of having experienced harassment based on gender are affected by the percentage of females in graduate schools and undergraduate faculties/college with which a person is affiliated. The estimated values of the probability of having experienced sexual harassment based on the percentage of females in one's graduate schools and undergraduate faculties/college, assuming that all other attributes are fixed at mean values, are presented in Figure 4-5. However, owing to the fact that the estimated standard error with regard to those who chose "Other, Don't want to answer, No answer" gender was considerable, that estimate is excluded from the figure.

The probability of having had such experiences is higher for females than males, but that tendency—except "Criminal behavior"—declines as the percentage of women in a graduate schools and undergraduate faculties/college rises. Conversely, the probability of a female being the target of sexual harassment rises if a given graduate schools and undergraduate faculties/college has hardly any female students. Also, while attention must be paid to the robustness of results due to large standard errors, among those students who selected "Other, Don't want to answer, No answer" regarding their genders, the probability of having experienced the harassing behavior of "Forced by gender role" was lower in those graduate schools and undergraduate faculties/college

where the percentage of females was high. In this respect, the probability for males to have been the subject of sexual harassment—excluding "Criminal behavior"—rises in tandem with a rise the percentage of females in graduate schools and undergraduate faculties/college. With regard to "Object of sexual topics," "Environmental," and "Forced by gender role," when the percentage of females is at 25 points higher than average (meaning that females constitute 50% of a given graduate schools and undergraduate faculties/college), there is almost no difference apparent between males and females. While reducing the probability of females being subject to harassment may depend on achieving a gender balance in their undergraduate or graduate program, this indicates the possibility that it will not necessarily reduce the probability of being subject to harassment as a whole. In fact, in models that do not allow for interaction effects between genders and a gender composition of their graduate schools and undergraduate faculties/college, no tendency has been confirmed that the probability of experiencing harassment drops based on the percentage of female students in a graduate schools and undergraduate faculties/college being high. However, for the variable of the percentage of females in a graduate schools and undergraduate faculties/college, we used the figures as of November 2020. Also, we have not been able to ascertain what the situation was in clubs/circles, etc. Accordingly, the figures cannot be said to be precise indicators of the surrounding environment when the respondent was subjected to harassment, and so the results will require careful evaluation.

Table 4-1 Specific Reasons for Experiences of Harassment

| | The respondents were students | | | | | | | | | | | | | | |
|--|-------------------------------|----------------|---------------|----------------|-----------------------|----------------|-----------------------|----------------|-------------------|----------------|-------|----|--------|-------|----|
| | Object of sexual topics | | Environmental | | Forced by gender role | | Unwanted relationship | | Criminal behavior | | | | | | |
| | Coefficient | Standard error | Coefficient | Standard error | Coefficient | Standard error | Coefficient | Standard error | Coefficient | Standard error | | | | | |
| Gender (Standard: male) | | | | | | | | | | | | | | | |
| Female | 0.775 | 0.087 | ** | 0.976 | 0.080 | ** | 1.884 | 0.176 | ** | 2.248 | 0.125 | ** | 1.990 | 0.195 | ** |
| Other, Don't want to answer, No answer | 0.888 | 0.179 | ** | 1.002 | 0.173 | ** | 1.861 | 0.292 | ** | 1.927 | 0.224 | ** | 1.374 | 0.398 | ** |
| School year (standard: undergraduate, 1st or 2nd year) | | | | | | | | | | | | | | | |
| Third year or above of undergraduate program | 1.140 | 0.134 | ** | 0.983 | 0.114 | ** | 0.481 | 0.266 | + | 0.865 | 0.171 | ** | 0.910 | 0.295 | ** |
| The University of Tokyo master's program graduate | 1.094 | 0.151 | ** | 1.131 | 0.126 | ** | 0.851 | 0.290 | ** | 1.090 | 0.190 | ** | 1.497 | 0.311 | ** |
| Other university master's program graduate | -0.100 | 0.179 | | -0.513 | 0.169 | ** | 0.411 | 0.300 | | -0.206 | 0.222 | | 0.291 | 0.342 | |
| The University of Tokyo doctoral program graduate | 1.454 | 0.160 | ** | 1.398 | 0.139 | ** | 1.601 | 0.277 | ** | 1.208 | 0.209 | ** | 1.314 | 0.350 | ** |
| Other university doctoral program graduate | 0.683 | 0.173 | ** | -0.005 | 0.166 | | 1.068 | 0.297 | ** | 0.421 | 0.211 | * | 0.959 | 0.338 | ** |
| International student | -0.055 | 0.134 | | -0.623 | 0.149 | ** | -0.457 | 0.222 | * | -0.107 | 0.158 | | -0.476 | 0.256 | + |
| Percentage of females in undergraduate c | | | | | | | | | | | | | | | |
| * Female | 1.393 | 0.490 | ** | 1.253 | 0.467 | ** | 3.739 | 1.136 | ** | 2.352 | 0.809 | ** | 1.650 | 1.297 | |
| * Other, Don't want to answer, No answer | -1.992 | 0.717 | ** | -1.864 | 0.693 | ** | -5.233 | 1.377 | ** | -2.895 | 0.973 | ** | -2.496 | 1.566 | |
| | 0.482 | 1.462 | | 1.750 | 1.493 | | -5.153 | 2.397 | * | -0.513 | 1.776 | | -1.473 | 2.127 | |
| Section | -3.127 | 0.123 | ** | -2.715 | 0.103 | ** | -5.069 | 0.260 | ** | -4.394 | 0.174 | ** | -5.497 | 0.282 | ** |
| McFadden pseudo coefficient of determination | 0.060 | | | 0.096 | | | 0.107 | | | 0.152 | | | 0.107 | | |
| Model χ^2 squared value | 256.72 | | | 459.29 | | | 138.96 | | | 384.10 | | | 128.2 | | |
| N | 7159 | | | 7159 | | | 7159 | | | 7159 | | | 7159 | | |

Note:** $p < 0.01$, * $p < 0.05$, + $p < 0.1$. The respondents were students. For the percentages of females in graduate schools and undergraduate faculties/college, we used figures that subtracted the mean value of the data as a whole (centered).

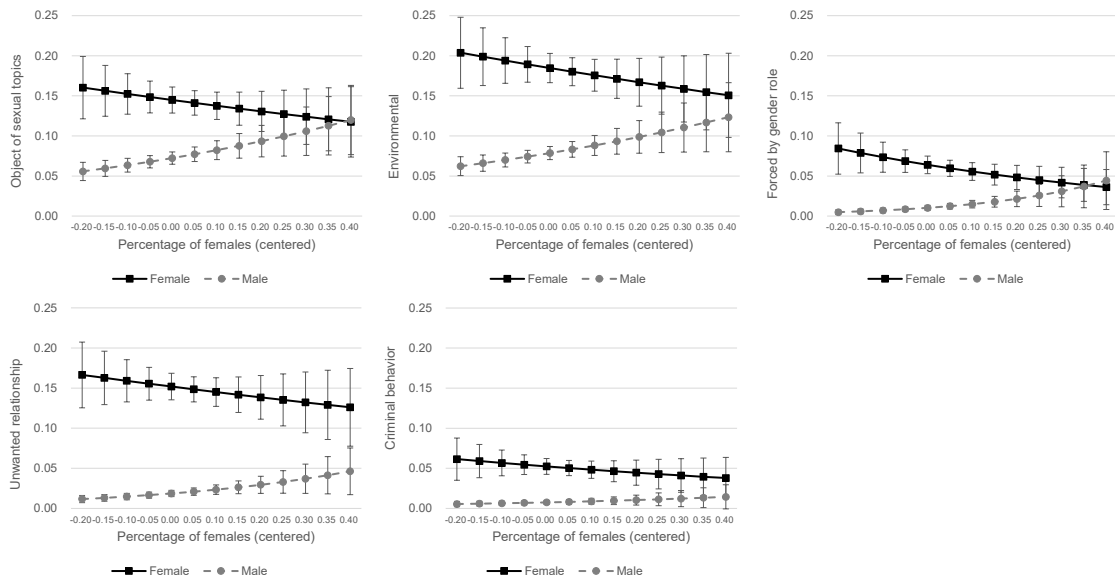


Figure 4-5 Estimated Value of Probability of Having Experienced Harassment Based on Gender and Percentage of Women in Graduate Schools and Undergraduate Faculties/College

Note: The respondents were students. Figures when the other variables are fixed at the mean.

3. Situation of and Response to Sexual Harassment

Next, restricting the subjects to those who have experiences of sexual harassment, we will assess what the circumstances were and how the individual responded. In connection with the questions about harassment raised in the preceding section, we will restrict the respondents to those individuals who responded, "I have been subjected to such behavior" with respect to at least one. In that event, with regard to those individuals who had multiple such experiences of harassment, we asked them about their most upsetting experiences.

We looked at the distribution of status/position of the person involved by the gender

of the respondents (see Figure 4-6). With regard to the status/position of the person involved, respondents were asked to select from among “Student in a higher grade than you,” “Student in the same grade as you or a friend,” “Student in a lower grade than you,” “Instructor/supervisor,” “Faculty members other than your instructor/supervisor,” “Administrative staff,” and “Other.” In those cases where there were multiple persons who harassed, the respondent was asked to mention all of them. Since the percentage of those who selected administrative staff was low, those figures were combined with “Other.” Looking at Figure 4-6, regardless of gender very few were subject to harassment from faculty. Harassment arose from relationships with other students, particularly from relationships with students in the same grade or seniors. However, for those of “Other, Don’t want to answer, No answer” genders, the percentage of those who were harassed by faculty was comparatively high.

Looking at the distribution of genders of the persons involved who exercised sexual harassment, based on the various genders of the respondents (see Figure 4-7), regardless of the respondents’ gender, in most cases the person being harassed was harassed by a male. However, some 10% of females and 25% of males and those who identified as “Other, Don’t want to answer, No answer” gender were harassed by females.

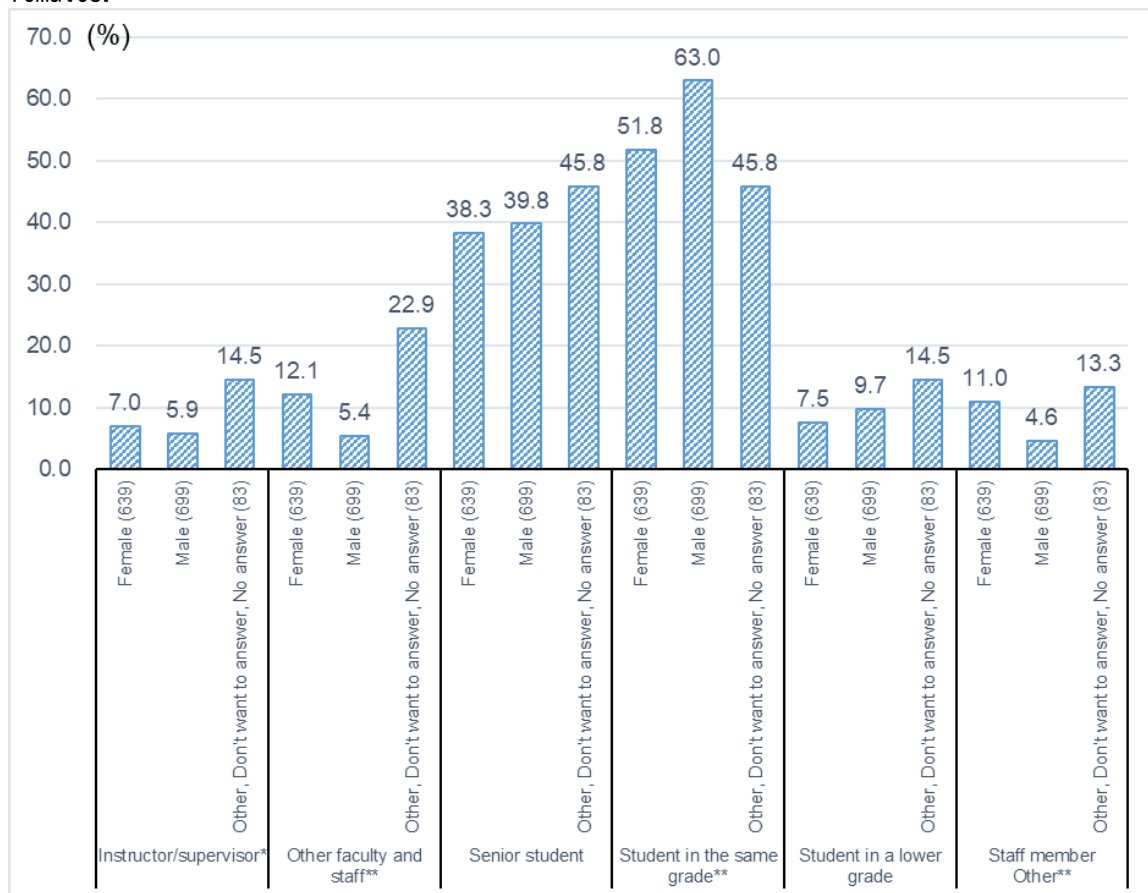


Figure 4-6 Distribution of Persons Involved Who Exercised Harassment by Gender of the Respondents

Note: The respondents were students. Limited to those who had experienced harassment.
 **indicates the statistically significant differences of a Chi-square test, with a significance level of 1%; * indicates the statistically significant differences seen with a significant level of 5%.

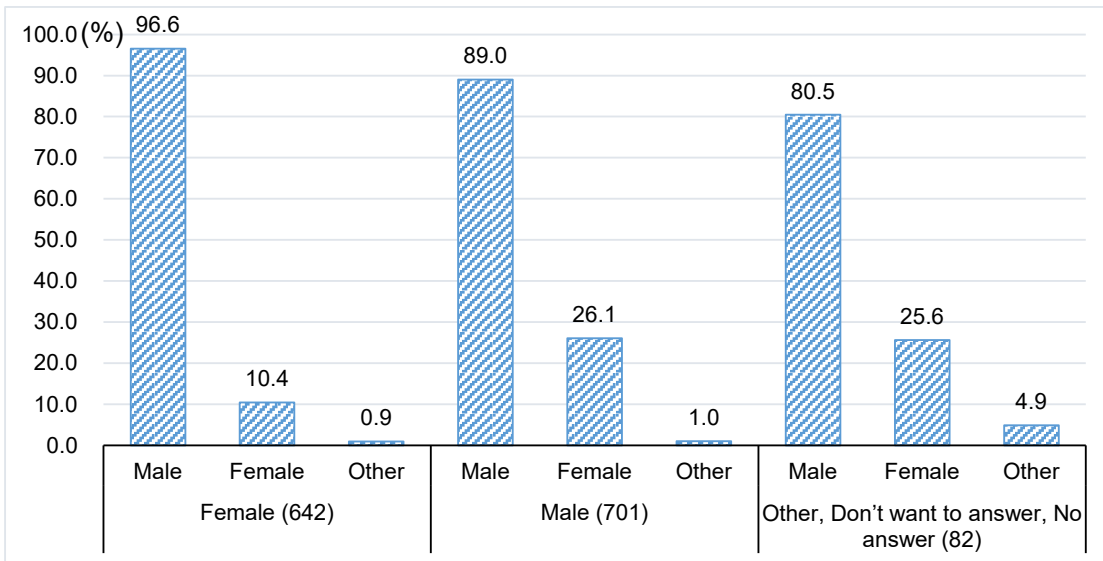


Figure 4-7 Distribution of Genders of Persons Involved Who Exercised Harassment Based on the Genders of Respondents

Note: The respondents were students. Limited to those who had experienced harassment.

The percentages of those persons who answered “Yes” to the question about whether they had been harassed multiple times by the same person differed based on the relationship with the person involved (see Figure 4-8). In Figure 4-8, we see that a small number of the people who experienced sexual harassment had been harassed by their supervisor or other faculty members. However, the percentage of those people who responded that they had been harassed multiple times by the same person was higher among those who said it was their instructor/supervisor. Compared to harassment among students, we can infer that sexual harassment by instructor/supervisors can easily become a continuous thing.

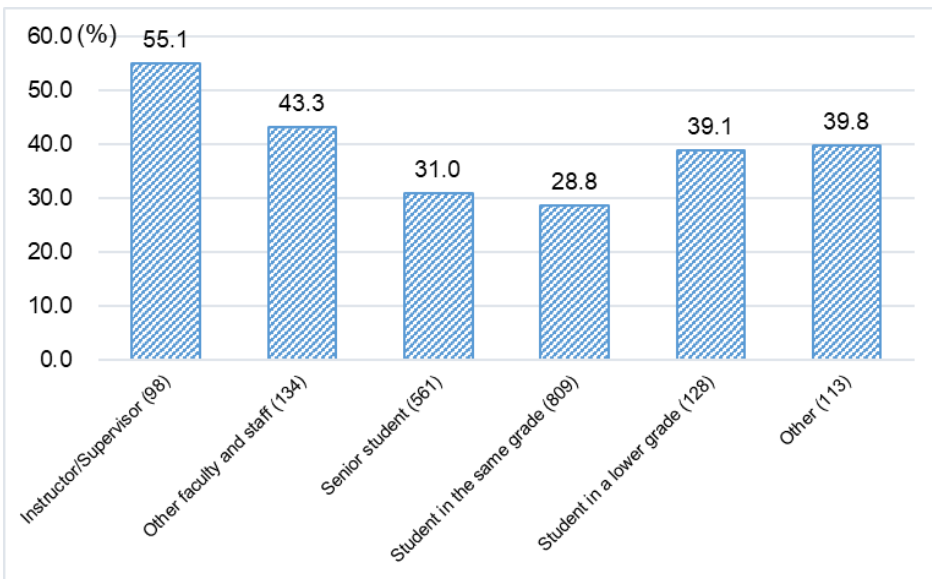


Figure 4-8 Percentage of Persons Who Were Harassed Repeatedly, Broken Down by Relationship with the Person Involved

Note: The respondents were students. Limited to those who had experienced harassment.

In what ways did students respond to such harassment? We looked at the distribution of responses based on the genders of the persons being harassed, whether the persons were international students, and who the person involved was⁵⁾ (see Figure 4-9). Among those individuals who experienced sexual harassment from their instructors/supervisors or other faculty, the percentage of those who responded, “I put up with the behavior/I yielded” was relatively high. The figure for those who said they were harassed by their instructors/supervisor stood at 42.9%, while that for those harassed by other faculty was 32.8%. As we saw in section 1, while many people thought they would convey their intension of rejecting such harassment from an instructor/supervisor, it is possible that doing so is not easy in those cases where they are actually harassed. On the other hand, it’s not that most of the people who experienced harassment from a senior or a student in the same grade did not clearly reject it, so much as the percentage of those who weakly rejected it with “I implicitly or jokingly suggested that I disliked the behavior” was relatively high. The percentage of those who answered “I made clear that I disliked the behavior/I protested” was around 10%, regardless of the person involved. Looking at the genders of the respondents, the percentage of females who selected “I made clear that I disliked the behavior/I protested” was slightly higher than that of males. Meanwhile, males were proportionally more likely to select “I implicitly or jokingly suggested that I disliked the behavior.” Among those who selected “Other, Don’t want to answer, No answer” for gender, the percentage of selecting “I made clear that I disliked the behavior/I protested” were roughly equivalent to those of females, while those of selecting “I put up with the behavior/I yielded” were higher than both males and females. Also, the percentage of international students who selected, “I made clear that I disliked the behavior/I protested” stood at 26.0%, which was close to 15 points higher than the 9.7% of non-international students who chose the same. The probability of international students being subject to harassment was lower than that of non-international students, and there is a tendency among international students to clearly reject such behavior.

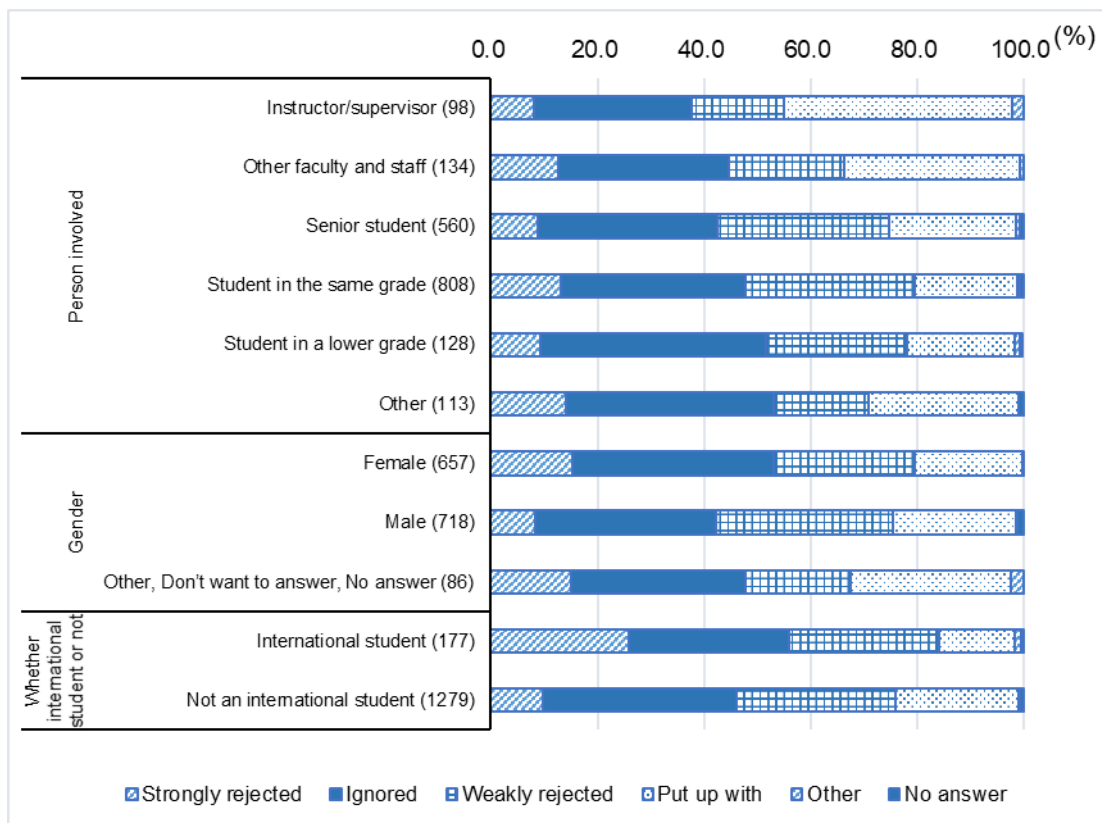


Figure 4-9 Distribution of Responses to Harassment

Note: The respondents were students. Limited to those who had experienced harassment.

4. Effect of Sexual Harassment

What sorts of effects does being subjected to sexual harassment have on a student? This survey asked about the following 12 items relating to what sorts of effects the aforementioned experiences had. This was a multiple-choice format, and respondents were asked to choose all of those that applied.

- 1) I did not experience any particular change.
- 2) It affected my research and studies.
- 3) I changed my career plans.
- 4) I came to distrust, feel disgust at, or fear other people.
- 5) I stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened.
- 6) I stopped going to school.
- 7) I didn't feel like doing anything and stayed at home.
- 8) I started blaming myself because I thought I was at fault, too.
- 9) I couldn't sleep well, lost appetite, or suffered other health problems.
- 10) I felt depressed, became aggressive to others, and became emotionally unstable.
- 11) I harmed myself or attempted suicide.
- 12) Other

The distribution of responses is presented in Figure 4-10. Some 61.0% of persons who had experienced sexual harassment responded, “I did not experience any particular change.” On the other hand, the facts that 24.7% selected “I came to distrust, feel disgust at, or fear other people” and 12.5% chose “I felt depressed, became aggressive to others, and became emotionally unstable” show that some experienced a deterioration in their mental state. Also, the percentage of those who said, “I stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened” was over 10%. Furthermore, while the numbers are very small, there are some who experienced severe effects to the degree that they harmed themselves or attempted suicide.

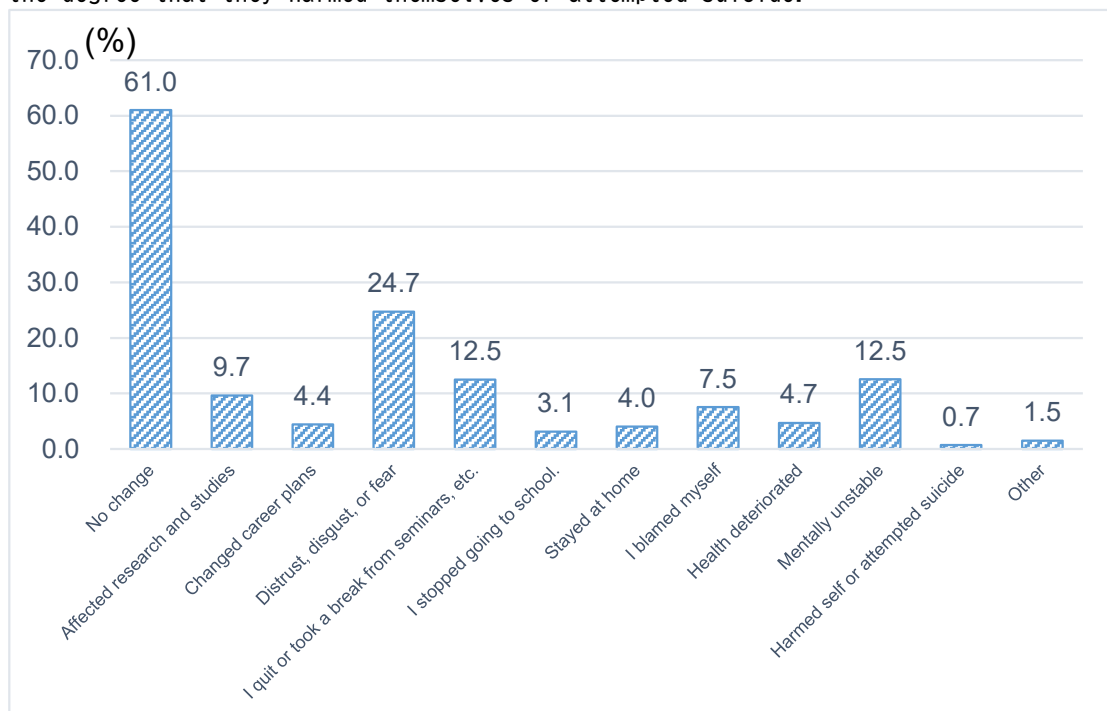


Figure 4-10 Distribution of the Effects of Sexual Harassment

Note: The respondents were students. Limited to those who experienced harassment. Those respondents who chose no option were treated as missing values. N = 1419.

When we look at the differences in distribution of effects based on gender (see Figure 4-11), we see that the percentage of males who chose “I did not experience any particular change” reached 75.8%. Males were less likely to experience sexual harassment, and the percentage of those who said they were not particularly affected even when they experienced it was high. However, when it came to “I came to distrust, feel disgust at, or fear other people,” even among males more than 10% chose this as a response. The percentage of “I came to distrust, feel disgust at, or fear other people” responses was high for females (35.7%) and respondents who chose “Other, Don’t want to answer, No answer” regarding gender (46.0%). Additionally, among females and “Other, Don’t want to answer, No answer” gender persons, more than 10% selected “It affected my research and studies,” “I stopped going to the place, stopped participating in the activity, or quit the group where it happened,” “I blamed myself,” or “I became mentally unstable.” From this, we see that more than a few female or “Other, Don’t want to answer, No answer” gender students experienced effects not only mentally but also in terms of their studies, research, and participation in club/circle activities.

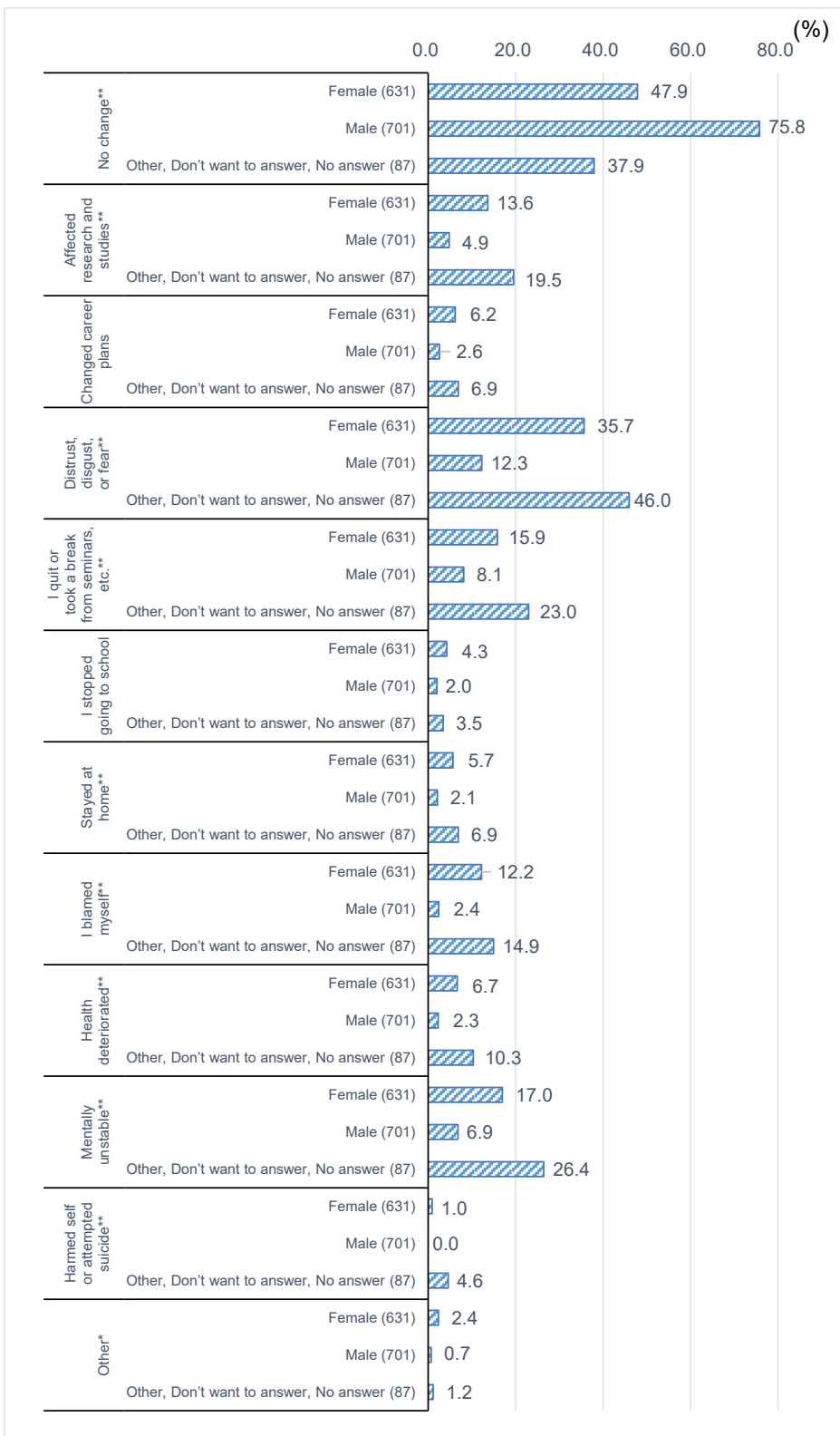


Figure 4-11 Distribution of the Effects of Sexual Harassment by Gender

Note: The respondents were students. Limited to those who experienced harassment. **indicates the statistically significant differences from results of a Chi-square test, with a significant level of 1%; * indicates the statistically significant difference based on gender with a significant level of 5%.

The effects also differed depending on who the person involved was. Table 4-2 shows the distribution of effects based on the person involved who exercised sexual harassment. Although relatively few people were harassed by their instructor/supervisor, the percentage of those who responded, "I did not experience any particular change" was relatively low when harassed by their supervisor compared to those cases in which some other person was the harasser. The percentage of those who said "It affected my research and studies" stood at 39.2% and that of those who said "I became mentally unstable" stood at 34.0%, which both scored 10 points higher than harassment from any other individual. Even in the case of harassment by other faculty, the percentages of those who responded "It affected my research and studies" or "I came to distrust, feel disgust at, or fear other people" were relatively high. Compared to the harassment by faculty members, the percentage of those who were affected by harassment among students was relatively low. However, more than 20% said "I came to distrust, feel disgust at, or fear other people," while more than 10% had experiences that resulted in "I stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened" or "I became mentally unstable."

The effects also differed depending on who the person involved was. Table 4-2 shows the distribution of effects based on the person involved who exercised sexual harassment. Although relatively few people were harassed by their instructor/supervisor, the percentage of those who responded, "I did not experience any particular change" was relatively low when harassed by their supervisor compared to those cases in which some other person was the harasser. The percentage of those who said "It affected my research and studies" stood at 39.2% and that of those who said "I became mentally unstable" stood at 34.0%, which both scored 10 points higher than harassment from any other individual. Even in the case of harassment by other faculty, the percentages of those who responded "It affected my research and studies" or "I came to distrust, feel disgust at, or fear other people" were relatively high. Compared to the harassment by faculty members, the percentage of those who were affected by harassment among students was relatively low. However, more than 20% said "I came to distrust, feel disgust at, or fear other people," while more than 10% had experiences that resulted in "I stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened" or "I became mentally unstable."

Table 4-2 Distribution of the Effects of Harassment by Person Involved (Shown as %)

The respondents were students; Limited to those who had experienced harassment.
Position of person involved x Effect of harassment (Q7_1_2, Q7_2_2, Q11)

| | No change | Affected research and studies | Changed career plans | Distrust, disgust, or fear | I quit my seminar or club/circle | I stopped going to school. |
|---------------------------------|-----------|-------------------------------|----------------------|----------------------------|----------------------------------|----------------------------|
| Instructor/supervisor (97) | 33.0 | 39.2 | 19.6 | 35.1 | 22.7 | 9.3 |
| Other faculty and staff(134) | 49.3 | 26.1 | 13.4 | 32.8 | 16.4 | 6.7 |
| Senior student (549) | 57.4 | 9.5 | 4.7 | 27.7 | 13.8 | 4.0 |
| Student in the same grade (779) | 63.4 | 6.7 | 2.6 | 23.5 | 12.7 | 2.7 |
| Student in a lower grade (124) | 54.0 | 11.3 | 4.0 | 32.3 | 15.3 | 6.5 |
| Other (112) | 46.4 | 14.3 | 10.7 | 38.4 | 17.0 | 6.3 |

| | Stayed at home | I blamed myself alth deteriora | Mentally unstable | Harmed self or attempted suicide | Other |
|---------------------------------|----------------|--------------------------------|-------------------|----------------------------------|-------|
| Supervisor (97) | 11.3 | 11.3 | 19.6 | 34.0 | 4.1 |
| Other faculty (134) | 7.5 | 6.7 | 13.4 | 17.9 | 4.5 |
| Senior student (549) | 4.9 | 7.7 | 4.4 | 12.6 | 1.3 |
| Student in the same grade (779) | 3.5 | 8.0 | 3.1 | 12.8 | 0.9 |
| Student in a lower grade (124) | 4.0 | 14.5 | 7.3 | 13.7 | 0.0 |
| Other (112) | 8.0 | 9.8 | 11.6 | 17.0 | 6.3 |

Below, based on having categorized the effects of the foregoing 12 items into “No effect,” “Affected schoolwork or career path,” “Absences or withdrawals,” and “Deterioration in health,” we analyzed if such effects were resulted from whichever situation.

- No effect: “I did not experience any particular change”
- Affected schoolwork or career path: “It affected my research and studies” or “I changed my career plans.”
- Absences or withdrawals: “I stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened,” “I stopped going to school,” and “I didn’t feel like doing anything and stayed at home.”
- Deterioration in health: “I came to distrust, feel disgust at, or fear other people,” “I started blaming myself because I thought I was at fault, too,” “I couldn’t sleep well, lost appetite, or suffered other health problems,” I felt depressed, became aggressive to others, and became emotionally unstable,” and “I harmed myself or attempted suicide.”

When conducting a logistic regression analysis, it was confirmed that there were differences in the effects of harassment depending on the attributes of the person harassed and their relationship with the perpetrator (Table 4-3). We can see that compared to females or “Other, Don’t want to answer, No answer” gender persons, males are more likely to select “I did not experience any particular change.” It was also apparent that males are less affected regardless of type of effect. Also, at the time that harassment was experienced, compared to undergraduate students, the probability of harassment having “No effect” was lower for graduate students, and the probability of experiencing “Affected schoolwork or career path” or “Deterioration in health” was higher. For international students, the probability of responding “No effect” was relatively higher.

The effects differed depending on the person involved who exercised harassment. For those who experienced harassment from an instructor/supervisor, the probability of saying there was no effect was low. At the same time, the probability was high it resulting in some effect, including “Affected schoolwork or career path,” “Absences or withdrawals,” and “Deterioration in health.” In short, the effects of harassment by an instructor/supervisor are wide-ranging. Also, harassment from faculty members other than an instructor/supervisor increased the probability of “Affected schoolwork or career path.” The tendency for harassment from senior students or students in the same grade to have an effect could also be seen, but the aspects of the effect from such harassment are different from those from faculty members. Specifically, the probability of answering “Absences or withdrawals” and “Deterioration in health” was higher. Furthermore, being harassed repeatedly by the same person involved increased the probability of all types of effects being felt.

Table 4-3 Determinants for Effects of Harassment

Therespondents were students; Limited to those who had experienced harassment.

| | No effect | | Affected schoolwork or career path | | Absences or withdrawals | | Deterioration in health | |
|---|-------------|----------------|------------------------------------|----------------|-------------------------|----------------|-------------------------|----------------|
| | Coefficient | Standard error | Coefficient | Standard error | Coefficient | Standard error | Coefficient | Standard error |
| Gender (Standard: male) | | | | | | | | |
| Female | -1.143 | 0.129 ** | 0.819 | 0.218 ** | 0.573 | 0.176 ** | 1.333 | 0.139 ** |
| Other, Don't want to answer, No answer | -1.305 | 0.266 ** | 0.819 | 0.382 * | 0.846 | 0.297 ** | 1.492 | 0.271 ** |
| School year at the time (standard: undergraduate) | | | | | | | | |
| Graduate student (including research student) | -0.355 | 0.160 * | 0.672 | 0.248 ** | 0.381 | 0.210 + | 0.515 | 0.165 ** |
| Other | 0.142 | 0.517 | 1.181 | 0.655 + | -1.297 | 1.226 | 0.362 | 0.521 |
| International student | 0.502 | 0.218 * | -0.785 | 0.360 * | -0.225 | 0.272 | -0.833 | 0.236 ** |
| Person involved | | | | | | | | |
| Instructor/supervisor | -1.096 | 0.251 ** | 1.675 | 0.288 ** | 0.683 | 0.273 * | 0.863 | 0.254 ** |
| Other faculty and staff | -0.158 | 0.225 | 0.921 | 0.285 ** | 0.092 | 0.264 | -0.156 | 0.239 |
| Senior student | -0.396 | 0.141 ** | 0.174 | 0.220 | 0.369 | 0.179 * | 0.293 | 0.147 * |
| Student in the same grade | -0.270 | 0.150 + | -0.034 | 0.244 | 0.397 | 0.199 * | 0.399 | 0.156 * |
| Student in a lower grade | -0.179 | 0.215 | 0.019 | 0.342 | -0.040 | 0.261 | 0.260 | 0.220 |
| Sexually harassed multiple times by the same person | -1.261 | 0.131 ** | 1.573 | 0.201 ** | 1.215 | 0.163 ** | 1.229 | 0.134 ** |
| Section | 1.934 | 0.176 ** | -3.887 | 0.298 ** | -3.144 | 0.243 ** | -2.434 | 0.188 ** |
| McFadden pseudo coefficient of determination | 0.148 | | 0.230 | | 0.097 | | 0.161 | |
| Model χ^2 squared value | 220.38 | | 166.34 | | 99.72 | | 225.33 | |
| N | 1372 | | 1372 | | 1,372 | | 1372 | |

Note:** p < 0.01, * p < 0.05, + p < 0.1

5. Conclusion

In this chapter, we investigated awareness, experience, and the effects of sexual harassment among students. Students at The University of Tokyo have a shared awareness that such behaviors as commenting on someone’s appearance, private life, and sexual orientation, attempting to engage in unwanted personal relationships, and the imposition of gender roles, among other behaviors, constitute sexual harassment. However, awareness of whether or not such behaviors are “always” deemed as harassment varies among genders. The percentage of females and “Other” gender individuals who “always” deem these behaviors as sexual harassment is high. In contrast, the percentage of males who deem these behaviors to be sexual harassment “depending on the situation” is high. The gaps in such awareness are particularly large with respect to such items as emphasizing gender roles, making comments about appearance, and prying into personal lives. It is suggestive that the fact that there are gaps in awareness—including under what circumstances (relationship, situation, and frequency, etc.) certain behaviors may be acceptable—can give rise to sexual harassment.

The experiences of sexual harassment and its effects differed depending on gender. The percentages of those who experienced harassment at The University of Tokyo or a related location were higher for females and those who selected "Other" for gender than those of males. In particular, for those graduate schools and undergraduate faculties/college where the ratio of females is particularly low, the probability of a female experiencing harassment was high. These tendencies emerge in such forms of harassment as becoming the object of sexual topics, being put in environment where sexual topics and images are close at hand, and having gender-based roles imposed. It indicates that those topics that regularly emerge in environments where males are the majority can be perceived by females as harassment. Also, the effects of having been subjected to harassment are greater for females and those who selected "Other, Don't want to answer, No answer" for gender than they are for males. This indicates not only that such persons are more easily affected by harassment, but it is also having a serious impact on university student life.

However, we are also aware based on this survey that males also are not immune to the impact of sexual harassment although the probability rates are low. While the probability of sexual harassment having a severe impact on males is lower than that on females, more than 10% answered, "I came to distrust, feel disgust at, or fear other people." There is a tendency for the percentage of males who make clear that some behavior is harassment to be lower than that of females, and males tend to try to implicitly convey their rejection of such behavior. It will be necessary to recognize the fact that such sexual harassment directed toward males also exists. When we compare international students and non-international students, we see that non-international students are more likely to be subjected to sexual harassment and feel more difficulty in clearly rejecting it when they experience it and that its effects tend to be considerable. Given that non-international students are more deeply immersed in the personal relationships of the university, it may be more difficult to get rid of harassment.

Most of the sexual harassment at The University of Tokyo or in environments related to it occurs among students. The percentages of harassment from faculty and particularly from instructor/supervisors is relatively low. However, this chapter's analysis shows that should it occur once, it can easily have serious effects. When a member of faculty is the person involved, the percentage of students who will put up with and accept it is high, and percentage of those who repeatedly experience harassment is high compared to that among students. As a result, not only do students become mentally unstable, but it can easily result in effects on their schoolwork and research, and lead to them absenting themselves from university or seminar. Also, compared with males and females, the percentage of those individuals who identify themselves as "Other, Don't want to answer, No answer" gender who experienced harassment from faculty was relatively high. For a student, the effects of being harassed by faculty are large. It will be necessary to increase awareness about harassment by not only students but also faculty, including with respect to understanding of the LGBTQ community.

Notes

- 1) The levels of awareness that certain behaviors constituted sexual harassment were even lower when it came to “By students in a higher grade or a person of a higher rank than you,” “By students in the same year or lower grade than you,” “Asks you to sit next to him/her at a drinking party,” “Asks you about your private life, including whether you are seeing someone, married, or have a child,” and “Asks you out for a meal or a date.” More than 20% of males and around 20% of females did not deem these behaviors as amounting to sexual harassment. However, the percentage of those who identified as “Other” in terms of gender who responded “Cannot be deemed as sexual harassment” exceeded 20% only with respect to “students in the same or lower grades asks you to sit next to him/her at a drinking party.”
- 2) While 66 respondents identified themselves as “Other” with respect to gender, since one of these individuals did not respond to questions about their awareness of sexual harassment, the total was treated as 65.
- 3) “Not applicable (I don’t have an instructor/supervisor)” results were excluded from the analysis.
- 4) Regarding position/status at the time when the harassment occurred (when it occurred repeatedly, at the time when the “most upsetting experience” occurred), 83.3% of those persons who experienced harassment, in a master’s program, and graduated from The University of Tokyo, and 68.6% of those students who experienced harassment, in a doctoral program, and graduated from The University of Tokyo said it was “an undergraduate.”
- 5) Some of the “Other” responses are included among the other response options, based on the content of open-ended answer. For example, “I managed to get away with the situation” was included in “Put up with it, yielded.”

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

Summary

- 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 it was their colleagues who 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.

1. About the Chapter

In this chapter, based on the responses to Q2 through Q11 in the survey for faculty and staff, we will investigate what sorts of persons tend to be victims or perpetrator. We will also identify the nature of particularly frequent forms of sexual harassment and the situations in which people get victimized, thereby referring to what is required people from being victims of sexual harassment. Specifically, the following items were investigated.

- Whether the victims’ sexual harassment awareness differed based on the status/position of perpetrator
- What sorts of behaviors were recognized as sexual harassment
- Did the degree to which the victim express disgust differ based on the status/position of the perpetrator
- Experiences of sexual harassment at The University of Tokyo
- Situations that result in sexual harassment
- Status and response of victim when subjected to sexual harassment
- Absence or presence of counseling over sexual harassment and changes for the victim

In this chapter, the numbers of people included in such independent variables as gender, age, and nationality in the data that is the subject of analysis are as presented below (the figures in parentheses are the numbers of people).

- Genders: Female (1,622), Male (1,918), Other, Don’t want to answer (71)
- Ages: 20s or younger (220), 30s (825), 40s (1,210), 50s (1,007), 60s or older (349)
- Nationality: Foreign nationality (118), Not foreign nationality (3,493)
- Limited term contract: Limited term (1,582), Not limited term (2,029)
- Short-time working terms: On short-time working terms (918), Not on short-time working terms (2,693)
- Position
 - Faculty (total 1,492): The breakdown of positions is as follows. Professor (426), Associate professor (319), Lecturer (64), Assistant professor, assistant (247), Project professor (36), Project associate professor (34), Project lecturer (24), Project assistant professor (104), Project researcher (218).
 - Staff (total 2,119): The breakdown of positions is as follows. Administrative staff (1,181), Technical staff (212), Medical staff (42), Project academic support specialist, Project academic support staff, Project senior specialist, Project specialist (517), Other (167)

2. Perpetrators and Sexual Harassment Behavior

2.1 Status/Position of Perpetrators and Victims’ Sexual Harassment Awareness

Might there be difference in the degree to which a victim is aware of the behavior concerned being sexual harassment between those cases in which the perpetrator is “Faculty member in position of responsibility or Superior” and those cases in which the perpetrator is “Colleague.” Also, in such cases, are there unique

characteristics owing to the gender or nationality of the victim? Of the attributes for the faculty and staff who responded to this survey, which include gender (Female, Male, Other/Do not want to answer); age¹⁾ (20s or younger, 30s, 40s, 50s, 60s or older); the number of years of continuous service (less than 5 years, 5 to 10 years, 10 to 15 years, 15 to 20 years, more than 20 years); current position²⁾ (faculty, staff); limited-term contract for position (limited-term contract, not limited term); short-time working terms for position (on short-time working terms, not on short-time working terms); nationality (foreign nationality, Japanese nationality); and type of perpetrator (Faculty member in position of responsibility or Superior, Colleague), all but the number of years of continuous service were used as explanatory variables for the ordinal logistic regression analysis we carried out. For objective variables, we used the responses (1. I think the behavior is always deemed as such; 2. I think it can be deemed as such; 3. I think it cannot be deemed as such) to Q2_1: "When an executive faculty member or your boss does the following" and Q2_2: "When your colleague or peer faculty/staff member does the following to you."

The objective variables were prepared using the following procedure. First, the responses about sexual harassment awareness regarding each of the 10 specific behaviors in Q2_1 and Q2_2 were added, and combined scores were computed (range of combined scores was 10-30, standard deviation 3.547, median 14.0, average 14.703). Next, using a quartile of the combined score, we divided the combined score up into three groups: (1) smallest value up to 25%, (2) greater than 25% to 75%, and (3) greater than 75% to the maximum value. We then labeled group (1) "3" (Always deemed as such), (2) "2" (Can be deemed as such), and (3) "1" (Cannot be deemed as such).²⁾ Our analysis was carried out excluding the variables of "Male," "60s or older," "Staff," "Not limited-term," "Not short-time working terms," "Not foreign nationality," and "By colleague" that are regarded as the standard categories.³⁾⁴⁾ The results are shown in Table 5-1.

Table 5-1 Specific Reasons for Awareness of Sexual Harassment from Faculty Member in Position of Responsibility, Superior, or Colleague

| | | Q2_1 and Q2_2 | | | |
|--|-----------------------------|--------------------------------|------------|----------------|-----|
| Independent variable | | Partial regression coefficient | Odds ratio | Standard error | |
| Gender | Female | 0.214 | 1.238 | 0.054 | *** |
| | Other, Don't want to answer | 0.850 | 2.339 | 0.168 | *** |
| Age | 20s or under | -0.819 | 0.441 | 0.117 | *** |
| | 30s | -0.726 | 0.484 | 0.087 | *** |
| | 40s | -0.485 | 0.616 | 0.084 | *** |
| | 50s | -0.358 | 0.699 | 0.085 | *** |
| Faculty member | | 0.431 | 1.538 | 0.054 | *** |
| Yes, I am on a limited term contract. | | -0.200 | 0.819 | 0.052 | *** |
| On short-time working terms | | 0.010 | 1.010 | 0.063 | |
| Foreign nationality | | -1.240 | 0.289 | 0.139 | *** |
| From someone in position of responsibility, Superior | | 0.421 | 1.523 | 0.044 | *** |
| (Constant 1) | | 0.954 | 2.596 | 0.087 | *** |
| (Constant 2) | | -1.015 | 0.362 | 0.087 | *** |
| Nagelkerke coefficient of determination | | 0.057 | | | |
| Model χ squared value | | 374.915 | | | |
| N | | 7222 | | | |

Note: +: $p < 0.10$, *: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$.

According to the results, among faculty who said their genders were either Female or “Other/Don’t want to answer,” they were most aware of it when the person was aged 60 or older. Based on the changes in the absolute value of the coefficient from 20s or younger to 50s in terms of ages, when the behavior concerned is from a faculty member in position of responsibility or a superior, the older the person gets, the easier it is for them to be aware of sexual harassment. In addition to these characteristics, other characteristics could also be seen such as not on limited term contract and not being of foreign nationality (essentially, a Japanese person). Though there is a tendency that relatively younger persons are more likely to experience sexual harassment (see Table 5-4, discussed below), the older a respondent is, the more proactively they are aware of sexual harassment. Based on the fact that there is a considerable difference in ages regarding awareness and experiencing harassment, there seems to be a need to raise awareness and provide education focusing on those age groups that are the focus of harassment.

Below, for reference, we present the response distribution for each item with respect to the explanation variables of gender, age, and nationality (Figures 5-1 through 5-3). If we scrutinize the distribution, we can see that the percentages of the responses “Can be deemed as sexual harassment depending on the situation” and “I think the behavior is always deemed as sexual harassment” fluctuate depending on the item, gender, age, and nationality. Also, we can see that there are those

items for which awareness changes depending on the status/position of the perpetrator.

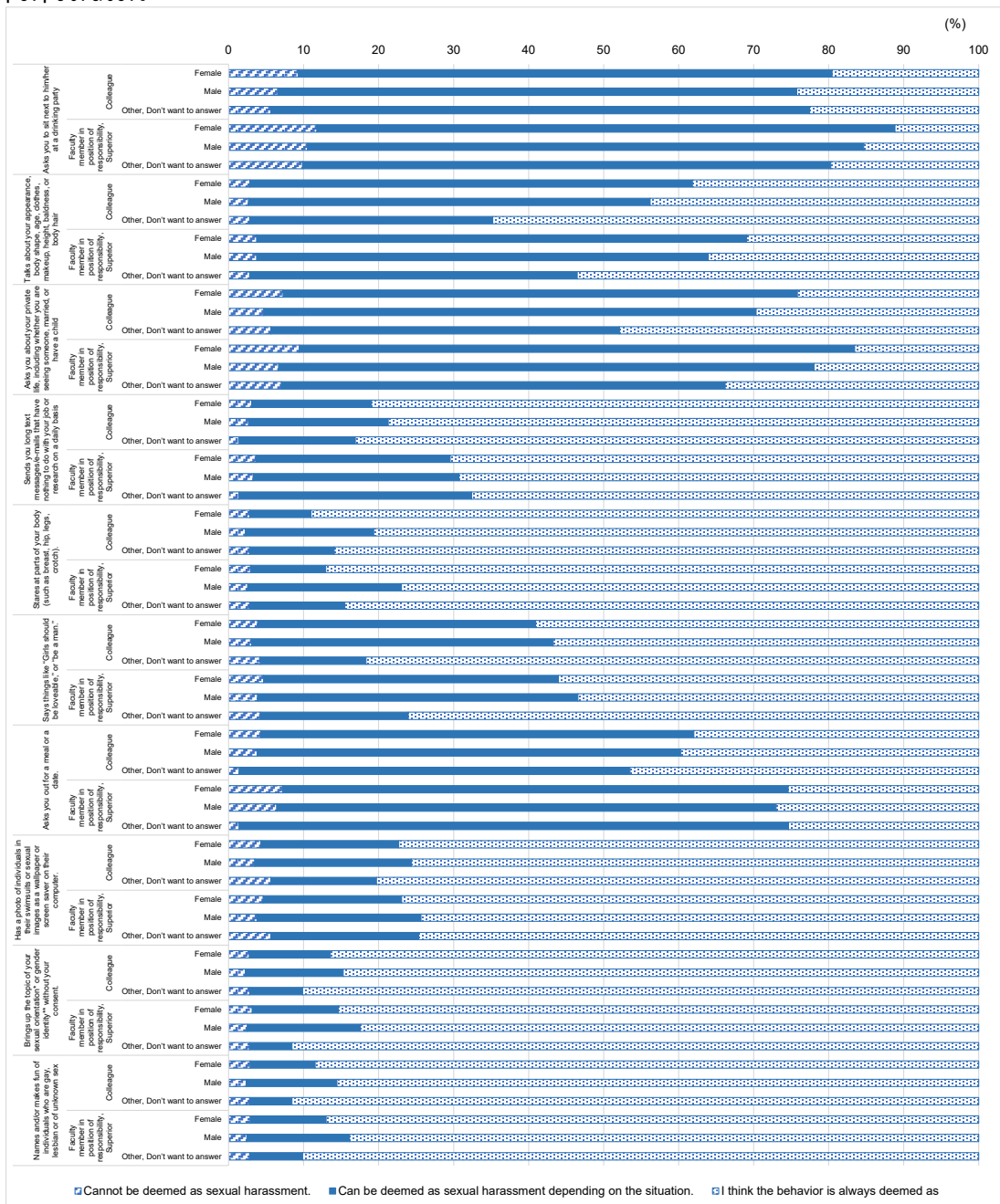


Figure 5-1 Distribution of Sexual Harassment Awareness Based on Gender of Victim

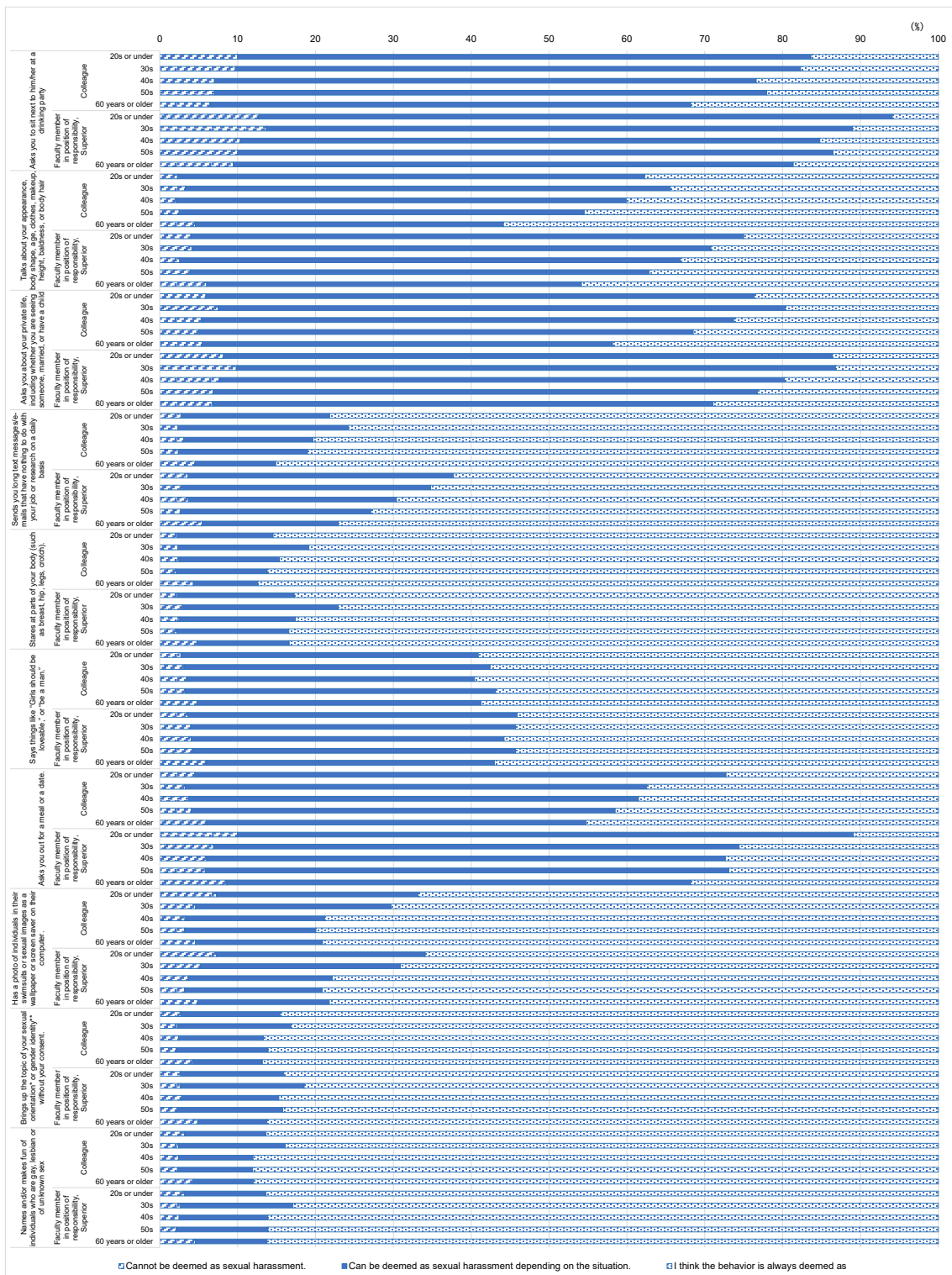


Figure 5-2 Distribution of Sexual Harassment Awareness Based on Age of Victim

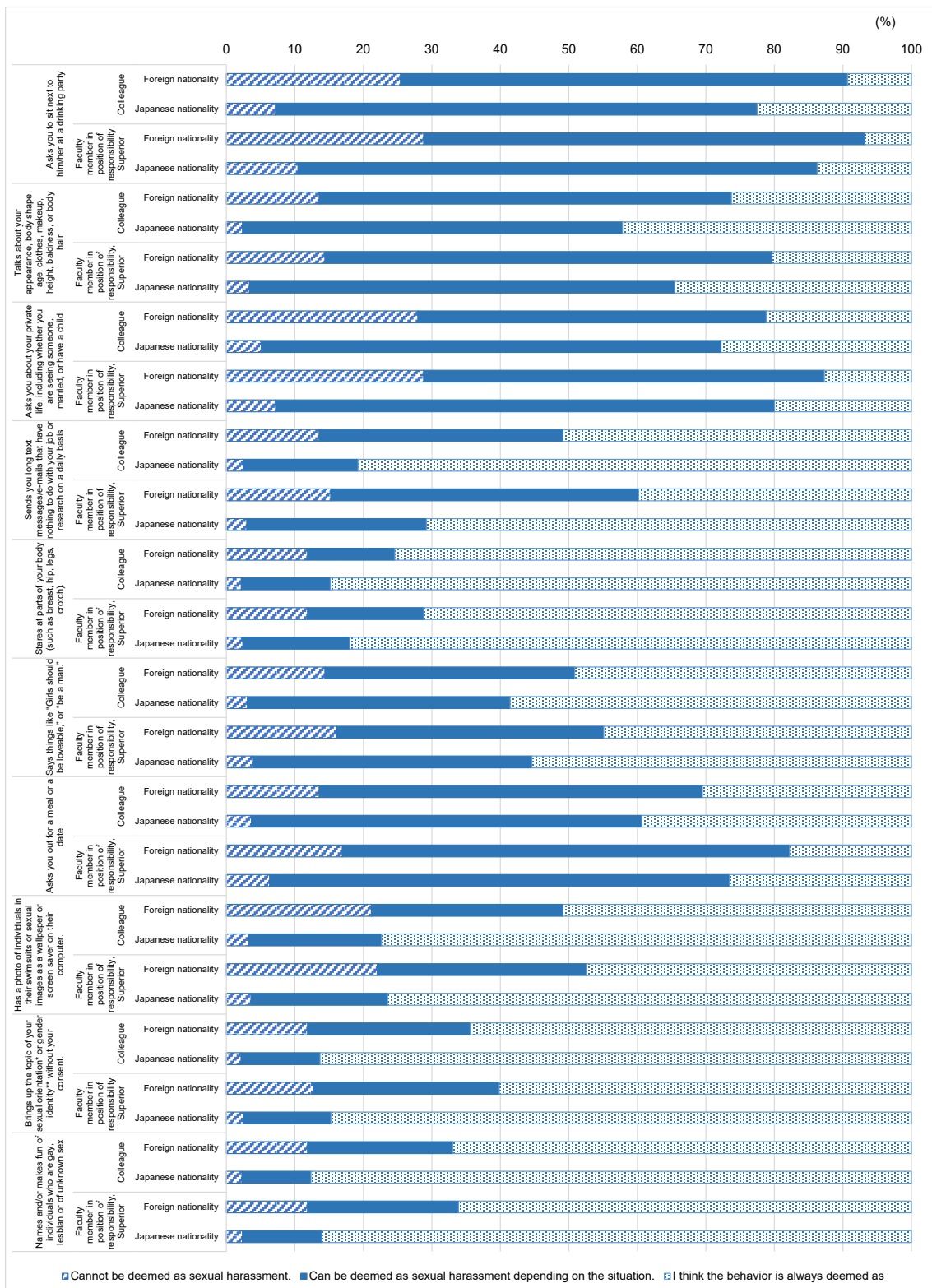


Figure 5-3 Distribution of Sexual Harassment Awareness Based on Nationality of Victim

2.2 Behaviors Recognized as Sexual Harassment

What sorts of behaviors were specifically recognized as sexual harassment For Figure 5-4, we sought the average values with respect to those responses where the victim recognized a specific behavior they had been subjected to as sexual harassment, and arranged the items from highest to lowest. The horizontal axis is the steps of response (1: Cannot be deemed as sexual harassment, 2: Can be deemed as sexual harassment depending on the situation, 3: I think the behavior is always deemed as sexual harassment). Figure 5-4 is based on data from when the perpetrator is a faculty member in position of responsibility or a superior, but when the perpetrator is a colleague, the order of the top three and bottom three behaviors did not change, while there was some fluctuation in the middle range. Accordingly, based on Figure 5-4, regardless of the status/position of the perpetrator, the following behaviors are particularly easy to be recognized 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;” and “Staring at parts of someone’s body (e.g., breast, hip, legs, crotch).”

The top two of the above-listed three behaviors can lead to defamation of character or outing of the victims. In particular, outing of someone is an extremely dangerous behavior that at its worst can develop into a situation that has a serious bearing on the life the victim.

Regarding behaviors other than those listed above as well, because their values are 2 or more, one can say there is a tendency for all these behaviors to be recognized as sexual harassment.

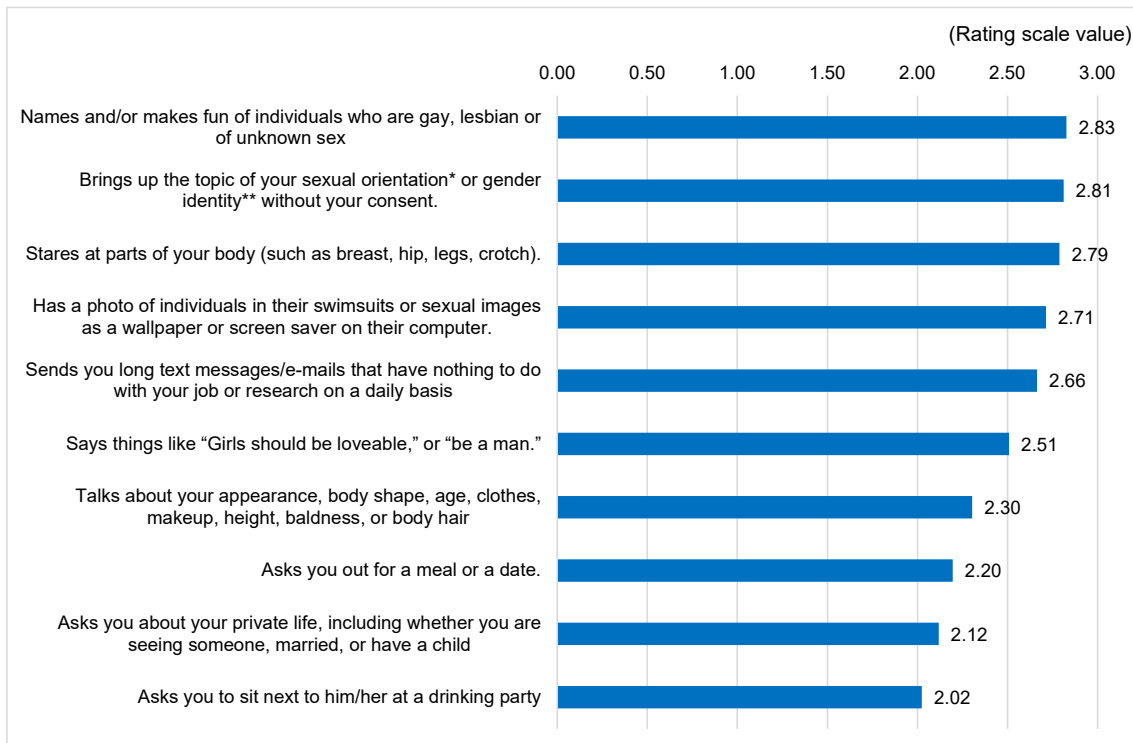


Figure 5-4 Sexual Harassment Awareness When the Behavior Is from a Faculty Member in Position of Responsibility or a Superior

3. Communicating Feeling of Disgust When Sexually Harassed

When someone has been the victim of sexual harassment, it would be desirable for the victim to be able to communicate their feeling of disgust to the perpetrator. However, it is possible that the ease of being able to do so may differ depending on the position or status of the perpetrator and the characteristics of the victim. In order to investigate this, we conducted an ordinal logistic regression analysis based on the options used in Q3 (1: Clearly convey the message that you dislike such behavior, 2: Implicitly convey the message that you dislike such behavior, 3: Do not convey the message) and the explanation variables used in Table 5-1. Our analysis was carried out excluding the variables of “Male,” “60s or older,” “Staff,” “Not limited-term,” “Not short-time working terms,” “Not foreign nationality,” and “By colleague” that are regarded as the standard categories. The results are shown in Table 5-2.

Table 5-2 Specific Reasons for Communicating Feelings of Disgust When Sexually Harassed

| | | Q3_1 and Q3_2 | | |
|--|-----------------------------|--------------------------------|------------|----------------|
| Independent variable | | Partial regression coefficient | Odds ratio | Standard error |
| Gender | Female | 0.009 | 1.009 | 0.058 |
| | Other, Don't want to answer | -0.127 | 0.881 | 0.172 |
| Age | 20s or under | -1.239 | 0.290 | 0.127 *** |
| | 30s | -1.143 | 0.319 | 0.094 *** |
| | 40s | -0.722 | 0.486 | 0.090 *** |
| | 50s | -0.470 | 0.625 | 0.091 *** |
| Faculty member | | 0.311 | 1.365 | 0.057 *** |
| Yes, I am on a limited term contract. | | -0.005 | 0.995 | 0.055 |
| On short-time working terms | | 0.165 | 1.179 | 0.068 * |
| Foreign nationality | | 1.027 | 2.792 | 0.143 *** |
| From someone in position of responsibility, Superior | | -0.514 | 0.598 | 0.047 *** |
| (Constant 1) | | 3.678 | 39.575 | 0.106 *** |
| (Constant 2) | | 0.440 | 1.552 | 0.093 *** |
| Nagelkerke coefficient of determination | | 0.069 | | |
| Model χ^2 squared value | | 421.927 | | |
| N | | 7222 | | |

Note: +: $p < 0.10$, *: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$.

According to these results, there was a tendency for victims to communicate feelings of disgust in those cases where they are faculty, their age is older, they are of foreign nationality, or they are short-time working terms. However, there was also a tendency for victims to find it easier to make clear their feelings when the perpetrator is a colleague than when it is a faculty member in position of responsibility or a superior. The gender of the victim and limited-term contract status did not play a role in these results.

For the victims of harassment, even though they are more likely to recognize a behavior as sexual harassment when it is done by a faculty member in position of responsibility or superior (Table 5-1), they felt it was more difficult to communicate their feelings of disgust to persons in such positions when they

experienced it. There are more cases in which an older individual or faculty member who finds it easy to communicate their disgust when they have a relatively strong status/position in their research office or undergraduate/graduate organization. For that reason, it may be presumed that they have relatively less resistance to communicating their opinions to the people around them.

On the other hand, younger faculty and staff tend to be sensitive to appraisals by faculty and superiors who are older or have higher position than they do in order to maintain their position in various senses within the organization. Some measures will need to be taken as organizations so that the voices of faculty and staff who are of a status/position where it is difficult to make clear their feelings of disgust when having been subjected to sexual harassment. Furthermore, the mere fact that a person of such a status or position does not clearly express themselves does not mean we should assume such things as “They probably were not sexually harassed” and “If it’s just this degree, it’s probably not seen as sexual harassment.” Perpetrators will need to pay attention. In addition, persons in the surroundings at the workplace will also need to pay proactive attention.

With regard to faculty of foreign nationality, in describing the results of Table 5-2 together with those of Table 5-1, it may be presumed that while the percentages of such faculty who recognize a specific behavior as sexual harassment is low, there is a tendency for them to communicate to the person involved their feelings of disgust about the behavior. This is the opposite of that for faculty who are not of a foreign nationality. The situation here is that faculty who are not of foreign nationality (essentially, a Japanese person) are more likely to be aware of a specific behavior as sexual harassment but do not often communicate to the person involved their feelings of disgust about the behavior.

Regardless of the position or nationality (culture) of a faculty or staff member, the crucial issue is creating a workplace environment where members can more easily communicate how they feel to the person involved and where their voices are listened to. Going forward, in particular for Japanese staff, it will be necessary to put in place measures to provide them with opportunities to learn through on-campus training about methods for asserting themselves and the language to use when they are subjected to harassment.

Below, for reference, we present the response distribution for each item with respect to the explanation variables of gender, age, and nationality (Figures 5-5 through 5-7).

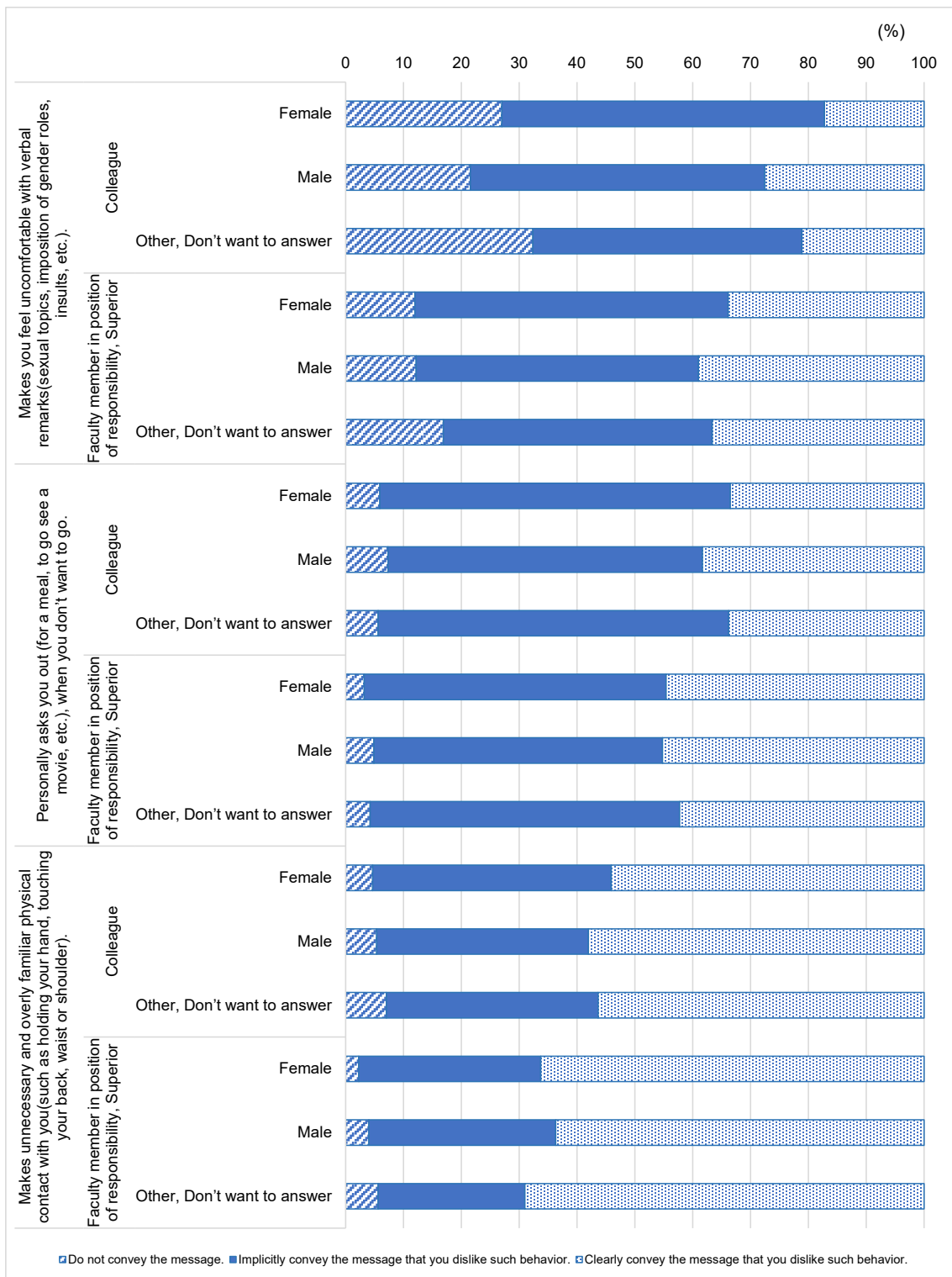


Figure 5-5 Distribution of Emotional Expression Based on Gender of Victim

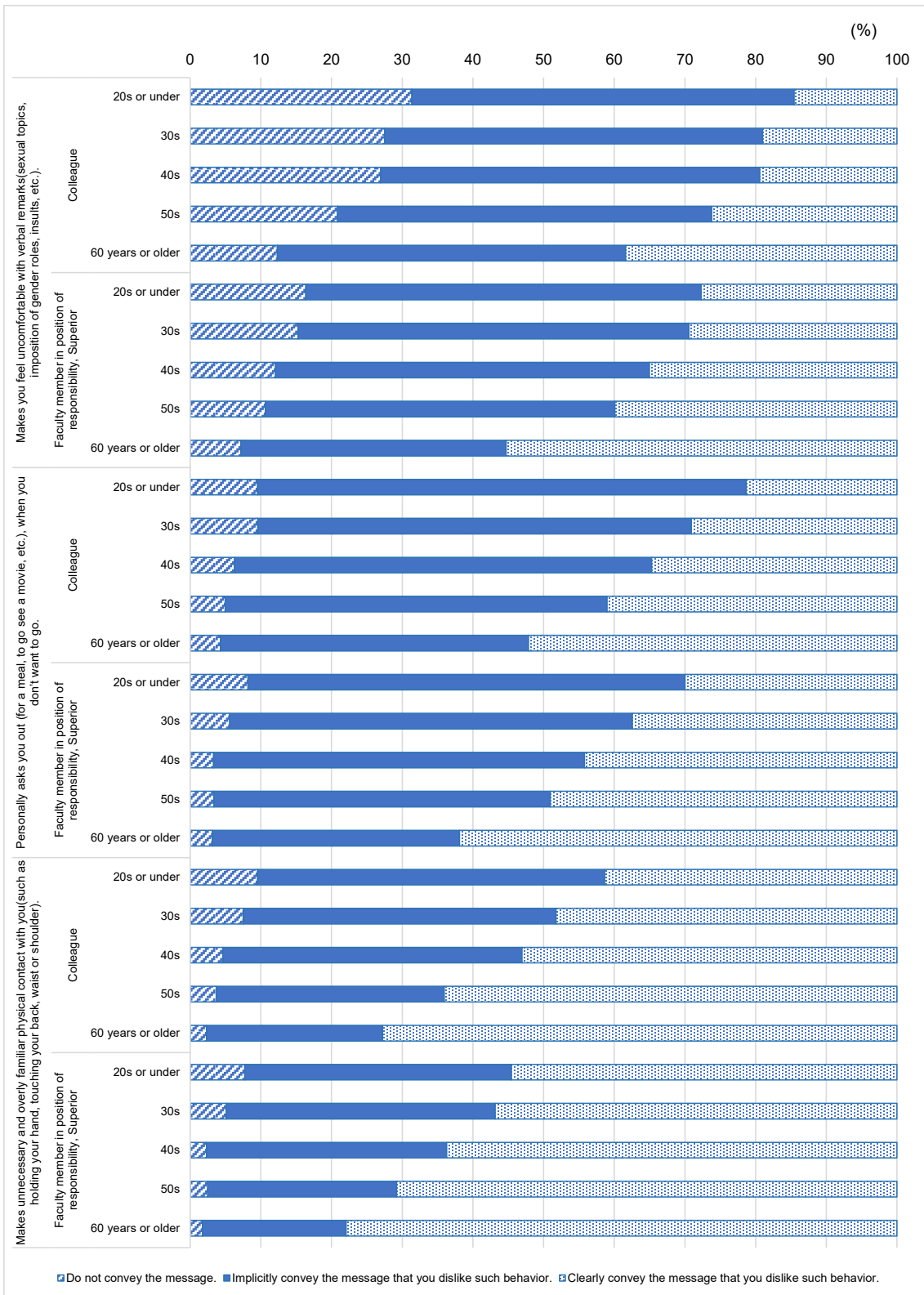


Figure 5-6 Distribution of Emotional Expression Based on Age of Victim

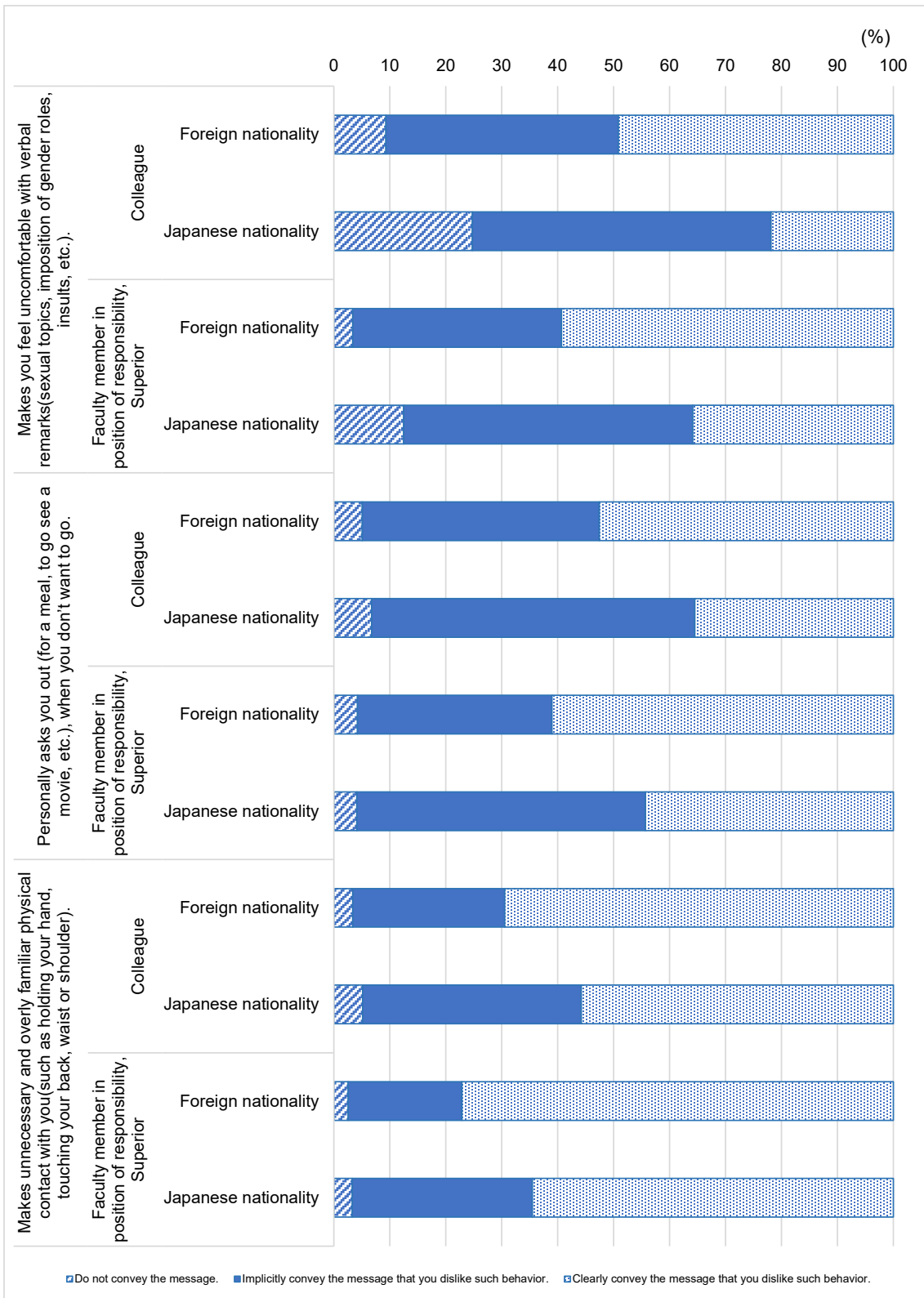


Figure 5-7 Distribution of Emotional Expression Based on Nationality of Victim

4. Experiences of Sexual Harassment at The University of Tokyo

Figure 5-8 presents the behaviors concerned arranged in the order of the percentages, arranged high to low, that were selected by persons (N=869) who chose “1: I have been subjected to such behavior” from among the four response options below to the question: Q4 ” Have you ever been subjected to behaviors described below in (a)-(m), perpetrated by someone who is a member (student, faculty, or staff) or an affiliate of The University of Tokyo, on campus or in settings associated with the University (like at social gathering of faculty, staff, or seminar members, academic conferences, etc.)? OR have you ever been consulted by someone who has experienced such behavior, or witnessed or heard about such behavior? Please select all options that apply for each of the described behaviors. The four response options were 1: I have been subjected to such behavior, 2: I have been consulted about such a case, 3: I have witnessed/heard about such a case, and 4: I have never experienced or heard about such a case. The three highest-ranked experiences of harassment by percentage were: “Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way” (25.66%), “Have heard sexual topics and obscene jokes in an unwanted way” (22.55%), and “Have been assigned a certain role based on sex/gender in an educational or research setting or in the workplace; or have been treated differently based on gender/sex in terms of work or research” (18.18%).

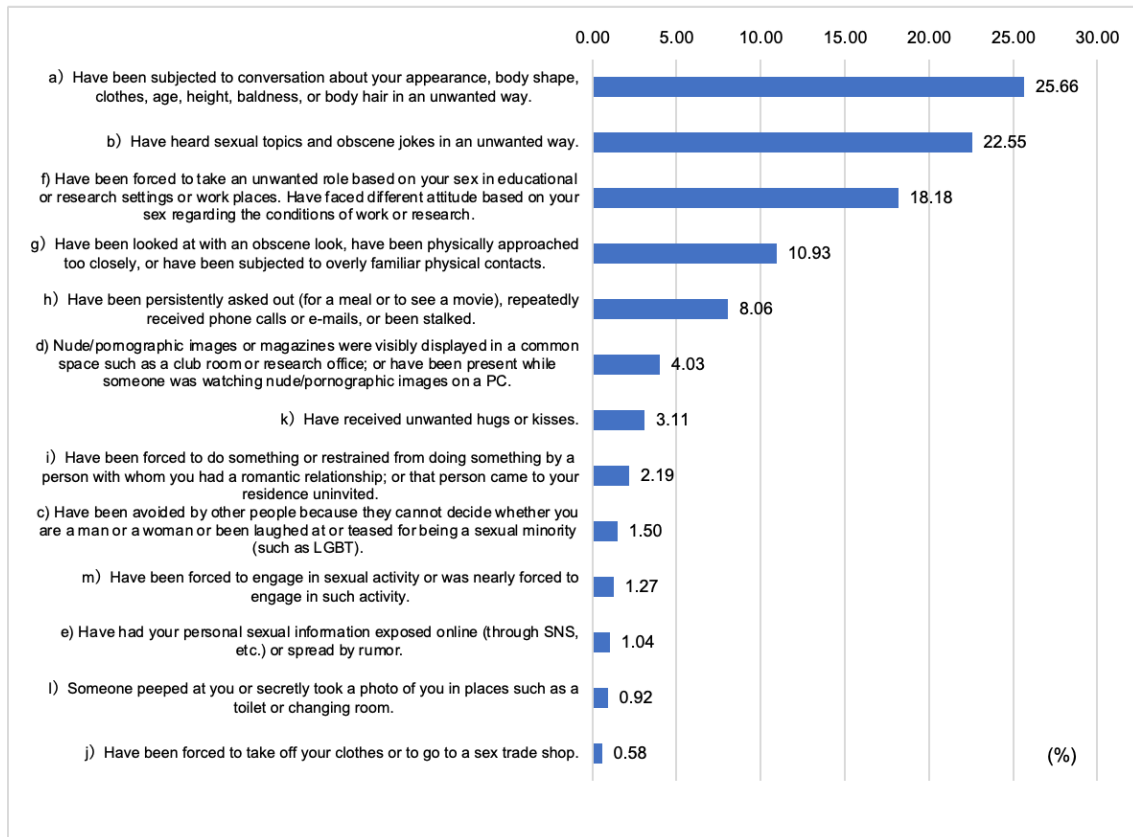


Figure 5-8 Experiences of Sexual Harassment

The 13 types of sexual harassment presented in Figure 5-8 were categorized into the following five groups. If a person had even just one of the experiences in the categorized items, it was scored 1, while not having any was scored 0. The corresponding rates for the harassment among the group that said they had experienced such are presented in Table 5-3.

- Objects of sexual topics: “Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way,” “Have been avoided by other people because they cannot decide whether you are a man or a woman or been laughed at or teased for being a sexual minority (such as LGBT),” and “Have had your personal sexual information exposed online (through SNS, etc.) or spread by rumor.”
- Environmental: “Nude/pornographic images or magazines were visibly displayed in a common space such as a club room or research office; or have been present while someone was watching nude/pornographic images on a PC,” and “Have heard sexual topics and obscene jokes in an unwanted way.”
- Forced by gender role: “Have been assigned a certain role based on sex/gender in an educational or research setting or in the workplace; or have been treated differently based on gender/sex in terms of work or research.”
- Unwanted relationship: “Have been looked at with an obscene look, have been physically approached too closely, or have been subjected to overly familiar physical contacts,” “Have been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails, or been stalked,” and “Have been forced to do something or restrained from doing something by a person with whom you had a romantic relationship; or that person came to your home uninvited.”
- Criminal behavior: “Have been forced to take off your clothes or to go to a sex trade shop,” “Have received unwanted hugs or kisses,” “Someone peeped at you or secretly took a photo of you in places such as a toilet or changing room,” and “Have been forced to engage in sexual activity or was nearly forced to engage in such activity.”

Table 5-3 Corresponding Rates of the Explanation Variables for Five Types of Sexual Harassment

| Explanation variables | | Number of respondents to this survey | Type of harassment, number of instances, and corresponding rate | | | | | | | | | |
|--------------------------------------|---------------------------------------|--------------------------------------|---|--------------------|------------------|--------------------|-----------------------|--------------------|-----------------------|--------------------|-------------------|--------------------|
| | | | Object of sexual topics | | Environmental | | Forced by gender role | | Unwanted relationship | | Criminal behavior | |
| | | | No. of instances | Corresponding rate | No. of instances | Corresponding rate | No. of instances | Corresponding rate | No. of instances | Corresponding rate | No. of instances | Corresponding rate |
| Gender | Female | 1622 | 105 | 6.5% | 72 | 4.4% | 95 | 5.9% | 76 | 4.7% | 16 | 1.0% |
| | Male | 1918 | 120 | 6.3% | 83 | 4.3% | 108 | 5.6% | 48 | 2.5% | 15 | 0.8% |
| | Other, Don't want to answer | 71 | 4 | 5.6% | 3 | 4.2% | 1 | 1.4% | 1 | 1.4% | 1 | 1.4% |
| Age | 20s or under | 220 | 24 | 10.9% | 25 | 11.4% | 14 | 6.4% | 18 | 8.2% | 2 | 0.9% |
| | 30s | 825 | 63 | 7.6% | 59 | 7.2% | 64 | 7.8% | 58 | 7.0% | 12 | 1.5% |
| | 40s | 1210 | 91 | 7.5% | 53 | 4.4% | 78 | 6.4% | 40 | 3.3% | 14 | 1.2% |
| | 50s | 1007 | 31 | 3.1% | 12 | 1.2% | 29 | 2.9% | 7 | 0.7% | 2 | 0.2% |
| | 60 years or older | 349 | 20 | 5.7% | 9 | 2.6% | 19 | 5.4% | 2 | 0.6% | 2 | 0.6% |
| Position | Faculty member | 1492 | 101 | 6.8% | 72 | 4.8% | 93 | 6.2% | 53 | 3.6% | 13 | 0.9% |
| | Staff member | 2119 | 128 | 6.0% | 86 | 4.1% | 111 | 5.2% | 72 | 3.4% | 19 | 0.9% |
| Limited term contract | Yes, I am on a limited term contract. | 1582 | 105 | 6.6% | 81 | 5.1% | 99 | 6.3% | 66 | 4.2% | 19 | 1.2% |
| | Not on a limited term contract. | 2029 | 124 | 6.1% | 77 | 3.8% | 105 | 5.2% | 59 | 2.9% | 13 | 0.6% |
| Short-time working terms | On short-time working terms | 918 | 55 | 6.0% | 40 | 4.4% | 51 | 5.6% | 36 | 3.9% | 8 | 0.9% |
| | Not on short-time working terms | 2693 | 174 | 6.5% | 118 | 4.4% | 153 | 5.7% | 89 | 3.3% | 24 | 0.9% |
| Nationality | Foreign nationality | 118 | 14 | 11.9% | 9 | 7.6% | 10 | 8.5% | 11 | 9.3% | 6 | 5.1% |
| | Not foreign nationality | 3493 | 215 | 6.2% | 149 | 4.3% | 194 | 5.6% | 114 | 3.3% | 26 | 0.7% |
| No. of relevant instances per victim | | | 229 | | 158 | | 204 | | 125 | | 32 | |

We carried out a two-category logistic regression analysis using each of the five above categories of sexual harassment behavior as our object variables. The analysis was carried out excluding the variables of “Other, Don’t want to answer,” “60s or older,” “Staff,” “Not limited-term,” “Not short-time working terms,” and “Not foreign nationality” that are regarded as the standard categories. The results are shown in Table 5-4. Furthermore, with regard to “Criminal behavior,” the number of cases in which such was experienced and reported was small at 32. Because it was difficult to conduct a valid analysis, it was excluded from the regression analysis. With respect to “Criminal behavior,” the corresponding rate can be confirmed in Table 5-3.

Table 5-4 Specific Reasons for Experience of Sexual Harassment by Type

| | | Object of sexual topics | | | Environmental | | | |
|---|--------------|--------------------------------|------------|----------------|--------------------------------|------------|----------------|-------|
| Independent variable | | Partial regression coefficient | Odds ratio | Standard error | Partial regression coefficient | Odds ratio | Standard error | |
| Gender | Female | -0.032 | 0.969 | 0.441 | 0.313 | 1.368 | 0.529 | |
| | Male | -0.769 | 0.464 | 0.447 | -0.541 | 0.582 | 0.534 | |
| Age | 20s or under | 0.762 | 2.143 | 0.407 | 0.578 | 1.782 | 0.526 | |
| | 30s | 0.799 | 2.224 | 0.352 | 1.297 | 3.660 | 0.437 | |
| | 40s | 0.496 | 1.642 | 0.349 | 1.047 | 2.849 | 0.434 | |
| | 50s | 0.503 | 1.654 | 0.353 | 0.757 | 2.132 | 0.443 | |
| Faculty member | | -0.565 | 0.569 | 0.177 | ** | -0.310 | 0.733 | 0.179 |
| Yes, I am on a limited term contract. | | -0.019 | 0.981 | 0.161 | | -0.039 | 0.961 | 0.169 |
| On short-time working terms | | -0.763 | 0.466 | 0.198 | *** | -1.002 | 0.367 | 0.220 |
| Foreign nationality | | -0.120 | 0.887 | 0.441 | | -0.127 | 0.881 | 0.442 |
| {Constant} | | -2.498 | 0.082 | 0.542 | *** | -3.329 | 0.036 | 0.665 |
| Nagelkerke coefficient of determination | | 0.046 | | | 0.055 | | | |
| Model R squared value | | 0.037 | | | 0.045 | | | |
| N | | 3611 | | | 3611 | | | |

| | | Unwanted relationship | | | Forced by gender role | | | |
|---|--------------|--------------------------------|------------|----------------|--------------------------------|------------|----------------|-------|
| Independent variable | | Partial regression coefficient | Odds ratio | Standard error | Partial regression coefficient | Odds ratio | Standard error | |
| Gender | Female | 0.036 | 1.036 | 0.482 | 1.616 | 5.034 | 1.016 | |
| | Male | -1.521 | 0.219 | 0.498 | ** | -0.868 | 0.420 | 1.047 |
| Age | 20s or under | 0.422 | 1.525 | 0.526 | 2.477 | 11.903 | 1.049 | |
| | 30s | 0.875 | 2.398 | 0.446 | * | 2.345 | 10.435 | 1.020 |
| | 40s | 0.489 | 1.631 | 0.443 | 1.946 | 6.998 | 1.017 | |
| | 50s | 0.329 | 1.390 | 0.454 | 1.476 | 4.377 | 1.030 | |
| Faculty member | | -0.621 | 0.538 | 0.609 | 0.085 | 1.088 | 0.246 | |
| Yes, I am on a limited term contract. | | -0.267 | 0.766 | 0.207 | -0.031 | 0.969 | 0.214 | |
| On short-time working terms | | -0.080 | 0.924 | 0.188 | -0.711 | 0.491 | 0.250 | |
| Foreign nationality | | -1.282 | 0.277 | 0.250 | *** | -0.912 | 0.402 | 0.743 |
| {Constant} | | -2.605 | 0.074 | 0.623 | *** | -5.903 | 0.003 | 1.423 |
| Nagelkerke coefficient of determination | | 0.096 | | | 0.153 | | | |
| Model R squared value | | 0.082 | | | 0.135 | | | |
| N | | 3611 | | | 3611 | | | |

Note: +: p<0.10, *: p<0.05, **: p<0.01, ***: p<0.001.

According to the results, excluding the finding that males are less likely to experience harassment in the form of “Unwanted relationship, no difference was confirmed in gender for any of the categories. However, when we pay attention to the odds ratio between males and females, the odds ratio is higher for females for any of the behaviors. This indicates that the risk of being subjected to the behaviors concerned is higher for females than it is for males. Based on this difference, it may be surmised that the risk of experiencing harassment for women rises in the

order of “Forced by gender role,” “Unwanted relationship,” “Environmental” and “Object of sexual topics.”

In terms of age groups, there was a tendency with all categories for those in the 30s to be prone to being harassed. Individuals in their 40s were more likely to experience the “Environmental” category of harassment, while individuals in their 20s or younger were more likely to experience “Forced by gender role.”

With regard to occupation types, owing to the fact that the partial regression coefficient was negative and therefore significant for “Object of sexual topics,” we can see that staff members were more likely to be harassed.

Individuals not on short-time working terms (full-time) were prone to be subject to harassment in the forms of “Object of sexual topics,” “Environmental,” and “Forced by gender role.” Given that the hours in which they remain at the workplace are long and their commitment to the organization become deeper, it may be presumed that this makes it more likely that they might experience harassment. While no significant difference in particular was seen for whether or not someone was on a limited term contract, given that the partial regression coefficients were all negative values, it is surmised that there is a tendency for faculty and staff who are not on limited term contracts (lifetime employment or tenured) to be more prone to be subjected to harassment for the same reasons as noted above.

With respect to nationality, individuals who are not of foreign nationality (essentially, a Japanese person) are more prone to encounter the “Unwanted relationship” forms of harassment. From the analysis that has been carried out up to here, it may be said that Japanese are more prone to experience sexual harassment than individuals of a foreign nationality.

When we synthesize all of the aforementioned characteristics, it seems we can say that faculty and staff who are in their 30s, females, staff members, full-time members, and Japanese are the most prone to experience sexual harassment.

Finally, let us check the corresponding rates for “Criminal behavior” from Table 5-3. In terms of the corresponding rates for gender, the result (1.4%) for gender “Other/Don’t want to answer” was higher than that for the other two genders. In terms of age, the results for individuals in their 30s (1.5%) and those in their 40s (1.2%) were conspicuously high. The results were also high for individuals on limited-term contracts (1.2%). They were also high for individuals of foreign nationality (5.1%). While it was hard to see any significant difference in the regression analysis with regard to individuals who said they were “Other/Don’t want to answer” for gender and individuals of foreign nationality, when we look at the corresponding rates, we see the rate of harassment was high.

5. Places, Gender, and Age Groups That are Prone to Experiencing Sexual Harassment

5.1 Places Prone to Sexual Harassment

In what kind of places (situations) does sexual harassment occur? The items are presented in Figure 5-9 in the order of percentages, from most common, of those chosen by individuals who had experienced sexual harassment (N=403). Furthermore, in Figure 5-9, we present the overall tendencies as representative. That is because even if we divide this up by gender, nationality, age, and so on and then run the totals, the tendencies were similar.

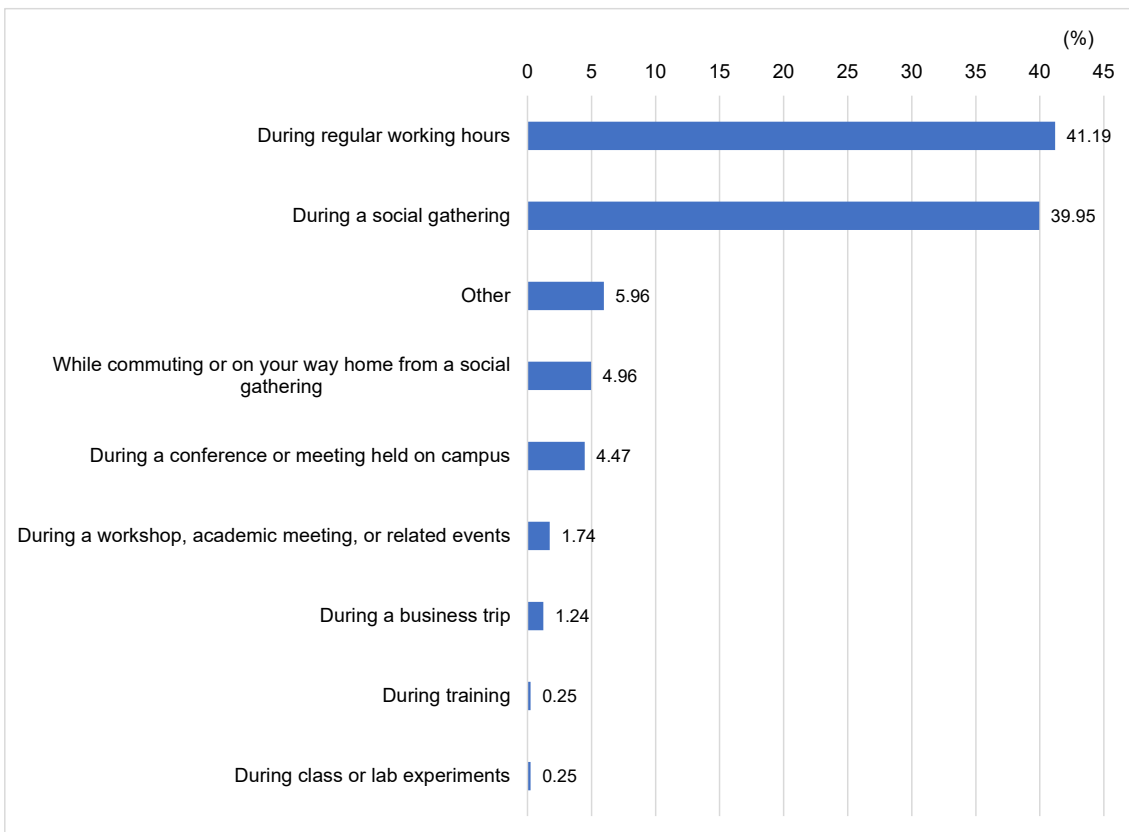


Figure 5-9 Place Where Sexually Harassed

The situations in which harassment is more likely to occur are “During regular working hours” and “During a social gathering.” This indicates that sexually harassing behaviors occur regardless of whether someone is on or off campus, and what’s more even in situations where there are many people around who could notice. The third-most frequent response of “Other” was confirmed from the open-ended answers. From the results, we can see the distinctive characteristics as being in places that are more closed and where few people are around who can see (“Faculty member’s living room,” “Home,” “Research office,” “Road home (ambushed)”), and situations in which the dominance of the perpetrator’s status/position is conspicuous (“When confirming the renewal of a limited-term contract,” “Entrance examination interview in the past at the time when I was accepted to graduate school”). Sexual harassment occurs also occurs in situations where there are few people around who can see.

Differences can be in the places where someone may be prone to be harassed, depending on the gender. The gender breakdown of those people who experienced sexual harassment (N=403) was Female (N=258) 64%, Male (N=136) 34%, and “Other/Don’t want to answer” (N=9) 2%. Totaling by gender, females are most prone to be harassed during working hours (116 cases, 45%), followed by at a social gathering (85 cases, 33%). Also, for females, “While commuting or on your way home from a social gathering” (16 cases, 6%) and “During a conference or meeting held on campus” (13 cases, 5%) each had more than 10 cases. Among males, the order of the top two was reversed, with at a social gathering (74 cases, 54%), followed by during working hours (45 cases, 33%) as the settings in which they were more prone to be harassed.

5.2 Gender and Age Groups That Are Prone to Experience Sexual Harassment

Having confirmed the proneness to being sexually harassed by gender, when we combine females and gender “Other/Don’t want to answer” individuals, we see that they are likely to experience harassment nearly two times more than males (females N=258, 64%; males N=136, 34%; Other/Don’t want to answer N=9, 2%). When we compare total number of respondents with the gender percentages (females 45%, males 53%, Other/Don’t want to answer 2%), we can see how high the rates for victimhood are for females and “Other/Don’t want to answer” individuals. Furthermore, while the percentage may be lower, we need to keep in mind that males, too, experience sexual harassment.

As to the age composition of people who have experienced harassment, respondents in their 40s were the largest group (146 cases), followed by 30s (113), 50s (95), 20s and younger (34), and 60s or older (15). The age composition of all respondents to this survey is compared with the above-mentioned numbers of cases in Figure 5-10. Looking at this, we see that the percentage of victims in their 30s is the largest, followed by increases for people in their 40s and in their 20s or under. Meanwhile, experiences of sexual harassment drop off for those in their 50s or older.

Summing up the foregoing, it can be said that there is a tendency for harassment to be concentrated on people in their 30s and the preceding and following generations—from the so-called junior faculty and staff to people in their middle age. These are the age groups that are most active both on and off campus in various work matters and networking activities, and are not restricted when it comes to their status or position in the research office, the undergraduate and graduate programs, or office section or unit.

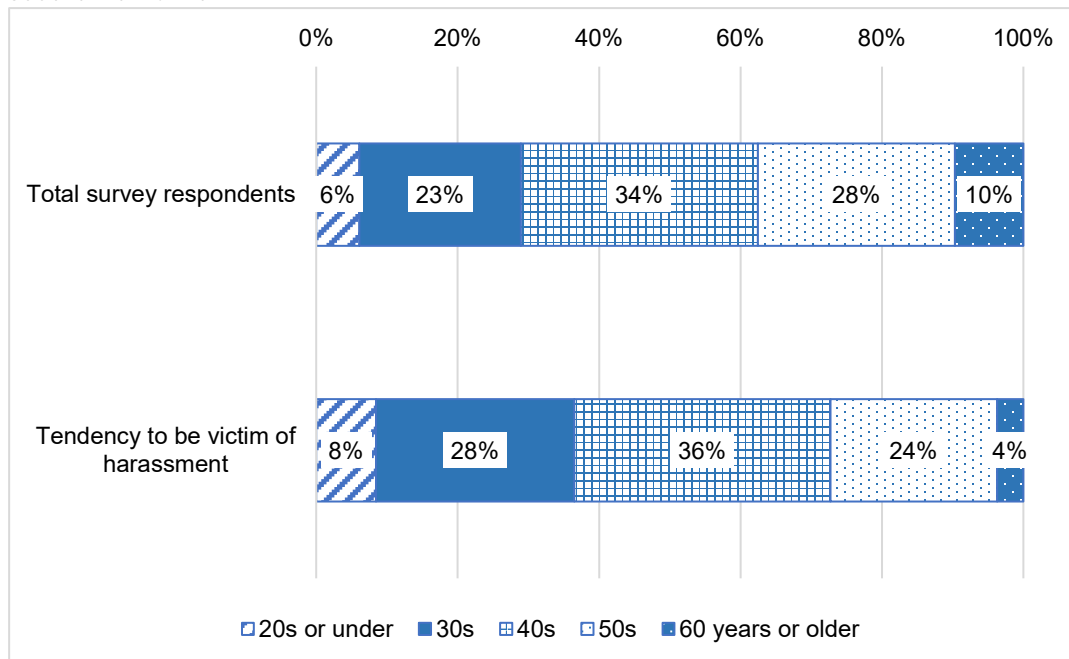


Figure 5-10 Age Distribution of Victims of Sexual Harassment

6. Status/Position of a Respondent When Suffering Sexual Harassment, Characteristics of Perpetrators, and Consultation on Sexual Harassment

6.1 Status/Position of Victims

In terms of status/position when subjected to harassment, members of administrative staff formed the largest group (46.9%). This tendency was the same even if broken down by gender, age group, or nationality. Meanwhile, for faculty, the aggregate total for professors, associate professors, lecturers, assistant professors, assistants (including their respective project counterparts), and project researchers was 22.3%. The highest rates of having experienced harassment among faculty positions were for assistant professor and assistant (6.5%) and project researchers (5.0%). Detailed rates of harassment experiences broken down by position are compared with the position composition of the total number of survey respondents in Table 5-5. From the table, we can see that as expected administrative staff were most prone to be subjected to harassment (47%).

With respect to being on a limited term contract or not, there were no tendencies worth noting. As to the question of being on short-time working terms, the tendency of being harassed for those not on short-time working terms (full-time) was higher. This can be said to be a result that is consistent with the analysis undertaken so far.

Table 5-5 Position-Based Distribution of Victims of Sexual Harassment

| | Position | Total | Tendency to be victim of sexual harassment | |
|-----------------------------|--|---------|--|------|
| Occupation type | Administrative staff | 33% | 47% | |
| | Project academic support specialist, Project academic support staff, Project senior specialist, Project specialist | 14% | 10% | |
| | Professor | 12% | 3% | |
| | Associate professor | 9% | 4% | |
| | Assistant professor, assistant | 7% | 6% | |
| | Project researcher | 6% | 5% | |
| | Technical staff | 6% | 8% | |
| | Other | 5% | 10% | |
| | Project assistant professor | 3% | 1% | |
| | Lecturer | 2% | 1% | |
| | Medical staff | 1% | 2% | |
| | Project professor | 1% | 0% | |
| | Project associate professor | 1% | 1% | |
| | Project lecturer | 1% | 0% | |
| | Sum | | 100% | 100% |
| | Limited term contract | Changed | 44% | 41% |
| | | No | 56% | 59% |
| Sum | | 100% | 100% | |
| On short-time working terms | Changed | 25% | 19% | |
| | No | 75% | 81% | |
| Sum | | 100% | 100% | |

Next, we will talk about the relationships between perpetrators and victims. In the case of female victims, the most common case was for there to have been a single perpetrator (47.7%). In the case of male victims, the most common case was for there to have been three or more perpetrators (46.3%). It is quite possible that when males are subjected to sexual harassment, they are subjected to considerable harassment from many directions by many people.

As for the gender of the perpetrators, regardless of the victim's gender, in the largest number of cases it was a male (males: 85.5%, females: 14.9%). However, there were not a few cases in which a female was the perpetrator.

Next, in section 6.2 we will sort out the characteristics of the perpetrators by the numbers of people involved.

6.2 Characteristics of Perpetrators

First is the case of there being a single perpetrator. In cases where a female faculty member is the victim, the perpetrator is most frequently a staff member (39.8%), followed by an executive or senior faculty member (37.4%). In cases where a male faculty member is the victim, the perpetrator is again most frequently a staff member (61.4%), followed by "other" (27.3%).

In cases where a female staff member is the victim, the perpetrator is more frequently an executive or senior faculty member (60.2%), followed by a faculty member colleague (13.8%). The tendencies were similar in cases where a male staff member is the victim.

Next is the case of there being two or more perpetrators. Regardless of the gender of the victim, the most frequent cases were for the perpetrator to be either only males or some combination of males and females. As to the status/position of the perpetrators, in cases where a female faculty member is the victim, the perpetrators are most frequently executive or senior faculty members, followed by a faculty member or staff colleagues. In cases where a staff member is the victim, cases in which the perpetrator was a faculty member were the most frequent.

Those who responded that they had been subjected to harassment many times from the same perpetrator comprised about 36.5% of the harassment victims. The percentage of victims who clearly or implicitly communicated their feelings of disgust to the perpetrator was 39.5%. The percentage of persons who responded by ignoring, putting up, or yielding was 54.1%.

6.3 Consultation on Sexual Harassment

The percentage of people who spoke with someone about being harassed was 28.8%. The counseling partners were, in the order of most common, Colleague of the same gender as you (49.1%), Your superior or senior faculty/staff member (39.7%), and Friend (38.8%). Meanwhile, the least common persons to be chosen as a counseling partner were Lawyer or other expert or specialized institution (1.7%), The faculty and staff union (2.6%), and Counsellor in your department (3.4%). Even the percentages for the various counseling organizations established by the University were low (Harassment Counseling Center of The University of Tokyo 12.1%; Health Service Center, Student Counseling Center, and Komaba Student Counseling Center 4.3%).

There were more people who responded that they did not seek counseling than those who did. The reasons chosen for not seeking counseling were, in the order of most common, "I didn't feel the need to consult anyone" (53.3%), "I didn't think that consulting someone would help solve the situation" (41.1%), and "I was afraid that

consulting someone would complicate my relationship with the person who harassed me” (18.8%).

It is apparent that victims tend to not seek counseling for sexual harassment. For that reason, it is conceivable that when the harassment occurs, it becomes difficult for surrounding people and campus organizations to discover the problem and respond with counseling. Accordingly, it may be said that it is extremely crucial to prevent sexual harassment before it happens. To accomplish this, it will be necessary to raise awareness among faculty and staff (in particular, among persons of those genders, age groups, and positions that are more likely to be perpetrators or victims) about diversity and sexual harassment. It is also crucial that the people in the surroundings do not become bystanders. To keep harassment down to a minimum, it will be necessary and effective if families, colleagues, and counseling organizations to become “gatekeepers.” In that sense, the fact that the counseling centers the University has established are not being used much is a problem. Measures of some sort may be necessary in the future so that they are used more.

7. Effects after Sexual Harassment by the Presence or Absence of Consultation

Sexual harassment is not something that ends with the act itself. There are cases in which the experience causes emotional or/and physical stress. We carried out a two-category logistic regression analysis on the effects on the victim’s body and soul, based on the experience of harassment and whether or not they had received counseling from someone about the experience. In our analysis, we separated into the following four categories the 10 items that were available as response options to Q11: “Next, we will ask you, following Q10 and either Q10-1 or Q10-2. What effect has that experience had on you? Please select all options that apply.”

- No change: “I did not experience any particular change.”
- Ill effects on interpersonal relationships and self-awareness: “I came to distrust, feel disgust at, or fear other people,” “I started blaming myself because I thought I was at fault, too.”
- Ill effects on work: “I stopped going to work, took some days off, or quit my job,” “I didn’t feel like doing anything and stayed at home,” “My work efficiency decreased,” and “I lost confidence in my research and work.”
- Mental or life crisis: “I couldn’t sleep well, lost appetite, or suffered other health problems,” “I felt depressed, became aggressive to others, and became emotionally unstable,” and “I harmed myself or attempted suicide.”

If even one of the categorized items applied, it was scored 1, while none applying was scored 0. The corresponding rates for the group that said there had been effects are presented in Table 5-6. Furthermore, the results of the regression analysis are shown in Table 5-7. The analysis was carried out excluding the variables of “Male,” “60s or older,” “Staff,” “Not limited-term,” “Not short-time working terms,” “Not foreign nationality,” and “Did not seek counseling” that are regarded as the standard categories.

Also, with respect to “Mental or life crisis,” it was excluded from the regression analysis owing to the fact that some of the rows were sparse because the corresponding rates were low and so guaranteeing the validity of the analysis was difficult. With respect “Mental or life crisis,” the corresponding rates can be confirmed in Table 5-6.

Table 5-6 Corresponding Rates of Explanation Variables for Four Types of Effect

| Explanation variables | Number of respondents to this survey | Type of effect, number of instances, and corresponding rate | | | | | | | | |
|--------------------------------------|---------------------------------------|---|--------------------|---|--------------------|--------------------|--------------------|-----------------------|--------------------|-------|
| | | No change | | Ill effects on the other person's or my own awareness | | Ill effect on work | | Mental or life crisis | | |
| | | No. of instances | Corresponding rate | No. of instances | Corresponding rate | No. of instances | Corresponding rate | No. of instances | Corresponding rate | |
| Gender | Female | 1622 | 121 | 7.5% | 93 | 5.7% | 53 | 3.3% | 50 | 3.1% |
| | Male | 1918 | 95 | 5.0% | 29 | 1.5% | 10 | 0.5% | 13 | 0.7% |
| | Other, Don't want to answer | 71 | 3 | 4.2% | 2 | 2.8% | 2 | 2.8% | 2 | 2.8% |
| Age | 20s or under | 220 | 16 | 7.3% | 8 | 3.6% | 5 | 2.3% | 6 | 2.7% |
| | 30s | 825 | 56 | 6.8% | 39 | 4.7% | 21 | 2.5% | 21 | 2.5% |
| | 40s | 1210 | 80 | 6.6% | 44 | 3.6% | 22 | 1.8% | 26 | 2.1% |
| | 50s | 1007 | 57 | 5.7% | 28 | 2.8% | 14 | 1.4% | 12 | 1.2% |
| | 60 years or older | 349 | 10 | 2.9% | 5 | 1.4% | 3 | 0.9% | 0 | 0.0% |
| Position | Faculty member | 1492 | 57 | 3.8% | 38 | 2.5% | 23 | 1.5% | 23 | 1.5% |
| | Staff member | 2119 | 162 | 7.6% | 86 | 4.1% | 42 | 2.0% | 42 | 2.0% |
| Limited term contract | Yes, I am on a limited term contract. | 1582 | 64 | 4.0% | 60 | 3.8% | 40 | 2.5% | 34 | 2.1% |
| | Not on a limited term contract. | 2029 | 155 | 7.6% | 64 | 3.2% | 25 | 1.2% | 31 | 1.5% |
| Short-time working terms | On short-time working terms | 918 | 34 | 3.7% | 33 | 3.6% | 17 | 1.9% | 18 | 2.0% |
| | Not on short-time working terms | 2693 | 185 | 6.9% | 91 | 3.4% | 48 | 1.8% | 47 | 1.7% |
| Nationality | Foreign nationality | 118 | 6 | 5.1% | 2 | 1.7% | 1 | 0.8% | 1 | 0.8% |
| | Not foreign nationality | 3493 | 213 | 6.1% | 122 | 3.5% | 64 | 1.8% | 64 | 1.8% |
| Counseling | Yes, I did | 116 | 36 | 31.0% | 58 | 50.0% | 36 | 31.0% | 40 | 34.5% |
| | No, I did not | 287 | 183 | 63.8% | 66 | 23.0% | 29 | 10.1% | 25 | 8.7% |
| No. of relevant instances per victim | | | 219 | | 124 | | 65 | | 65 | |

According to these results, it may be said that individuals who did not consult with anyone about their experience and individuals not on limited term contracts were more likely to fall into the “No change,” while females were less likely to. However, it is unclear if this is a matter of “there was no change because I did not seek counseling” or “I didn’t seek counseling because there was no change.” This is because in this survey time-series relationships with respect to the presence or absence of effects and counseling are not clear. This point will need to be kept in mind in the following interpretations as well.

With “Ill effects on interpersonal relationships and self-awareness” and “Ill effects on work,” because a significant difference could be seen when it came to getting counseling, it is possible that a phenomenon such as “There were ill effects so I got counseling” or “There were ill effects from having got counseling” may occur. With “Ill effects on work,” there was a tendency for effects to be more likely to appear for individuals on limited term contracts, the reverse of “No change.” Given that harassment occurs for limited-term contract individuals who tend to be more sensitive to the appraisal of those around them, it is possible that it may have ill effects on their job performance. Owing to the more shallow commitment that individuals on limited term contracts have toward the organization, it is possible that they are unable to get the support they need within the organization and have fewer people with whom they can consult.

Table 5-7 Specific Reasons for Effects on Physical/Mental State due to Sexual Harassment

Q10

| Independent variable | | No change | | | Ill effects on the other person's or my own awareness | | |
|--|-----------------------------|--------------------------------|------------|----------------|---|------------|----------------|
| | | Partial regression coefficient | Odds ratio | Standard error | Partial regression coefficient | Odds ratio | Standard error |
| Gender | Female | -0.605 | 0.546 | 0.256 * | 0.299 | 1.349 | 0.281 |
| | Other, Don't want to answer | -1.340 | 0.262 | 0.757 | -0.257 | 0.773 | 0.861 |
| Age | 20s or under | -0.748 | 0.473 | 0.701 | -0.616 | 0.540 | 0.729 |
| | 30s | -0.309 | 0.734 | 0.624 | -0.259 | 0.772 | 0.622 |
| | 40s | -0.351 | 0.704 | 0.619 | -0.282 | 0.754 | 0.617 |
| | 50s | -0.178 | 0.837 | 0.634 | -0.247 | 0.781 | 0.633 |
| Faculty member | | -0.191 | 0.826 | 0.269 | 0.140 | 1.150 | 0.283 |
| Yes, I am on a limited term contract. | | -0.581 | 0.559 | 0.265 * | 0.471 | 1.602 | 0.277 |
| On short-time working terms | | 0.256 | 1.291 | 0.322 | 0.034 | 1.035 | 0.326 |
| Foreign nationality | | 0.120 | 1.128 | 0.667 | -0.826 | 0.438 | 0.819 |
| Yes, I did | | -1.185 | 0.306 | 0.256 *** | 1.071 | 2.918 | 0.255 *** |
| (Constant) | | 1.478 | 4.385 | 0.611 * | -1.291 | 0.275 | 0.607 * |
| Nagelkerke coefficient of determinatic | | 0.170 | | | 0.124 | | |
| Model R squared value | | 0.099 | | | 0.075 | | |
| N | | 403 | | | 403 | | |

| Independent variable | | Ill effect on work | | |
|--|-----------------------------|--------------------------------|------------|----------------|
| | | Partial regression coefficient | Odds ratio | Standard error |
| Gender | Female | 0.705 | 2.024 | 0.409 |
| | Other, Don't want to answer | 1.034 | 2.812 | 0.911 |
| Age | 20s or under | -0.358 | 0.699 | 0.895 |
| | 30s | -0.638 | 0.528 | 0.774 |
| | 40s | -0.454 | 0.635 | 0.768 |
| | 50s | -0.366 | 0.694 | 0.788 |
| Faculty member | | 0.193 | 1.212 | 0.355 |
| Yes, I am on a limited term contract. | | 1.171 | 3.226 | 0.347 *** |
| On short-time working terms | | -0.521 | 0.594 | 0.398 |
| Foreign nationality | | -0.718 | 0.488 | 1.093 |
| Yes, I did | | 1.247 | 3.480 | 0.315 *** |
| (Constant) | | -2.681 | 0.069 | 0.775 *** |
| Nagelkerke coefficient of determinatic | | 0.183 | | |
| Model R squared value | | 0.129 | | |
| N | | 403 | | |

Note: +: p<0.10, *: p<0.05, **: p<0.01, ***: p<0.001.

Finally, let us review the corresponding rates for “Mental or life crisis” in Table 5-6. By gender, the figure was highest for females (3.1%). Also, for respondents of the “Other/Don’t want to answer” gender category, while mindful that their numbers were small (71), it may be said that the corresponding rate of 2.8% was quite high. Furthermore, while slight tendency toward a drop off in the correspondence rates could be seen from “No change” to “Mental or life crisis” among females, we can see that the corresponding rate for “Other/Don’t want to answer” category respondents remained steady and did not decline from midway through. Based on these facts, it may be surmised that “Other/Don’t want to answer” category respondents experienced more effects, from emotional or/and physical stress to experiencing a mental or health crisis. As for the high corresponding rate (34.5%) for individuals who had sought counseling, the tendency was the same for “Ill effects on interpersonal relationships and self-awareness” and “Ill effects on work.” With respect to “Mental or life crisis” as well, the causal relationships between having experienced harassment and counseling and other effects should be judiciously investigated. Of the other explanation variables, the

corresponding rates were high for individuals in their 20s or younger (2.7%), staff (2.0%), individuals on limited term contracts (2.1%), individuals on short-time working terms (2.0%), and Japanese (1.8%).

8. Conclusion

In this chapter, we investigated what sorts of persons tend to be victims or perpetrators among faculty and staff. Also, we tried to grasp the nature of particularly common types of sexual harassment and what characteristics might exist such as the situations in which harassment occurs.

It was apparent that harassment is more likely to occur among junior through middle-age faculty and staff who have spent a longer time and have deeper involvement with the organization. More specifically, there was a tendency that respondents who are in their 30s, female, staff members, full-time workers, and Japanese were more prone to experience sexual harassment. Thus, while those comparatively younger in age were more likely to experience harassment, the older the individual affected was, the more proactively they deem the behavior concerned as sexual harassment. Based on the disparity that emerged between awareness and the ages of those experiencing harassment, one can presume that raising awareness and providing education for individuals in their 30s along with those in the preceding 20s or under and 40s cohorts who are all the most likely to be harassed so that they do not become victims.

Regardless of the fact the victim is more likely to feel a behavior is sexual harassment when they are subject to it from a faculty member in position of responsibility or superior, they find it difficult to communicate their feelings of disgust to that executive or senior faculty person even at the moment they are being subjected to it. Accordingly, for persons whose age or status or position within the organization is more senior, they need to be careful not to think "They probably don't see that as sexually harassment" or "If it's just this degree, they probably won't be disgusted" only because persons who are younger or have a lower status or position do not clearly express themselves.

Sexual harassment is more prone to occur especially "During regular working hours" and "During a social gathering." It also occurs in such settings as a faculty member's living room. Sexual harassment occurs regardless of how many people there are in the surrounding. Particularly in the dangerous locations mentioned above, having constituent members of an organization keep an eye out one another and engage in helping behavior on occasion will likely be effective for suppressing and mitigating harassment. With regard to what sorts of supports those constituent members who are not specialists can offer or whether they should engage in helping behavior, opportunities for raising awareness in individual working places will be needed.

The factor that most clearly distinguishes the characteristics of victims and perpetrators is gender. When we combine females with individuals who responded "Other/Don't want to answer" for gender, we see that they are likely to experience sexual harassment nearly two times more than males. Furthermore, individuals who did not consult with anyone about being harassed and individuals not on limited term contracts were more likely to respond "No change (with respect to effects on their body and soul or work due to harassment)," while females were less likely to say "No change." In short, it may be said that "Females are more likely to experience sexual harassment and that furthermore they are more likely to experience some sort

of effect owing to that experience.” It may be said that preventing sexual harassment toward women and providing relief for such experiences are urgent tasks. However, while the percentage may be lower, we need to keep in mind that males, too, experience sexual harassment. Males are victims, too. When a male is the victim, in most cases there are three more perpetrators; it is also possible that they are being subjected to considerable harassment from many directions and from many people. This is as important as it is for females and gender “Other/Don’t want to answer” individuals, and measures will be required to prevent males from becoming victims.

The corresponding rates were high with respect to experiencing sexual harassment and its effects among those individuals whose numbers within the organization are relatively small, such persons who give their gender as “Other/Don’t want to answer” and faculty and staff of a foreign nationality. In terms of percentages, the correspondence rates can be assumed to be higher for people affiliated with these populations than they are for those affiliated with such populations as females, males, and Japanese. When looking into raising awareness in the workplace and expanding the opportunities for counseling, measures for individuals affiliated with these populations should be stressed.

Males were most frequently the perpetrators of harassment. In particular, so that males of a status or in a position such as having executive responsibilities or being a superior do not become perpetrators even unintentionally, it will be necessary to study with a diverse group of faculty and staff and cooperate where necessary to implement whatever The University of Tokyo can do and should accomplish in order to eradicate sexual harassment. The various counseling organizations established at the University should play a part in carrying this out, but we have confirmed the tendency for them not to be used very much. Measures of some sort will be necessary so that more people may consult familiar specialists at such organizations.

Notes

- 1) Respondents were asked about their ages in one year increment in the questionnaire, but they were broken up into categories for the analysis.
- 2) Option 1 in the questionnaire was “I think the behavior is always deemed as sexual harassment” and Option 3 was “Cannot be deemed as sexual harassment,” but to make the results easier to read, the numbers were reversed from 1 to 3 and 3 to 1, respectively when labeling the combined score.
- 3) In this analysis, with regard to awareness of 10 sexual harassment behaviors, those cases in which the harassment came from two different types of perpetrator—from an executive or senior faculty member and from a colleague—were handled simultaneously. For that reason, note that in this analysis the responses of the same person were counted twice.
- 4) While the independent variable of “Number of years of continuous service at The University of Tokyo” was also collected, owing to the fact that this could also be explained by such other independent variables as “Limited term contract,” “On short-time working terms,” and “Age,” we did not touch on it in the analysis in this chapter.

Chapter 6: Characteristics of Student Respondents by Discipline

Summary

- We sorted responses from students by discipline (i.e., the humanities and social sciences (HSS), the natural sciences (NS), and the interdisciplinary or other fields (IO)) to compare them in terms of gender and sexual harassment awareness. Students in the HSS showed somewhat greater awareness, those in the NS somewhat lower awareness, and those in 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 sexual harassment behaviors were directed at them.
- We compared responses from female students in terms of experiences of sexual 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 sexual 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 sexual 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 students in IO. Among these students coupled with other undergraduate respondents, the percentage of those who had experienced sexual harassment was notably lower than those of students in the other disciplines. This is probably because they'd had only limited in-person interactions due to the coronavirus pandemic.
- To the question about the effect of sexual harassment they had been subjected 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 subjected to sexual harassment than those in other fields.

1. About the Chapter

This chapter discusses differences in students' responses to Questions 1 to 11 between the disciplines. To be more specific, we sorted the responses into three disciplines, namely the humanities and social sciences (HSS), the natural sciences (NS), and the interdisciplinary or other fields (IO) for comparison, and studied the differences we noted between the disciplines. We also sorted the responses by gender and grade (undergraduate or graduate) for comparison. The following are what the questions were about.

Q1: Gender and harassment awareness

- Q2 and Q3: Sexual harassment awareness
- Q4 to Q8: Experiences of suffering harassment
- Q9 to Q11: Actions in response to harassment

2. Basic Data

We sorted student respondents into three disciplines, namely the HSS, the NS, and IO. The respondents are enrolled in one of the following undergraduate programs or graduate programs:

| | |
|--------------------------------------|---|
| Humanities and social sciences (HSS) | Faculty of Law / Graduate Schools for Law and Politics, Faculty of Letters / Graduate School of Humanities and Sociology, Faculty of Economics / Graduate School of Economics, Faculty of Education / Graduate School of Education, Graduate School of Public Policy |
| Natural sciences (NS) | Faculty of Medicine / Graduate School of Medicine, Faculty of Engineering / Graduate School of Engineering, Faculty of Science / Graduate School of Science, Faculty of Agriculture / Graduate School of Agricultural and Life Sciences, Faculty of Pharmaceutical Sciences / Graduate School of Pharmaceutical Sciences, Graduate School of Mathematical Sciences, Graduate School of Information Science and Technology |
| Interdisciplinary/other fields (IO) | College of Arts and Sciences / Graduate School of Arts and Sciences, Interfaculty Initiative in Information Studies / Graduate School of Interdisciplinary Information Studies, Graduate School of Frontier Sciences and other |

Table 6-1 shows the numbers of student respondents in these disciplines sorted by gender, undergraduate program, and graduate school.

Table 6-1: Numbers of Respondents by Discipline

| | | Female | Male | Other | Don't want to answer | (Blank) | Total |
|-----|---------------|--------|------|-------|----------------------|---------|-------|
| HSS | (Total) | 564 | 806 | 12 | 36 | 2 | 1420 |
| | Undergraduate | 244 | 454 | 5 | 15 | 1 | 719 |
| | Graduate | 303 | 339 | 7 | 18 | 1 | 668 |
| NS | (Total) | 841 | 2523 | 26 | 77 | 5 | 3472 |
| | Undergraduate | 222 | 866 | 7 | 33 | 1 | 1129 |
| | Graduate | 595 | 1608 | 18 | 41 | 3 | 2265 |
| IO | (Total) | 772 | 1450 | 28 | 67 | 3 | 2320 |
| | Undergraduate | 351 | 833 | 15 | 30 | 3 | 1232 |
| | Graduate | 384 | 572 | 11 | 27 | 0 | 994 |

* The numbers in IO include students in the Junior Division of undergraduate programs (1st-year N = 757, 2nd-year N = 332).

* Since each discipline's total number includes research students, it does not match the total of undergraduate and graduate students.

Respondents who provided the answer “Other” or “Don’t want to answer” as their gender tended to show considerably higher levels of gender and harassment awareness and to have been far more commonly subjected to harassment than those who answered “male” or “female.” On the other hand, no considerable difference was noted between the disciplines. Since the respondents who answered “Other” or “Don’t want to answer” as their gender were limited in number (N = 246; 3.4 percent of all respondents), this chapter discusses responses from “male” and “female” students.

Considerable differences were ascertained between male and female respondents in harassment awareness and real experiences of harassment. Hence, taking account of differences in the ratios between the disciplines, the chapter also compares responses from males and females after the male-to-female ratio was corrected to 1:1. Furthermore, the chapter discusses whether there was any difference between disciplines in responses from females, and in those from male students, as necessary.

3. Differences in the Results of Responses by Discipline

3.1 Gender and Harassment Awareness (Q1)

The question for Q1_1 to 12 asked respondents to select one answer from the choices of “I agree,” “I somewhat agree,” “I disagree,” “I somewhat disagree,” and “No answer.”

- Q1_1 Sexual jokes and topics help facilitate human relations.
- Q1_2 It is perfectly acceptable that women are expected to be feminine, and men masculine.
- Q1_3 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.
- Q1_4 It is natural that differences of ability and aptitude exist between men and women.
- Q1_5 It is problematic that some U-Tokyo student clubs/circles refuse membership to female U-Tokyo students.
- Q1_6 Expectations or requirements for a person’s work or research will naturally be different depending on whether it is a man or a woman.
- Q1_7 It is understandable for men to be generally more forceful in a romantic relationship.
- Q1_8 I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice.
- Q1_9 I’d rather stay away from sexual harassment issues.
- Q1_10 Romantic relationships between people of the same sex are abnormal.
- Q1_11 It is natural that people are divided into two sex categories of men and women.
- Q1_12 A person should not change the sex he or she was assigned with at birth.

The responses “I agree” and “I somewhat agree” were classified as agreement and “I disagree” and “I somewhat disagree” as disagreement to be sorted by discipline as shown in Figure 6-1. The Figure also shows results after the male-to-female ratio was corrected to 1:1, taking account of the effects of differences in the ratios between the disciplines. In their responses to all questions, students in the HSS tended to show higher levels of harassment awareness than those in the NS. Students in IO by and large displayed the levels of awareness somewhere between those shown by students in the HSS and in the NS (except for Q1_5). Difference in the answers

between respondents in the HSS and those in the NS narrowed after the correction of the male-to-female ratio, yet the results were never reversed. Considerable differences were noted in responses to Q1_4 "It is natural that differences of ability and aptitude exist between men and women" and Q1_11 "It is natural that people are divided into two sex categories of men and women." There were also somewhat large differences in responses to Q1_9 "I'd rather stay away from sexual harassment issues" and Q1_8 "I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice." Next, let us look at Figure 6-2 that shows the percentages of male and female respondents sorted by discipline who agreed with the statements. More females deemed all statements as harassment than males. Twice to five times as many females as males expressed disagreement with the following five statements in particular, regardless of discipline: Q1_1 "Sexual jokes and topics help facilitate human relations" ; Q1_2 "It is perfectly acceptable that women are expected to be feminine, and men masculine" ; Q1_10 "Romantic relationships between people of the same sex are abnormal" ; Q1_11 "It is natural that people are divided into two sex categories of men and women" ; Q1_12 "A person should not change the sex he or she was assigned with at birth." Differences in harassment awareness between male and female respondents sorted by discipline tended to be largely the same as those shown in Figure 6-1. No distinct difference in harassment awareness was noted between males and females sorted by discipline. Then we compared the percentages of male and female students sorted by discipline who agreed with these statements. Responses from students in the HSS to Q1_3 "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" and Q1_12 "A person should not change the sex he or she was assigned with at birth" showed less notable differences between males and females than those in the other disciplines, whereas their responses to Q1_6 "Expectations or requirements for a person's work or research will naturally be different depending on whether it is a man or a woman" showed a somewhat large difference between males and females. As for responses from students in IO, those to Q1_7 "It is understandable for men to be generally more forceful in a romantic relationship" and Q1_8 "I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice" showed only minor differences between males and females, whereas those to Q1_2 "It is perfectly acceptable that women are expected to be feminine, and men masculine" displayed a considerable difference.

Next, we examined gender and harassment awareness displayed in responses from undergraduate and graduate students sorted by discipline (Figure 6-3). Responses from undergraduate and graduate students showed largely the same tendencies as those in Figure 6-1. Compared with graduate students, higher percentages of undergraduate students agreed with Q1_1 "Sexual jokes and topics help facilitate human relations" and Q1_4 "It is natural that differences of ability and aptitude exist between men and women" across all disciplines. Somewhat more undergraduate students also agreed with Q1_6 "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 Q1_9 "I'd rather stay away from sexual harassment issues" than graduate students. On the other hand, higher percentages of graduate students agreed with Q1_10 "Romantic relationships between people of the same sex are abnormal" and Q1_12 "A person should not change the sex he or she was assigned with at birth" than undergraduate students, indicating differences in gender awareness. There were also differences in percentages of responses from undergraduate and graduate students between the

disciplines. For example, higher percentages of undergraduate students in the HSS and graduate students in the other disciplines agreed with Q1_7 "It is understandable for men to be generally more forceful in a romantic relationship" and Q1_11 "It is natural that people are divided into two sex categories of men and women." On the other hand, the percentage of graduate students in the NS who agreed with Q1_8 "I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice" was higher than that of undergraduate students, whereas the percentages of undergraduate students who agreed were higher in the other disciplines. Moreover, the percentages of undergraduate students in the HSS and the NS who agreed with Q1_3 "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" were higher than those of graduate students, while there was no considerable difference in percentages between undergraduate and graduate students in IO.

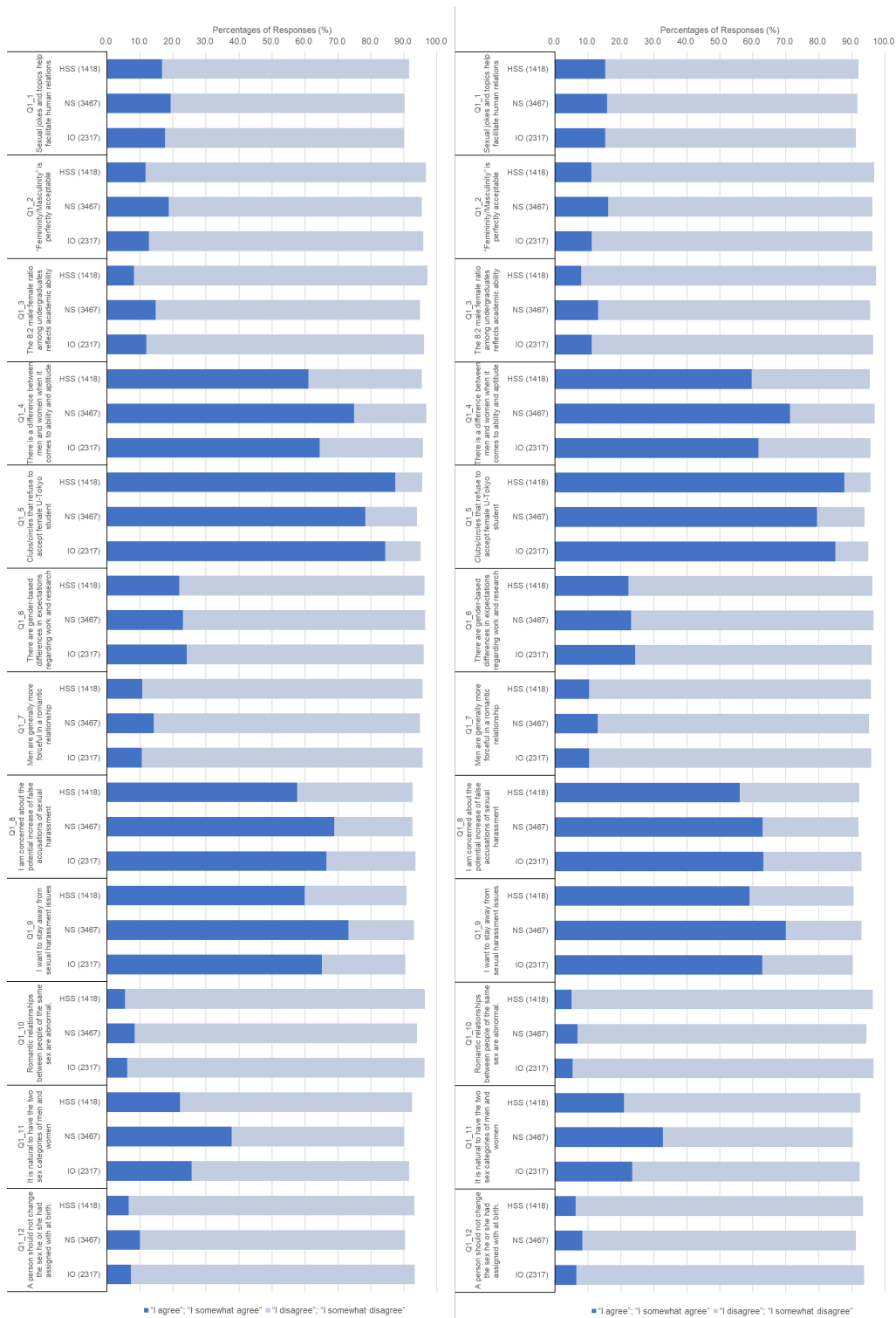


Figure 6-1: Gender and Harassment Awareness (respondents sorted by discipline) (Left: Before the correction of the male-to-female ratio; Right: After the correction)

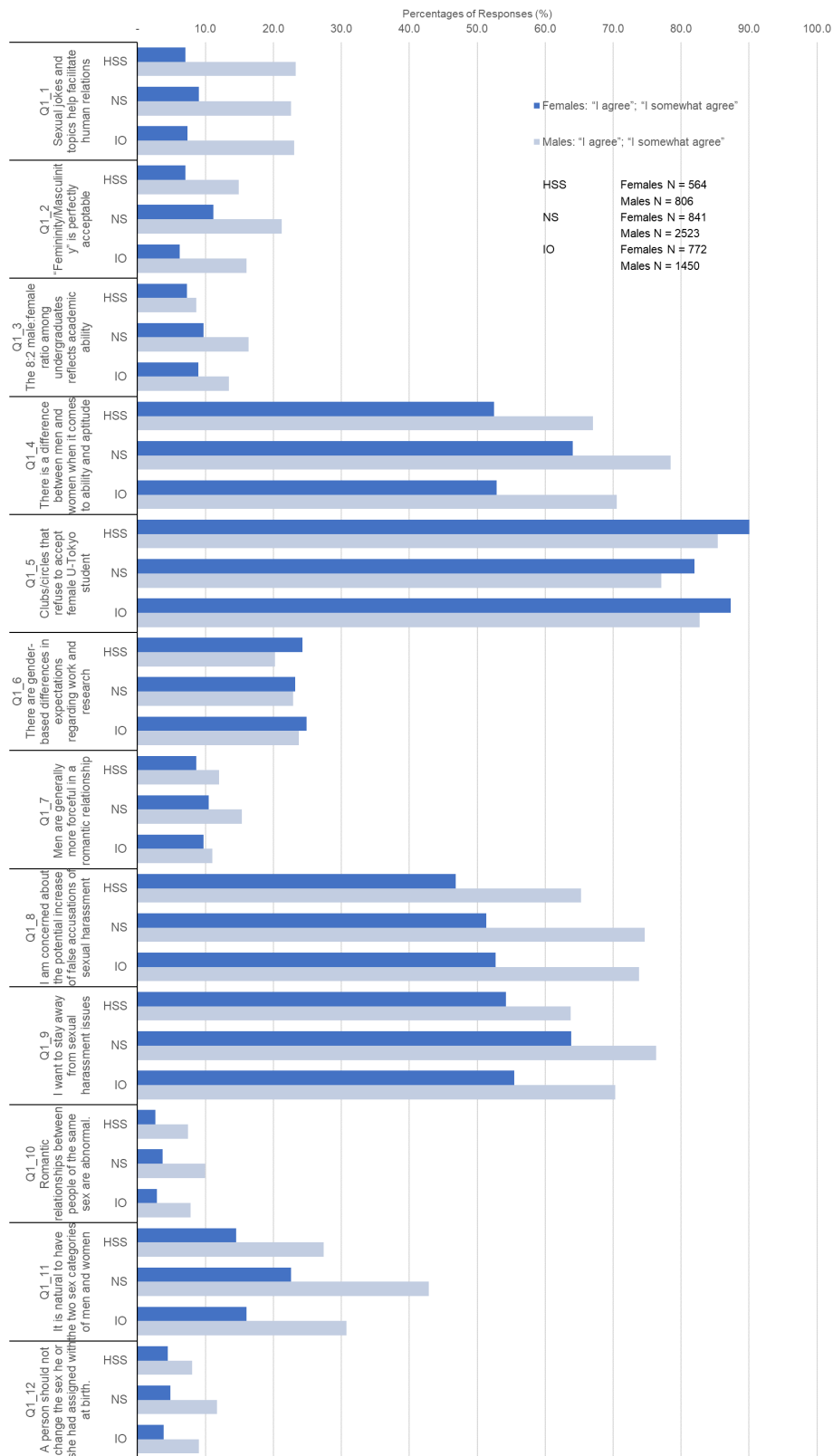


Figure 6-2: Gender and Harassment Awareness (respondents sorted by discipline and gender (male/female))

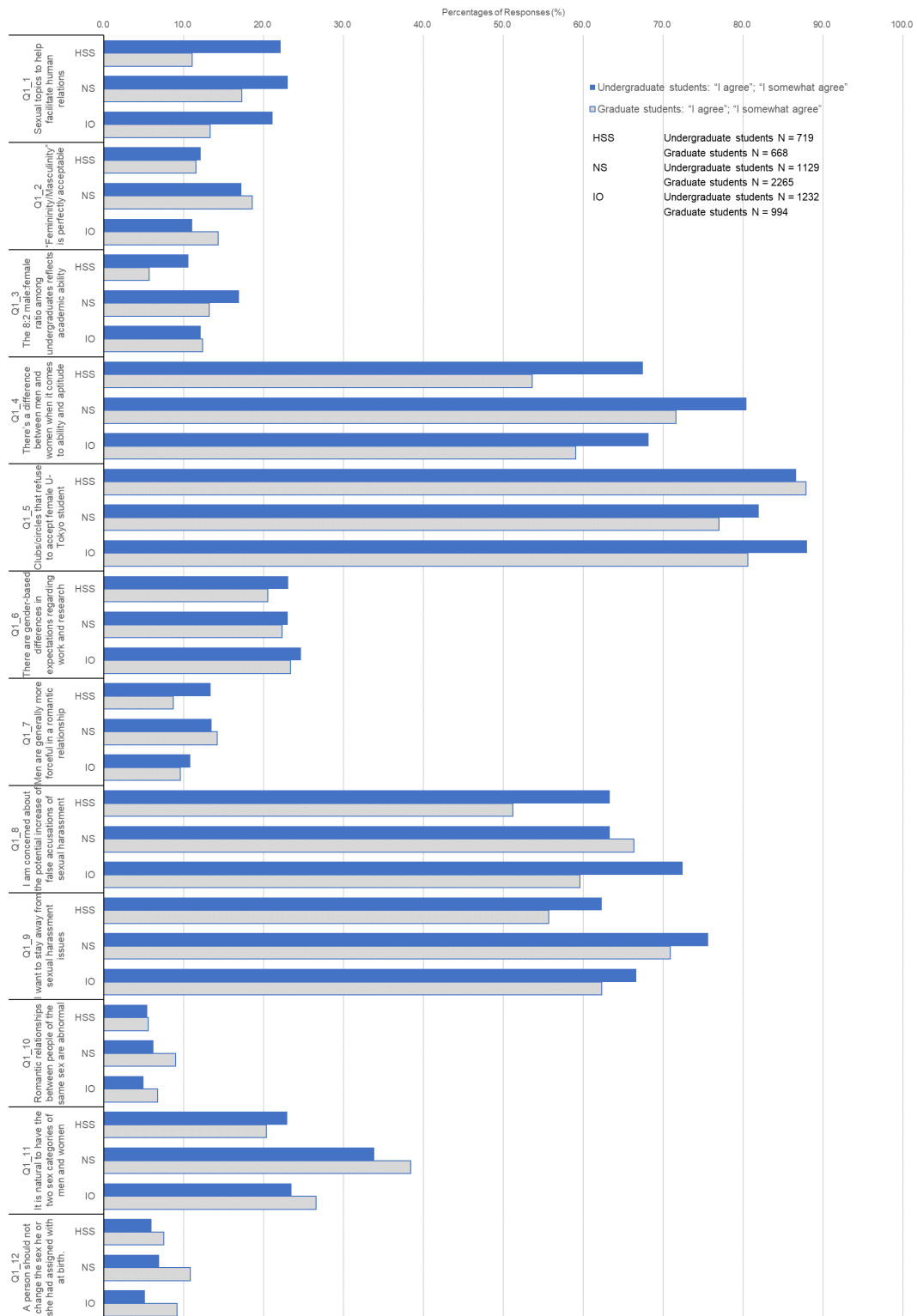


Figure 6-3: Gender and Harassment Awareness (respondents sorted by discipline and program (undergraduate/graduate))

3.2 Whether certain behaviors are deemed as Sexual Harassment (Q2)

The question asked respondents to select “I think the behavior is always deemed as sexual harassment,” “Can be deemed as sexual harassment depending on the situation,” “Cannot be deemed as sexual harassment,” or “No answer” as their response to each of the behaviors listed under Q2_1 a) to j) below to show if they believed these behaviors would constitute sexual harassment. It also provided three hypothetical offenders of the harassment and asked respondents to choose how they would respond if the behaviors were exhibited by these offenders.

Hypothetical behaviors

- a) Asks you to sit next to him/her at a drinking party
- b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair
- c) Asks you about your private life, including whether you are seeing someone, married, or have a child
- d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis
- e) Stares at parts of your body (such as breast, hip, legs, crotch).
- f) Says things like “Girls should be loveable,” or “Be a man.”
- g) Asks you out for a meal or a date.
- h) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer.
- i) Brings up the topic of your sexual orientation or gender identity without your consent.
- j) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex

Figures 6-4 to 6-6 show responses from students sorted by discipline to the given behaviors exhibited by the hypothetical offenders. Since no distinct difference was noted after the correction of the male-to-female ratio, a figure that shows post-correction results is not provided. No considerable difference was observed between the disciplines when comparisons were made between undergraduate and graduate students.

3.2.1 When persons who harassed a respondent are faculty or staff members

As Figure 6-4 shows, more than 70 percent of the respondents answered in the affirmative (“I think the behavior is always deemed as sexual harassment” or “Can be deemed as sexual harassment depending on the situation”) to all behaviors, and more than 90 percent to some of the behaviors. When we studied the responses sorted by discipline, students in the HSS made up the highest percentages of the respondents who provided the affirmative answers to all behaviors, followed by those in IO and then those in the NS. To the behaviors “a) Asks you to sit next to him/her at a drinking party” and “c) Asks you about your private life, including whether you are seeing someone, married, or have a child,” about 10 percent more students in the HSS responded in the affirmative than those in the NS, although the difference was hardly notable.

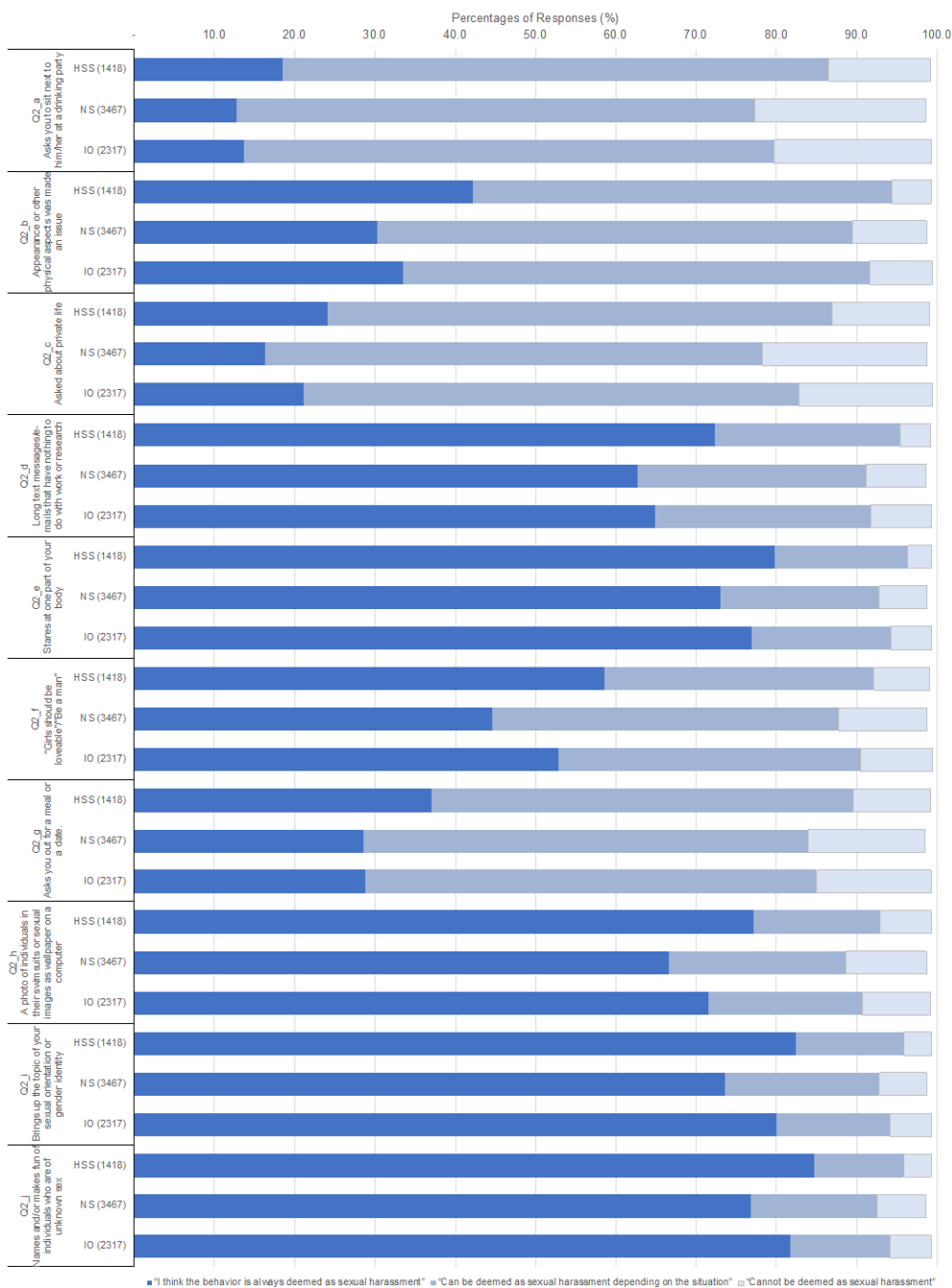


Figure 6-4: Sexual Harassment Awareness When Persons Who Harassed a Respondent Are Faculty or Staff Members

3.2.2 When persons who harassed a respondent are students in a higher grade or rank

As Figure 6-5 shows, the highest number of students in the HSS answered in the affirmative ("I think the behavior is always deemed as sexual harassment" or "Can be deemed as sexual harassment depending on the situation") to all behaviors but "g) Asks you out for a meal or a date," followed by those of their counterparts in IO and then in the NS. To the behaviors "a) Asks you to sit next to him/her at a drinking party," "c) Asks you about your private life, including whether you are seeing someone, married, or have a child," and "g) Asks you out for a meal or a date," about 10 percent more students in the HSS responded in the affirmative than those in the NS. When compared with the responses in Figure 6-4 ("when persons who harassed a respondent are faculty or staff members"), the percentages of respondents who deemed the behavior "g) Asks you out for a meal or a date" as sexual harassment were lower in all disciplines, whereas there was no distinct difference in responses to the other behaviors.

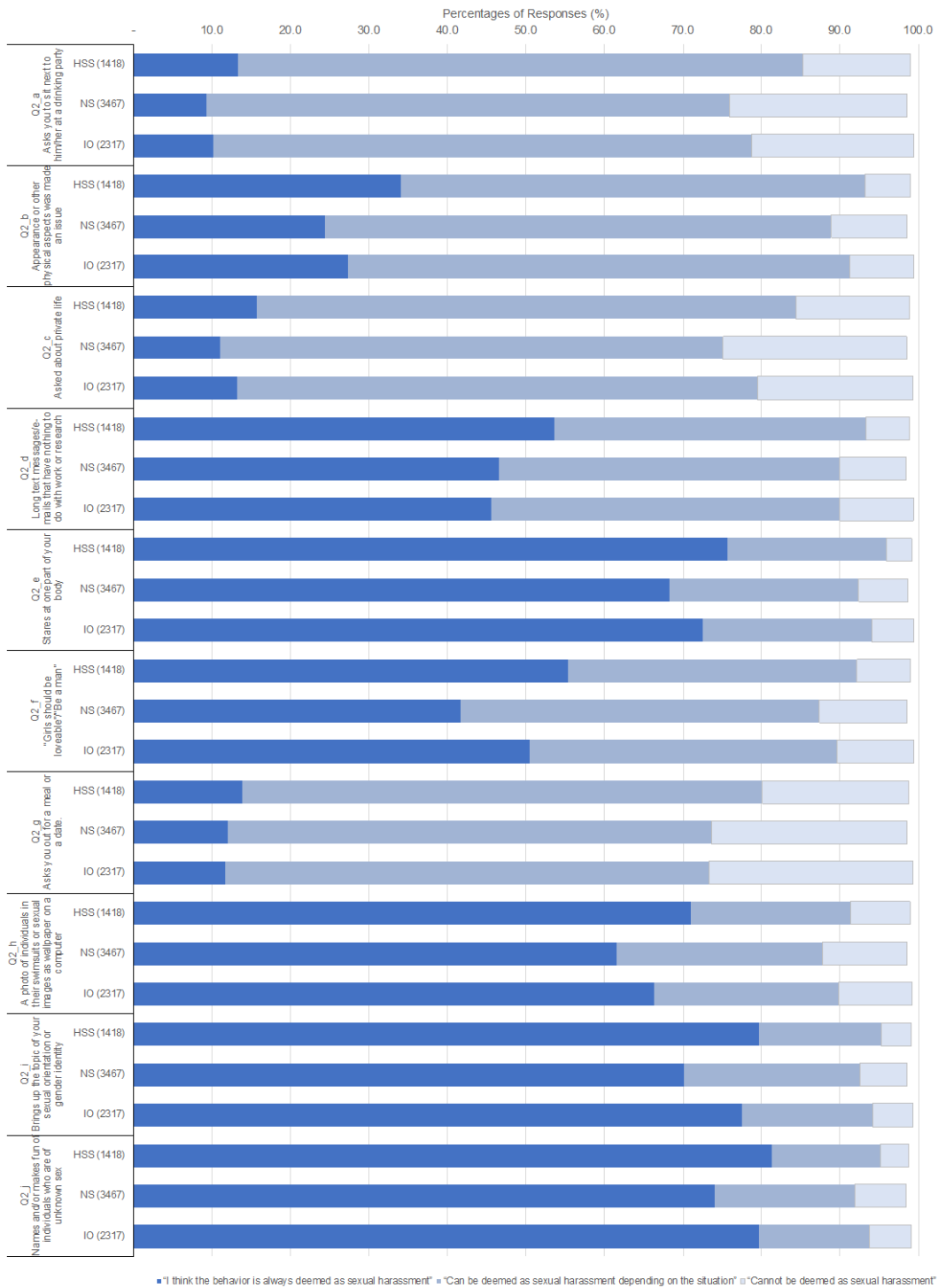


Figure 6-5: Sexual Harassment Awareness When Persons Who Harassed a Respondent Are Students in a Higher Grade or Rank

3.2.3 When persons who harassed a respondent are students in the same or lower grade

As Figure 6-6 shows, the totals of affirmative responses “I think the behavior is always deemed as sexual harassment” and “Can be deemed as sexual harassment depending on the situation” were largely similar to those to the hypothetical cases where the behaviors were exhibited by someone older or of higher rank, whereas the percentages of the affirmative answers to “a) Asks you to sit next to him/her at a drinking party” were about 10 percent lower in all disciplines. When responses were sorted by discipline for comparison, it was ascertained that about 10 percent more students in the HSS answered in the affirmative to “a) Asks you to sit next to him/her at a drinking party” and “c) Asks you about your private life, including whether you are seeing someone, married, or have a child” than those in the NS, just as they did to these behaviors hypothetically exhibited by faculty or staff members and someone older or of higher rank.

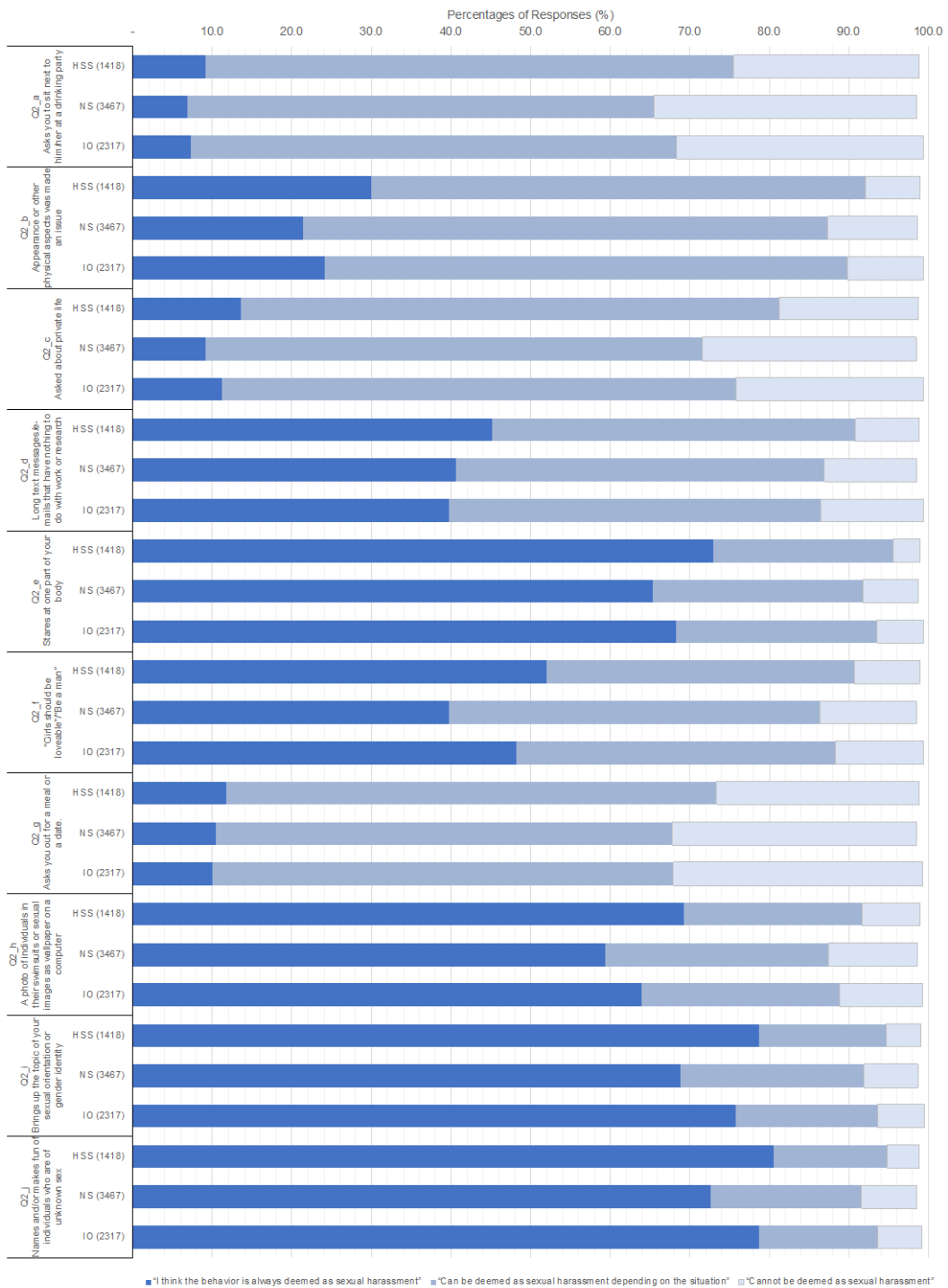


Figure 6-6: Sexual Harassment Awareness When Persons Who Harassed a Respondent Are Students in the Same or Lower Grade

3.3 A difference in responses to harassment behavior according to the status/position of persons who harassed a respondent (Q3)

The question asked respondents to imagine being subjected to the harassment behaviors listed under a) to c) below by four types of hypothetical offenders, namely their instructors/supervisors, faculty members other than their instructors/supervisors, persons in a higher grade or rank, and persons in the same or lower grade, on different occasions. Then it asked them to select their response to each of the behaviors by each of the hypothetical offenders from three options, 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.” Since no considerable difference was noted after the correction of the male-to-female ratio, a chart to show post-correction results is not provided.

Hypothetical harassment behaviors

- a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.).
- b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go.
- c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder).

3.3.1 Responses when persons who harassed a respondent are his or her instructor/supervisor

Figures 6-7 and 6-8 show the percentages of responses, with the total percentage of three options that exclude “Not applicable (do not have an instructor/supervisor)” and “No answer” being 100 percent. No distinct difference in the responses was noted between the disciplines, even after the correction of the male-to-female ratio. When we compared answers from undergraduate and graduate students, we found that higher percentages of graduate students in all disciplines selected “Clearly convey the message that you dislike such behavior” in response to “a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.)” than those of undergraduate students. The percentages of these graduate students were significantly higher in the HSS and the NS. In response to behaviors b) and c), the percentages of graduate students who selected “Clearly convey the message that you dislike such behavior” were also higher than those of undergraduate students, whereas the percentages were higher for undergraduate students when combined with those who selected “Implicitly convey the message that you dislike such behavior” as their response to these behaviors.

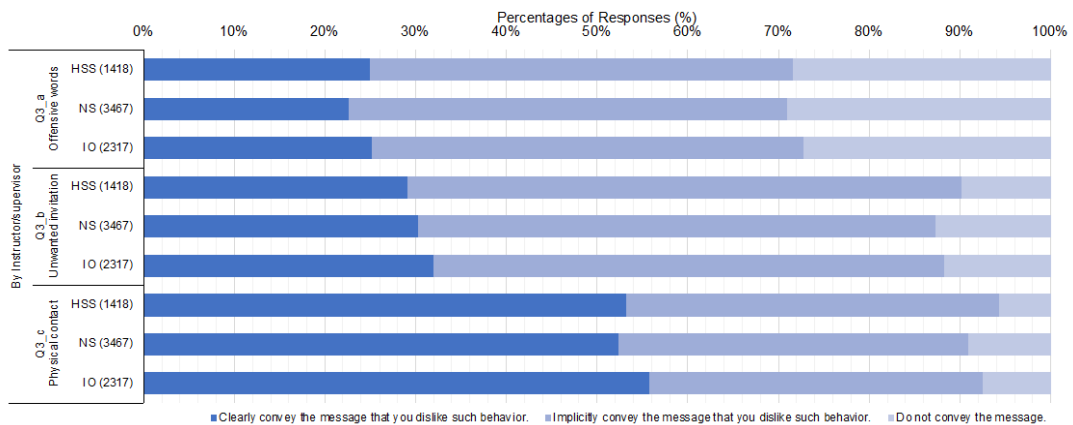


Figure 6-7: Responses to Harassment Behavior Exhibited by Instructors/Supervisors (sorted by discipline)

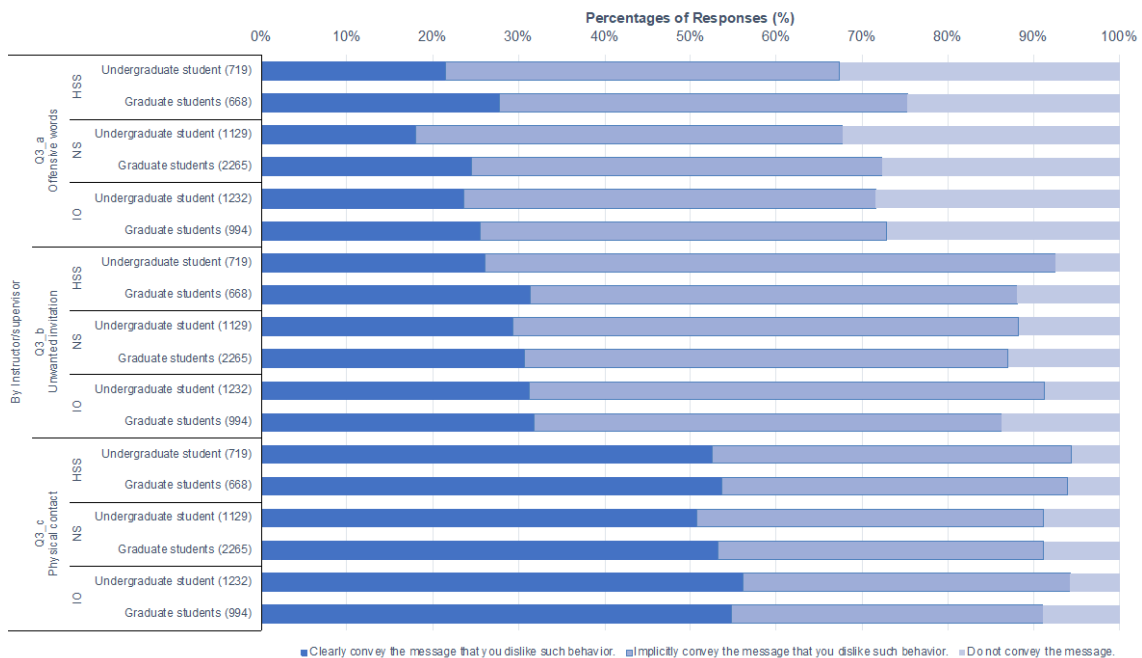


Figure 6-8: Responses to Harassment Behavior Exhibited by Instructors/Supervisors (sorted by discipline and program (undergraduate/graduate))

3.3.2 Responses when persons who harassed respondents are faculty or staff members other than his or her instructor/supervisor, of a higher rank, or of a lower rank

Figure 6-9 shows responses to three cases in which the hypothetical offenders were faculty members other than respondents' instructors/supervisors, persons in a higher grade or rank, and persons in the same or lower grade/rank. The totals of the answers "Clearly convey the message that you dislike such behavior" and "Implicitly convey the message that you dislike such behavior" provided by students in the HSS were high regardless of the behaviors and hypothetical offenders. That said, the differences between the disciplines were too subtle to qualify as being significant. No difference was noted between the disciplines in the percentages of the response

“Clearly convey the message that you dislike such behavior.” This tendency remained unchanged after the correction of the male-to-female ratio.

Figure 6-10 totals and compares the responses “Clearly convey the message that you dislike such behavior” and “Implicitly convey the message that you dislike such behavior” from undergraduate and graduate students. The percentages of students in the NS who selected these responses were somewhat low in all cases regardless of the behaviors and hypothetical offenders. Yet, overall, no considerable difference was ascertained between the disciplines. In response to the behavior “a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.),” about 10 percent fewer undergraduate students selected these answers when the hypothetical offenders were “faculty members other than respondents’ instructors/supervisors” and “persons in a higher grade or rank,” whereas no considerable difference was noted between undergraduate and graduate students when the hypothetical offenders were “persons in the same or lower grade/rank.”

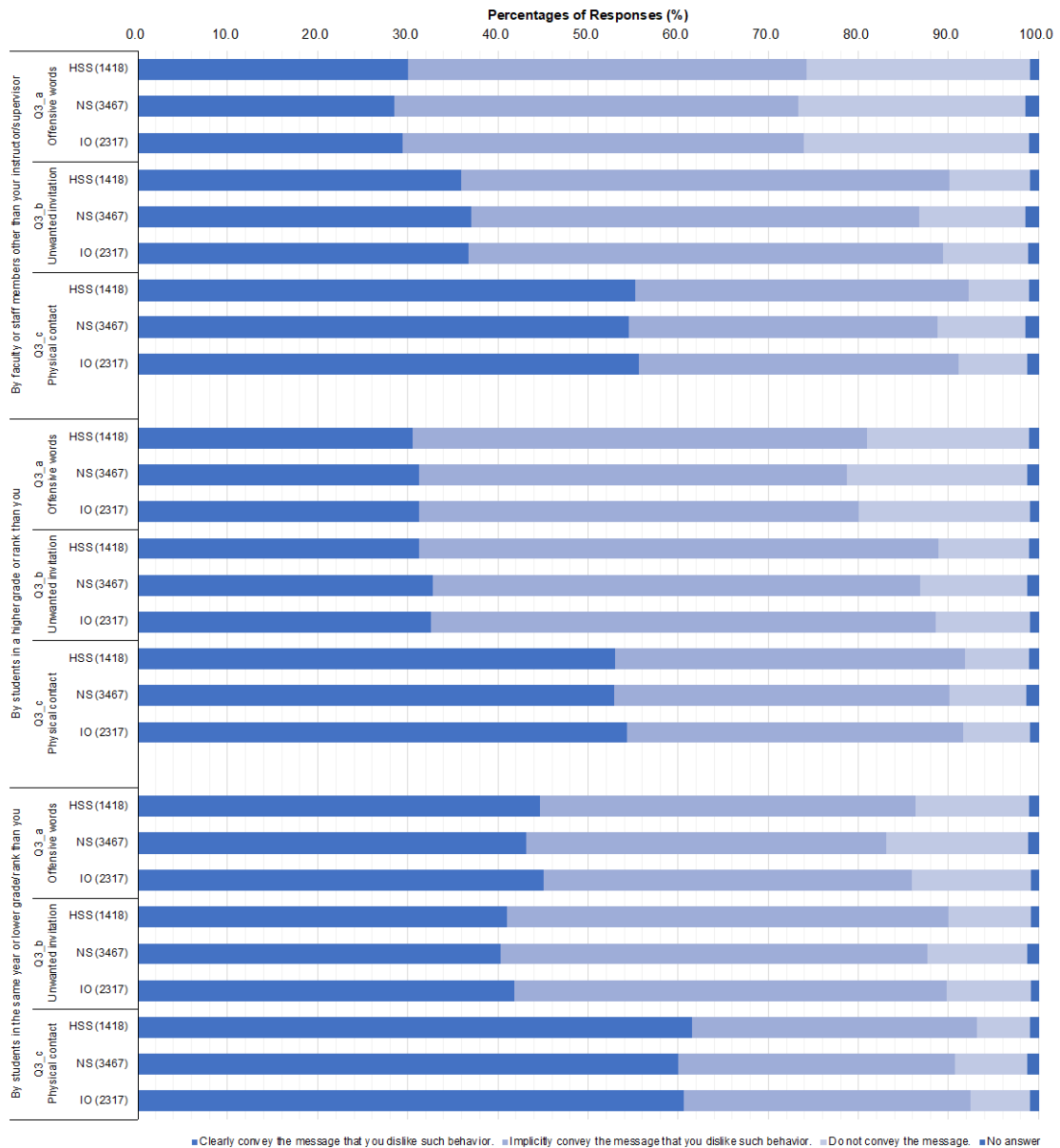


Figure 6-9: Responses to Harassment Behavior Exhibited by Someone other than Instructors/Supervisors (sorted by discipline)

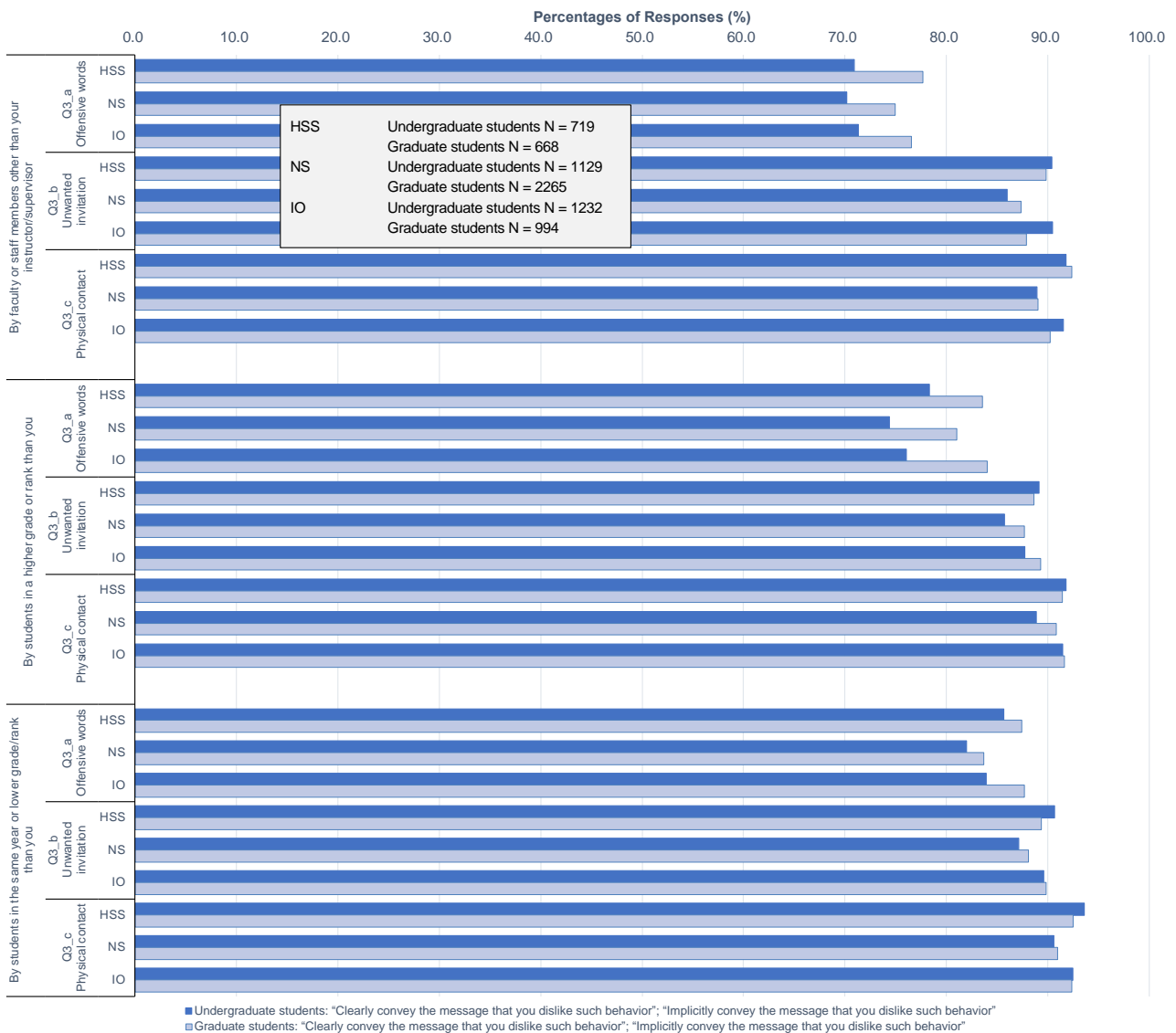


Figure 6-10: Responses to Harassment Behavior Exhibited by Someone other than Instructors/Supervisors (sorted by discipline and program (undergraduate/graduate))

3.4 Presence or absence of experience suffering harassment (Q4)

The question asked respondents to select one or more responses to each of the 13 types of harassment behavior listed under a) to m) below from the choice of “I have been subjected 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.” (Select all that apply)

- a) Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way.
- b) Have heard sexual topics and obscene jokes in an unwanted way.
- c) Have been avoided by other people because they cannot decide whether you are a man or a woman or been laughed at or teased for being a sexual minority (such

- as LGBT).
- d) Nude/pornographic images or magazines were visibly displayed in a common space such as a club room or research office; or have been present while someone was watching nude/pornographic images on a PC.
 - e) Have had your personal sexual information exposed online (through SNS, etc.) or spread by rumor.
 - f) Have been assigned a certain role based on sex/gender in an educational or research setting; or have been treated differently based on gender/sex at the time of research guidance or career counseling.
 - g) Have been looked at with an obscene look, have been physically approached too closely, or have been subjected to overly familiar physical contacts.
 - h) Have been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails, or been stalked.
 - i) Have been forced to do something or restrained from doing something by a person with whom you had a romantic relationship; or that person came to your residence uninvited.
 - j) Have been forced to take off your clothes or to go to a sex trade shop.
 - k) Have received unwanted hugs or kisses.
 - l) Someone peeped at you or secretly took a photo of you in places such as a toilet or changing room.
 - m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity.

Figure 6-11 shows the percentages of the response “I have been subjected to such behavior” from students sorted by discipline before and after the male-to-female ratio was corrected. The results before correction show that more students in the HSS selected this response for all behaviors than those in the other disciplines, and the percentages were up to twice as high for the behaviors stated under a), b), g), h), and k). The percentages of students in the NS and in IO who selected the response varied between the behaviors. The correction of male-to-female ratio narrowed differences in the percentages of the response to many of the behaviors between the disciplines. Differences between the HSS and the NS in particular notably narrowed, and the percentage of students in the NS for f) surpassed those of students in the other disciplines. These results likely reflect a considerable difference in the experiences of harassment between male and female respondents, unlike their harassment awareness (Q1).

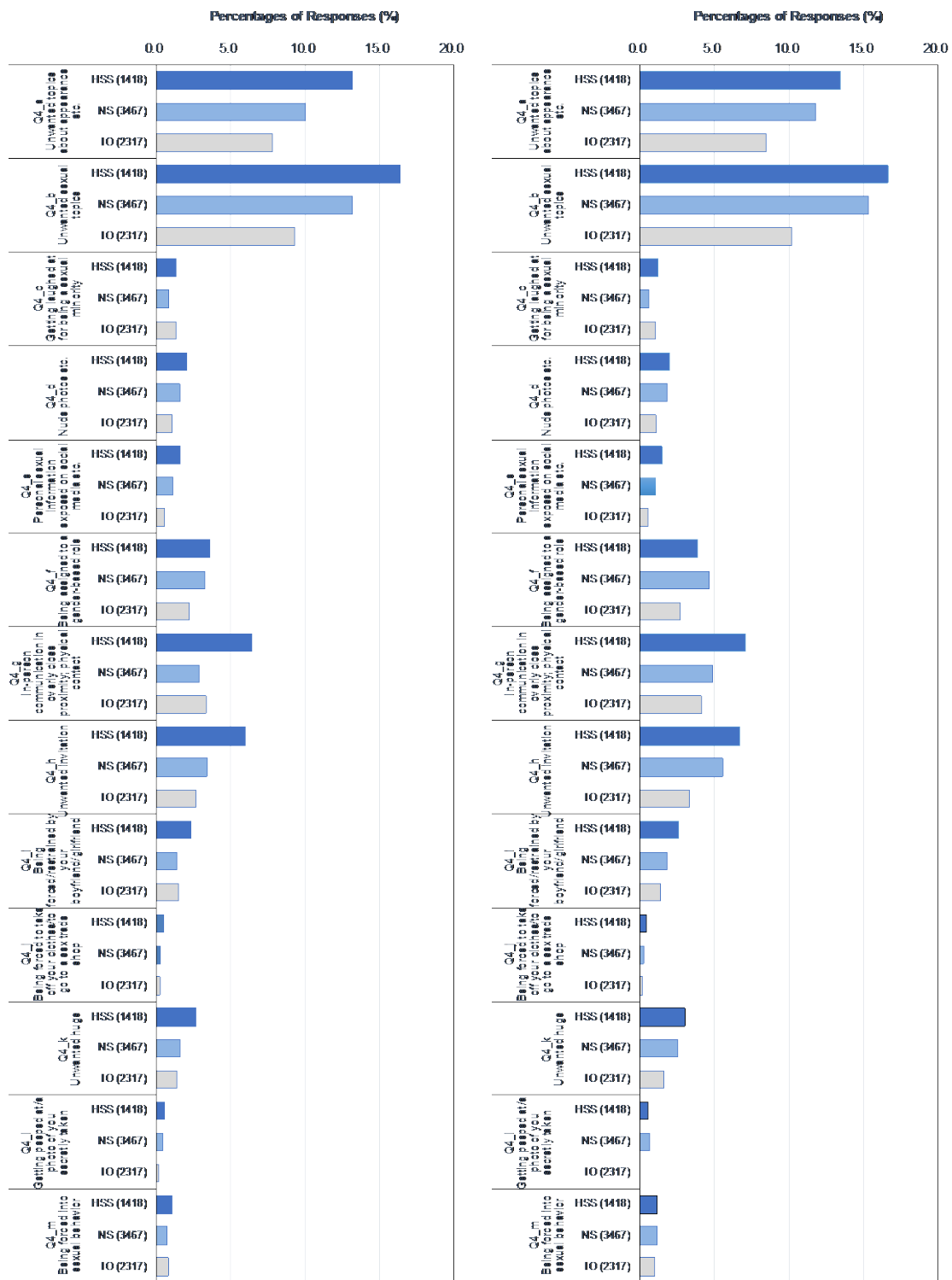


Figure 6-11: Experiences of Harassment (respondents sorted by discipline) (Left: Before the correction of the male-to-female ratio; Right: After the correction)

Next, Figure 6-12 shows the percentages of male and female respondents sorted by discipline who selected the response. More female students selected "I have been subjected to such behavior" as their response to many of the behaviors than male students. 1.5 times to twice as many female students as male students in all disciplines chose the response for a) and b). The differences grew to twice to 10 times in response to f) to i), k), and m). On the other hand, although the absolute numbers were small, 3 to 4 times as many males across the disciplines as females selected this response for j), which was the reverse of the results for the other behaviors.

When responses from female students were sorted by discipline for comparison, it was found that more respondents in the HSS selected the response than their counterparts in the other disciplines for all behaviors but d), f), and l), and that female students in IO who selected the response comprised the lowest percentages for almost all behaviors. More female students in the NS selected the response for d) and f) than their counterparts in the other disciplines, indicating that their research environments might have had something to do with the experiences of harassment. Comparisons of responses from male students showed that, all in all, more males in the HSS selected the response than their counterparts in the other disciplines, whereas differences from the other disciplines were generally less notable than those between female students' responses, except for a) and b).

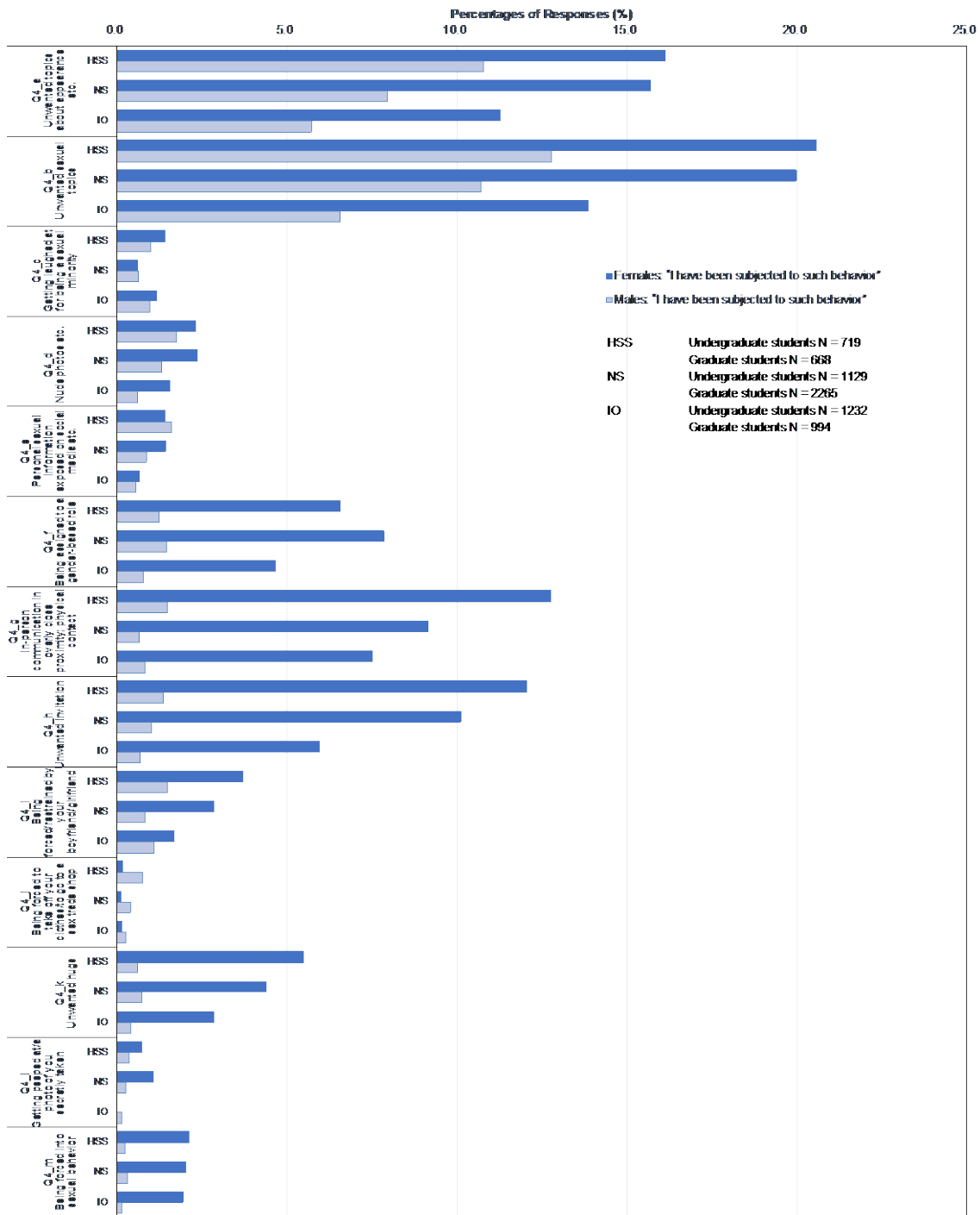


Figure 6-12: Experiences of Harassment (respondents sorted by discipline and gender (male/female))

Figures 6-13 (before the correction of the male-to-female ratio) and 6-14 (after the correction) show the percentages of undergraduate and graduate students sorted by discipline who selected the response. This section will describe the differences that were noted. In response to a), more undergraduate students in the HSS chose the response than graduate students in the same discipline, whereas graduate students who did likewise outnumbered undergraduate students in the NS and IO. In response to e),

more undergraduate students in the NS chose the response than graduate students in the same discipline, whereas graduate students who did likewise outnumbered undergraduate students in the HSS and IO. This tendency remained unchanged even after the correction of the male-to-female ratio. On the other hand, the correction of the male-to-female ratio significantly narrowed differences in the percentages of the response for g) to i) and k) to m) between the disciplines. The results indicate that, when it comes to experiences of harassment that occur in unwanted human interactions and/or that involves physical contact, differences are wider between males and females than between the disciplines.

As for d) and f), the percentages of graduate students were higher in all disciplines, and that of undergraduate students in IO, which consist mainly of first- and second-year students, was low. These results likely indicate that the respondents' research environments influenced their answer.

The percentages of undergraduate students in IO who selected "I have been subjected to such behavior" in response to 8 out of the 13 harassment behaviors, namely a), d) to f), h) to j), and l), were 20 to 70 percent lower than those of undergraduate students in the other disciplines and graduate students in all disciplines. This is presumably because first-year students make up 60 percent of undergraduate students in IO. They have been enrolled at the University of Tokyo for a shorter period than other respondents in the other disciplines and programs, and they have had limited face-to-face human interactions due to the coronavirus pandemic. That is, they may have had fewer occasions on which they could have suffered harassment than usual. The percentages of graduate students in IO who selected the answer in response to all behaviors but c) and j) were also lower than their counterparts in the other disciplines, although details remain unclear.

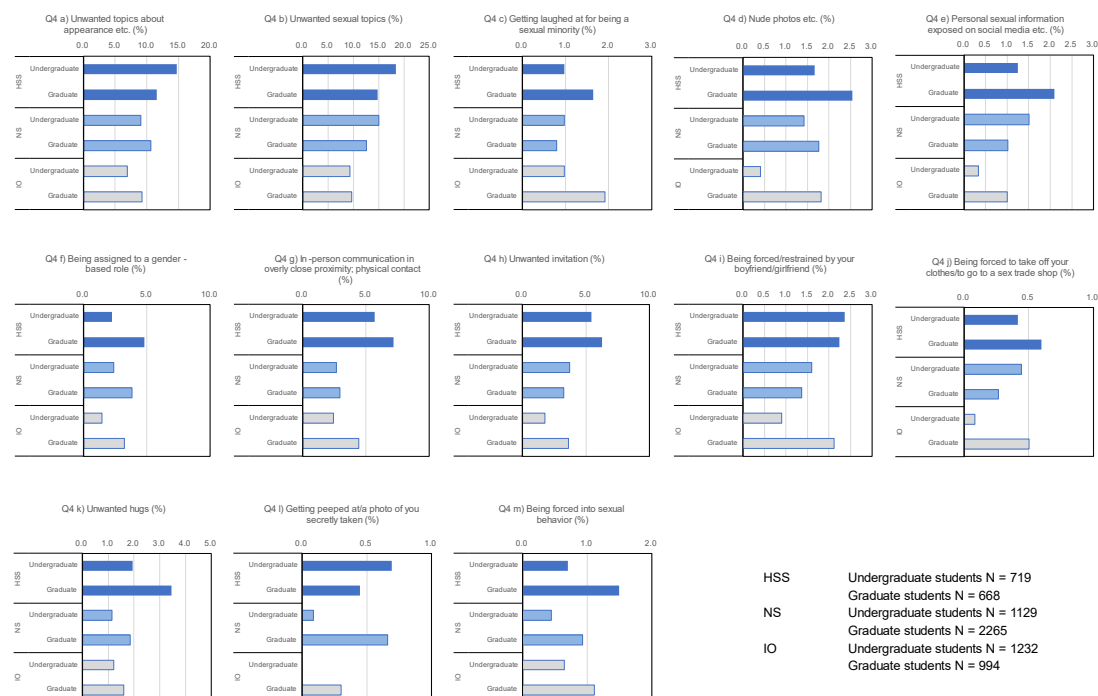


Figure 6-13: Experiences of Harassment (respondents sorted by discipline and program (undergraduate/graduate)) (the male-to-female ratio not corrected)

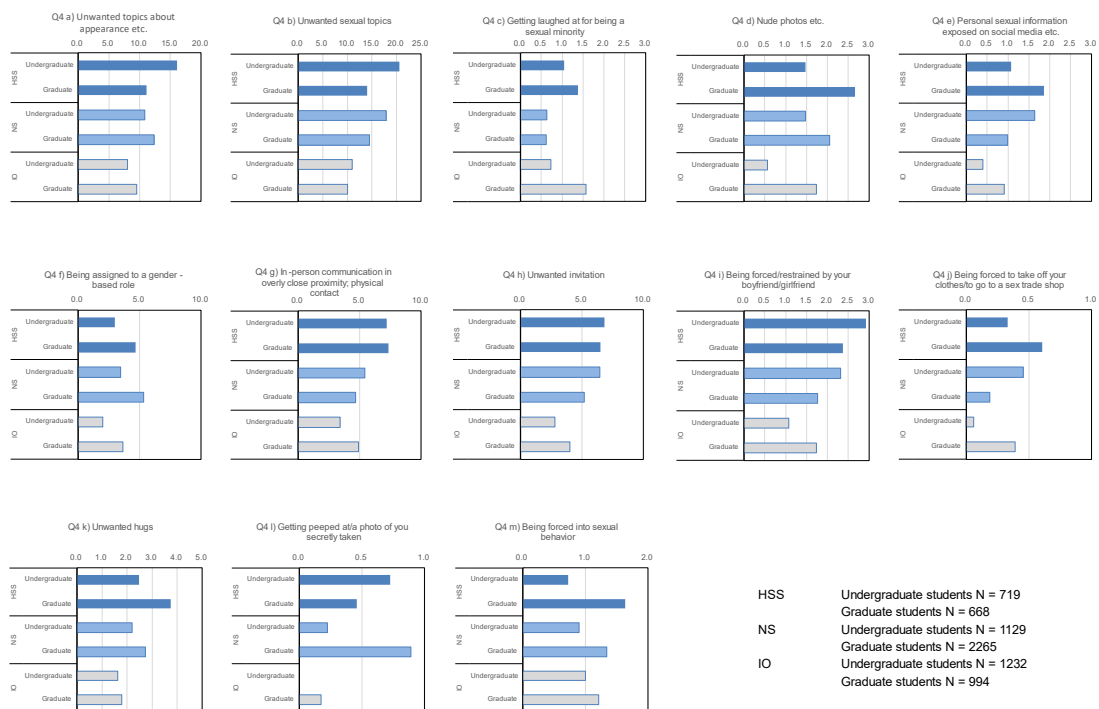


Figure 6-14: Experiences of Harassment (respondents sorted by discipline and program (undergraduate/graduate)) (the male-to-female ratio corrected)

3.5 Settings Where a Respondent Experienced Harassment (Q5)

The question asked respondents to select one setting from the 11 choices shown in Table 6-2. The most common answer was “During a social gathering” in all disciplines, followed by “During regular club/circle activity” and “Other situations related to research.” Notable differences are listed below.

- About 1.5 times as many students in the HSS as those in the other disciplines (23.1 percent) selected “During regular club/circle activity.”
- 5.5 percent of students in IO chose “During a club/circle camp.” This is about 60 percent of their counterparts in the other disciplines. This may be partly because club/circle activities were limited due to the pandemic.
- The students in the NS who chose “During a seminar class” (0.8 percent) were less than half of their counterparts in the other disciplines. Since many of the science programs do not use the term “seminar class,” it is likely that respondents in these programs chose “Other situations related to research” to mean the same setting as a seminar class.
- 5.4 percent of students in the HSS selected “Other situations related to research.” This is half of the students in the other disciplines each who chose the same answer. Contrary to their counterparts in the NS, these students likely chose “During a seminar class” to mean the same setting as situations related to research.
- The percentage of students in IO who selected “While living in a student dormitory” (4.4 percent) was a little over twice as high as those of their counterparts in the other disciplines. This is presumably because many students in IO are in the Junior Division.

Table 6-2: Settings Where a Respondent Experienced Harassment (respondents sorted by discipline and gender (male/female)) (%)

| | | (N) | During class or lab experiment | During a seminar class | During a study camp/retreat of a seminar or practicum class | During tutoring | During a club/circle camp | During regular club/circle activity | While living in a student dormitory | During a social gathering | Other situations related to research | Other | No answer |
|-----|--------|-------|--------------------------------|------------------------|---|-----------------|---------------------------|-------------------------------------|-------------------------------------|---------------------------|--------------------------------------|-------|-----------|
| HSS | All | (368) | 5.7 | 1.6 | 1.4 | 2.2 | 9.0 | 23.1 | 0.8 | 33.7 | 5.4 | 14.7 | 2.4 |
| | Female | (191) | 6.8 | 1.6 | 1.6 | 3.1 | 8.4 | 17.3 | 1.0 | 32.5 | 6.8 | 18.3 | 2.6 |
| | Male | (157) | 5.1 | 1.3 | 0.0 | 1.3 | 10.8 | 31.8 | 0.6 | 33.1 | 3.8 | 10.2 | 1.9 |
| NS | All | (719) | 8.2 | 0.8 | 0.7 | 2.2 | 9.0 | 18.5 | 1.8 | 32.8 | 11.1 | 11.5 | 3.2 |
| | Female | (275) | 10.5 | 0.4 | 0.4 | 2.5 | 6.5 | 10.9 | 0.7 | 35.6 | 14.5 | 15.3 | 2.5 |
| | Male | (409) | 5.9 | 1.2 | 1.0 | 2.0 | 11.2 | 23.7 | 2.4 | 31.8 | 8.1 | 8.8 | 3.9 |
| IO | All | (361) | 7.2 | 1.7 | 0.3 | 3.0 | 5.5 | 15.8 | 4.4 | 32.1 | 11.9 | 15.0 | 3.0 |
| | Female | (180) | 7.2 | 1.7 | 0.6 | 3.9 | 0.6 | 13.3 | 5.0 | 32.2 | 14.4 | 18.9 | 2.2 |
| | Male | (158) | 6.3 | 1.9 | 0.0 | 1.9 | 12.0 | 20.3 | 3.8 | 31.0 | 8.9 | 9.5 | 4.4 |

3.6 Position of a Respondent When Suffering Harassment (Q6)

The question asked respondents to select one answer from the choice of “Undergraduate student,” “Graduate student (including research student),” “Other,” and “No answer.” More than 96 percent of undergraduate respondents in all disciplines answered “Undergraduate student.”

Table 6-3 shows the percentages of the answers provided by graduate students. Many of the respondents in the HSS and the NS each answered that they had suffered harassment when they were an “Undergraduate student,” whereas many of the students in IO answered “Graduate student (including research student).” Moreover, clear differences were noted between genders across all disciplines. Specifically, 1.2 times to twice as many female students answered “Graduate student (including research student)” compared to those who answered “Undergraduate student.” The results of responses from males were opposite. The percentages of those who answered “Undergraduate student” were almost equal to, or up to 1.8 times as high as, those of students who chose “Graduate student (including research student).”

Table 6-3: Position of a Respondent When Suffering Harassment (graduate students) (%)

| | | HSS | | | NS | | | IO | |
|--------|-------|-----------------------|---|-------|-----------------------|---|-------|-----------------------|---|
| | (N) | Undergraduate student | Graduate student (including research student) | (N) | Undergraduate student | Graduate student (including research student) | (N) | Undergraduate student | Graduate students (including research students) |
| All | (159) | 52.2 | 45.3 | (450) | 53.1 | 40.7 | (176) | 37.5 | 59.1 |
| Female | (80) | 43.8 | 52.5 | (185) | 43.2 | 50.3 | (96) | 32.3 | 65.6 |
| Male | (67) | 61.2 | 38.8 | (245) | 60.8 | 33.1 | (69) | 46.4 | 47.8 |

3.7 Number of Persons who Committed Harassment (Q7)

The question asked respondents to select one answer from the choice of “1 person,” “2 persons,” “3 persons or more,” and “No answer.”

40 to 50 percent of respondents answered “1 person” and 30 to 40 percent “3 persons or more” in all disciplines. No considerable difference was noted. Moreover, across all disciplines, the percentages of graduate students who answered “1 person” were a few points higher than those of their undergraduate counterparts, while those of graduate students who answered “3 persons or more” were a few points lower.

3.7.1 Gender and position of the person in relation to the respondent (the number of perpetrators is “1 person”)

With regard to the gender of the person who committed harassment, about 95 percent of female respondents who had been subjected to such behavior answered “Man,” and about 80 percent and 20 percent of male students “Man” and “Woman,” respectively. No distinct difference was noted between undergraduate and graduate students. As for the position of the person, the most common answer that comprised about 45 percent was “Student in the same grade as you or a friend,” followed by “Student in a higher grade or rank than you,” which made up about 25 percent. 12.3 percent of respondents in IO answered “Instructor/supervisor in a seminar or other classes,” which is almost double the percentages of their counterparts in the other disciplines. Females who selected “Student in a higher grade or rank than you” made up high percentages in all disciplines, and those in the HSS who did were 1.8 times as many males in the same discipline. On the other hand, males who selected “Student in the same grade as you or a friend” comprised high percentages in all disciplines, and those in the HSS and IO who did were 1.6 times and 1.4 times as many females, respectively. Comparisons of responses from male and female students sorted by discipline show that twice as many males in the HSS and the NS as their female counterparts answered “Instructor/supervisor in a seminar or other classes,” and that 1.3 times as many females in IO as males selected the answer.

Table 6-4: Position of the Person in Relation to the Respondent (the number of perpetrators is “1 person”) (%)

| | | (N) | Student in a higher grade or rank than you | Student in the same grade as you or a friend | Student in a lower grade than you | Instructor/supervisor in a seminar or other classes | Faculty members other than your instructor/supervisor | Staff member | Other | No answer |
|-----|--------|-------|--|--|-----------------------------------|---|---|--------------|-------|-----------|
| HSS | All | (168) | 25.6 | 47.0 | 2.4 | 5.4 | 8.3 | 0.0 | 10.7 | 0.6 |
| | Female | (90) | 30.0 | 41.1 | 0.0 | 4.4 | 8.9 | 0.0 | 15.6 | 0.0 |
| | Male | (66) | 18.2 | 56.1 | 4.5 | 7.6 | 9.1 | 0.0 | 3.0 | 1.5 |
| NS | All | (316) | 26.6 | 42.4 | 6.6 | 6.3 | 8.2 | 4.4 | 4.1 | 1.3 |
| | Female | (140) | 27.1 | 41.4 | 4.3 | 3.6 | 8.6 | 5.7 | 7.9 | 1.4 |
| | Male | (163) | 24.5 | 44.8 | 9.2 | 8.0 | 7.4 | 3.7 | 1.2 | 1.2 |
| IO | All | (187) | 23.5 | 43.3 | 1.6 | 12.3 | 10.2 | 3.7 | 4.8 | 0.5 |
| | Female | (106) | 25.5 | 35.8 | 0.9 | 13.2 | 10.4 | 5.7 | 7.5 | 0.9 |
| | Male | (66) | 21.2 | 56.1 | 1.5 | 10.6 | 7.6 | 1.5 | 1.5 | 0.0 |

3.7.2 Gender and position of the person in relation to the respondent (the number of perpetrators is “2 persons” or “3 persons or more”)

Across all disciplines, about 80 percent and 20 percent of female respondents who had been subjected to harassment answered that the perpetrators were “men” and “man/men and woman/women,” respectively, and about 70 percent and 30 percent of their male counterparts answered “men” and “man/men and woman/women,” respectively. About 80 percent and 20 percent of undergraduate students who had suffered harassment answered “men” and “man/men and woman/women,” respectively, and about 70 percent and 30 percent of their graduate counterparts answered “men” and “man/men and woman/women,” respectively.

Table 6-5 shows the positions of the persons who committed harassment. The most common answer that comprised about 70 percent in all disciplines was “Students in the same grade as you or friends,” followed by “Students in a higher grade or rank

than you,” which made up about 50 percent. Fewer respondents in the HSS answered “Faculty members other than your instructor/supervisor” or “Staff members” than those in the other disciplines. Unlike the responses to the question that asked who the sole perpetrator was (Table 6-4), no considerable difference was noted in the percentages of the responses “Students in a higher grade or rank than you” and “Students in the same grade as you or friends” between the discipline or genders. However, females who answered “Faculty members other than your instructor/supervisor” made up more than 10 percent, and the percentage grew to almost 20 percent among females in the NS, while the males who provided the same answer comprised less than 5 percent in all disciplines. Moreover, 1.5 times to twice as many females answered “Instructors/supervisors in a seminar or other classes” as males in the same disciplines. Comparisons of the percentages of female respondents who chose the answer revealed that female students in the NS were 1.5 times as many as their counterparts in the other disciplines.

Table 6-5: Position of the Person in Relation to the Respondent (the number of perpetrators is “2 persons” or “3 persons or more”) (%)

| | | (N) | Student in a higher grade or rank than you | Student in the same grade as you or a friend | Student in a lower grade than you | Instructor/supervisor in a seminar or other classes | Faculty members other than your instructor/supervisor | Staff member | Other | No answer |
|-----|--------|-------|--|--|-----------------------------------|---|---|--------------|-------|-----------|
| HSS | All | (189) | 53.4 | 73.0 | 15.3 | 5.8 | 6.3 | 1.1 | 3.2 | 0.0 |
| | Female | (95) | 55.8 | 70.5 | 13.7 | 6.3 | 10.5 | 1.1 | 3.2 | 0.0 |
| | Male | (88) | 48.9 | 78.4 | 17.0 | 4.5 | 1.1 | 1.1 | 3.4 | 0.0 |
| NS | All | (377) | 52.0 | 66.6 | 14.3 | 5.8 | 10.3 | 4.0 | 2.7 | 0.8 |
| | Female | (127) | 55.1 | 59.1 | 16.5 | 8.7 | 19.7 | 6.3 | 3.1 | 0.8 |
| | Male | (228) | 50.0 | 70.6 | 11.8 | 3.5 | 3.9 | 2.2 | 2.2 | 0.9 |
| IO | All | (159) | 54.1 | 69.2 | 8.2 | 6.3 | 10.7 | 3.8 | 3.8 | 0.6 |
| | Female | (68) | 42.6 | 67.6 | 8.8 | 5.9 | 13.2 | 5.9 | 0.0 | 0.0 |
| | Male | (84) | 60.7 | 70.2 | 7.1 | 3.6 | 4.8 | 0.0 | 6.0 | 1.2 |

3.8 Frequency of a Respondent Having Suffered Harassment from the Same Person (Q8)

35.3 percent of respondents in the HSS answered that they had been harassed by the same person repeatedly. This figure is 5 to 8 points higher than their counterparts in the other disciplines. The difference became even more distinct after the male-to-female ratio was corrected. Furthermore, undergraduate students who chose the answer had made up 20 to 30 percent in all disciplines, and graduate students 30 to 40 percent.

3.9 Response by the Respondent to Harassment (Q9)

As Table 6-6 shows, the most common response from students in the NS and the HSS, which comprised a little over 30 percent, was “I ignored, avoided, or ran away,” followed by “I implicitly or jokingly suggested that I disliked the behavior” and then “I put up with the behavior/I yielded.” The most common response from students in IO, which made up 33.5 percent, was “I implicitly or jokingly suggested that I disliked the behavior,” followed by “I ignored, avoided, or ran away” and then “I put up with the behavior/I yielded.”

Females who answered “I made clear that I disliked the behavior/I protested” comprised more than 10 percent, and females in the NS who chose the response scored the highest percentage, 17.5 percent. Males who selected the answer made up around 8 percent in all disciplines. High percentages of females answered “I ignored,

avoided, or ran away” in all disciplines, and the figures were about 1.1 to 1.2 times as great as the percentages of their male counterparts. Thirty to 35 percent of male respondents in all disciplines and female respondents in IO selected “I implicitly or jokingly suggested that I disliked the behavior,” while 25 percent and 20 percent of female respondents in the HSS and the NS, respectively, chose this response.

No considerable difference was noted between the disciplines when responses from undergraduate and graduate students were compared.

Table 6-6: Actions in Response to Harassment (%)

| | | (N) | I made clear that I disliked the behavior/ I protested. | I ignored, avoided, or ran away. | I implicitly or jokingly suggested that I disliked the behavior. | I put up with the behavior/ I yielded. | Other | No answer |
|-----|--------|-------|---|----------------------------------|--|--|-------|-----------|
| HSS | All | (368) | 11.4 | 33.7 | 28.5 | 21.2 | 3.0 | 2.2 |
| | Female | (191) | 13.6 | 37.7 | 25.1 | 18.3 | 3.1 | 2.1 |
| | Male | (157) | 8.3 | 29.9 | 33.8 | 23.6 | 2.5 | 1.9 |
| NS | All | (719) | 12.0 | 37.7 | 26.1 | 19.7 | 2.6 | 1.8 |
| | Female | (275) | 17.5 | 41.8 | 20.4 | 17.5 | 2.2 | 0.7 |
| | Male | (409) | 8.3 | 35.0 | 30.1 | 21.0 | 2.9 | 2.7 |
| IO | All | (361) | 10.2 | 29.1 | 33.5 | 21.3 | 2.8 | 3.0 |
| | Female | (180) | 11.7 | 30.0 | 34.4 | 20.6 | 1.1 | 2.2 |
| | Male | (158) | 7.6 | 27.8 | 34.8 | 22.2 | 3.8 | 3.8 |

3.10 Whether Respondent Consulted Other Persons about Harassment (Q10)

The ratios of respondents who answered “Yes, I did” to those who answered “No, I didn’t” were 3:7 in the HSS and IO, and 2:8 in the NS. The ratios were the same when responses from undergraduate students and graduate students were compared separately. The percentages of females who answered “Yes, I did” were 49.7 percent in the HSS (i.e., almost half of the respondents in the discipline) and around 40 percent in the NS and IO. The percentages of their male counterparts were 15.2 percent in IO and about 10 percent in the HSS and the NS.

3.10.1 Person a respondent consulted with about harassment (those who answered “Yes, I did”)

The question asked respondents to select one or more answers from the 14 options it presented. The results are shown in Table 6-7. The most common answer that made up 70 to 80 percent in all disciplines was “Students in the same grade as you or friends,” followed by “Family member,” “Student in a higher grade or rank than you,” and “Friend or acquaintance outside of the University,” each of which comprised around 30 percent. When we examined the responses by discipline, the following answers made up somewhat higher percentages in the particular disciplines than those in the other disciplines: 12.4 percent and 4.1 percent of students in the HSS answered “Harassment Counseling Center of The University of Tokyo” and “Lawyer or other expert or specialized institution,” respectively; 13.9 percent in the NS “Health Service Center, Student Counseling Center or Komaba Student Counseling Center of The University of Tokyo” ; and 33.3 percent in IO “Friend or acquaintance outside of the University.” The numbers of options selected per respondent were as follows: 2.5 per female in the HSS; 2.1 per female in the NS and IO; 1.6 to 1.7 per male in all disciplines.

Responses from undergraduate students showed largely the same tendencies regardless of their disciplines. Students in the NS who answered “Students in the same grade as you or friends” made up 88.9 percent, which was about 10 percent higher, and students in the HSS who answered “Student in a higher grade or rank than you” comprised 35.9 percent, which was at least 10 percent greater. Students in IO who answered “Friend or acquaintance outside of the University” made up 26.1 percent, which was about 10 percent higher. The numbers of options selected per respondent were as follows: 2.0 in the HSS; 1.6 in the NS; and 1.7 in IO.

No striking difference was noted in responses from graduate students between the disciplines. However, the numbers of options selected per respondent showed a somewhat wide gap: 2.8 in the HSS and 2.2 in the NS and in IO. This is because females make up a large percentage of respondents in the HSS, and because they selected more options (3.0) than respondents in the other disciplines (the numbers of options selected: 2.3 per female in the NS; 2.4 per female in IO; 1.7 to 1.8 per male in all disciplines).

Table 6-7: Person a Respondent Consulted with about Harassment (%)

| | (#) | Family member | Student in a higher grade or rank than you | Student in the same grade as you or a friend | Student in a lower grade than you | Friend or acquaintance outside of the University | Instructor/a supervisor in a seminar or other classes | Faculty member other than your instructor/supervisor | Staff member | Harassment Counseling Center of The University of Tokyo | Health Service Center, Student Counseling Center or Komaba Student Counseling Center of The University of Tokyo | Counselor in your department | Lawyer or other expert or specialized institution | Other | No answer |
|-----|--------------|---------------|--|--|-----------------------------------|--|---|--|--------------|---|---|------------------------------|---|-------|-----------|
| HSS | All (121) | 34.7 | 34.7 | 77.7 | 9.1 | 27.3 | 13.2 | 5.0 | 5.0 | 12.4 | 6.6 | 0.8 | 4.1 | 0.8 | 0.0 |
| | Female (95) | 40.0 | 37.9 | 75.8 | 8.4 | 28.4 | 14.7 | 6.3 | 5.3 | 14.7 | 7.4 | 1.1 | 5.3 | 1.1 | 0.0 |
| | Male (17) | 17.6 | 23.5 | 88.2 | 11.8 | 17.6 | 0.0 | 0.0 | 0.0 | 0.0 | 5.9 | 0.0 | 0.0 | 0.0 | 0.0 |
| NS | All (158) | 33.5 | 24.1 | 69.6 | 7.0 | 25.3 | 8.9 | 7.6 | 4.4 | 7.6 | 13.9 | 0.6 | 0.6 | 2.5 | 0.0 |
| | Female (112) | 36.6 | 24.1 | 69.6 | 6.3 | 24.1 | 8.9 | 8.0 | 6.3 | 7.1 | 15.2 | 0.9 | 0.9 | 3.6 | 0.0 |
| | Male (38) | 26.3 | 21.1 | 68.4 | 5.3 | 23.7 | 7.9 | 5.3 | 0.0 | 7.9 | 10.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| IO | All (108) | 27.8 | 23.1 | 72.2 | 8.3 | 33.3 | 9.3 | 4.6 | 3.7 | 8.3 | 7.4 | 0.0 | 0.9 | 0.9 | 1.9 |
| | Female (75) | 28.0 | 26.7 | 70.7 | 8.0 | 33.3 | 10.7 | 5.3 | 5.3 | 10.7 | 6.7 | 0.0 | 1.3 | 1.3 | 1.3 |
| | Male (24) | 29.2 | 8.3 | 79.2 | 12.5 | 29.2 | 4.2 | 0.0 | 0.0 | 4.2 | 4.2 | 0.0 | 0.0 | 0.0 | 4.2 |

3.10.2 Reason why a respondent didn't consult anyone about harassment suffered (for those who answered “No, I didn't”)

The question asked respondents to select one or more answers from the 9 options it presented. The results are shown in Table 6-8. The most common answer that made up 60 percent or more in all disciplines was “I didn't feel the need to consult anyone.” It comprised 74.9 percent in the NS, more than 10 points higher than the percentages in the other disciplines. It was followed by “I didn't think that consulting someone would help solve the situation,” which comprised around 40 percent. Students in the HSS who chose “It was too painful to consult someone” made up 14.2 percent, which was about double the percentages of their counterparts in the other disciplines. The percentage of undergraduate students in IO who answered “I was afraid that the information would be leaked if I consulted someone” (8.1 percent) was somewhat higher than those of their counterparts in the other disciplines. On the other hand, the percentages of undergraduate students in the HSS who answered “I didn't think that anyone would take my story seriously” (8.1 percent), “I was afraid that there would be negative consequences if I consulted someone” (41.5 percent), and “It was too painful to consult someone” (13.3 percent) were higher than those of their counterparts in the other disciplines. These results are probably because the percentage of female respondents were greater in the HSS than in the other disciplines.

The percentages of graduate students in the HSS who answered “I didn't think that anyone would take my story seriously” (12.3 percent) and “It was too painful to consult someone” (15.1 percent) were approximately 1.5 times as great as those of

their counterparts in the other disciplines. The male-to-female ratio among respondents likely had less impact on responses from graduate students than on those from undergraduate students.

Table 6-8: Reason why a Respondent Didn't Consult Anyone about Harassment Suffered (%)

| | | (N) | I was afraid that the information would be leaked if I consulted someone. | I didn't think that anyone would take my story seriously. | I didn't think that consulting someone would help solve the situation. | I was afraid that there would be negative consequences if I consulted someone. | I didn't feel the need to consult anyone. | It was too painful to consult someone. | I was afraid that consulting someone would complicate my relationship with the person who harassed me. | Other | No answer |
|-----|--------|-------|---|---|--|--|---|--|--|-------|-----------|
| HSS | All | (240) | 5.8 | 10.0 | 43.8 | 13.3 | 63.8 | 14.2 | 19.2 | 7.1 | 0.0 |
| | Female | (92) | 5.4 | 12.0 | 50.0 | 14.1 | 48.9 | 15.2 | 25.0 | 9.8 | 0.0 |
| | Male | (137) | 5.1 | 6.6 | 36.5 | 10.2 | 73.7 | 12.4 | 13.9 | 5.8 | 0.0 |
| NS | All | (545) | 4.4 | 6.4 | 35.8 | 10.6 | 74.9 | 7.2 | 13.9 | 5.0 | 0.2 |
| | Female | (160) | 3.8 | 4.4 | 48.1 | 13.1 | 67.5 | 10.6 | 19.4 | 5.0 | 0.0 |
| | Male | (358) | 4.5 | 7.5 | 30.4 | 8.7 | 78.8 | 4.5 | 10.9 | 5.0 | 0.3 |
| IO | All | (242) | 6.6 | 7.4 | 39.7 | 12.0 | 62.4 | 8.3 | 19.0 | 6.6 | 1.7 |
| | Female | (101) | 6.9 | 9.9 | 47.5 | 19.8 | 52.5 | 11.9 | 24.8 | 8.9 | 2.0 |
| | Male | (127) | 5.5 | 3.9 | 30.7 | 4.7 | 74.0 | 3.1 | 11.8 | 4.7 | 1.6 |

3.11 Effects of the Experience of Harassment Suffered by the Respondent (Q11)

The question asked respondents to select one or more answers from the 13 options it presented. The results are shown in Table 6-9. The numbers of options selected per respondent were as follows: 1.8 per female in the HSS; 1.6 per female in the NS and IO; 1.2 per male in all disciplines. The most common answer in all disciplines was “I did not experience any particular change.” It should be noted that around 60 percent of respondents in the NS and IO provided this response, while their counterparts in the HSS made up less than half (49.2 percent). This percentage in the HSS also grew to exceed 50 percent after the male-to-female ratio was corrected. Still, the figure remained lower than those in the other disciplines. The comparisons of responses between the disciplines ascertained that the percentages of students in the HSS who answered “I came to distrust, feel disgust at, or fear other people” (30.4 percent) and “I stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened” (17.9 percent) were approximately 1.5 times as great as those of their counterparts in the other disciplines. Moreover, although the absolute number was small, the percentage of students in the HSS who answered “I harmed myself or attempted suicide” (1.1 percent) was nearly double those of their counterparts in the other disciplines. The figure likely reflected the percentage of females in the HSS who provided this answer (1.6 percent). On the other hand, students in this discipline who answered “I changed my career plans” (3.3 percent) were about only 60 percent of their counterparts in the other disciplines.

The comparisons of responses from females sorted by discipline ascertained the following: more respondents in the HSS answered “I didn't feel like doing anything and stayed at home” (7.3 percent), “I couldn't sleep well, lost my appetite, or suffered other health problems” (9.4 percent), and “I harmed myself or attempted suicide” (1.6 percent) than those in the other disciplines; more respondents in the NS answered “I changed my career plans” (7.8 percent) than those in the other disciplines. As for males, the percentage of respondents in the HSS who answered “I

stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened” (14.6 percent) was almost triple those of their counterparts in the other disciplines. No considerable difference was noted between the disciplines when responses from undergraduate students were compared. As for graduate students, the percentages of respondents in the HSS who answered “I stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened” (21.9 percent) and “I started blaming myself because I thought I was at fault, too” (13.8 percent) were 1.5 times to twice as great as those of their counterparts in the other disciplines. As for students in IO, the percentage of respondents who answered “I changed my career plans” (8.5 percent) was about 1.6 times as great as those of their counterparts in the other disciplines.

Table 6-9: Effects of the Experience of Harassment Suffered by the Respondent (%)

| | (N) | I did not experience any particular change. | It affected my research and studies. | I changed my career plans. | I came to distrust, feel disgusted, or fear other people. | I stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened. | I stopped going to school. | I didn't feel like doing anything and stayed at home. | I started blaming myself because I thought I was at fault, too. | I couldn't sleep well, lost appetite, or suffered other health problems. | I felt depressed, became aggressive to others, and became emotionally unstable. | I harmed myself or attempted suicide. | Other | No answer | |
|-----|-----------|---|--------------------------------------|----------------------------|---|---|----------------------------|---|---|--|---|---------------------------------------|-------|-----------|-----|
| HSS | Total (%) | (368) | 49.2 | 10.9 | 3.3 | 30.4 | 17.9 | 3.5 | 4.6 | 8.7 | 5.4 | 14.1 | 1.1 | 4.3 | 3.0 |
| | Female | (191) | 40.3 | 14.7 | 4.2 | 41.4 | 19.4 | 4.2 | 7.3 | 14.1 | 9.4 | 17.8 | 1.6 | 5.8 | 2.1 |
| | Male | (157) | 61.8 | 5.1 | 1.3 | 14.6 | 14.6 | 2.5 | 0.6 | 1.3 | 0.0 | 8.9 | 0.0 | 3.2 | 4.5 |
| NS | All | (719) | 64.5 | 8.1 | 4.5 | 19.6 | 8.9 | 3.2 | 3.8 | 5.4 | 4.0 | 10.4 | 0.6 | 2.8 | 2.5 |
| | Female | (275) | 50.2 | 11.6 | 7.6 | 31.3 | 11.6 | 5.1 | 4.4 | 9.1 | 5.1 | 16.0 | 0.7 | 5.1 | 1.8 |
| | Male | (409) | 75.3 | 4.6 | 2.2 | 10.5 | 6.4 | 2.0 | 2.9 | 2.2 | 2.7 | 5.6 | 0.0 | 1.2 | 3.2 |
| IO | All | (361) | 55.1 | 9.1 | 5.0 | 23.8 | 11.4 | 1.7 | 3.6 | 8.9 | 4.2 | 11.9 | 0.6 | 4.4 | 3.0 |
| | Female | (188) | 43.3 | 12.8 | 5.6 | 30.0 | 15.6 | 2.2 | 5.6 | 12.2 | 5.0 | 15.0 | 0.6 | 4.4 | 3.3 |
| | Male | (158) | 72.8 | 3.8 | 3.8 | 11.4 | 5.1 | 1.3 | 1.3 | 3.8 | 3.2 | 5.7 | 0.0 | 5.1 | 3.2 |

4. Conclusion

This chapter compared and discussed responses from students sorted by discipline to questions about their harassment awareness, experiences, and actions after the experiences. With regard to gender and harassment awareness, students in the HSS displayed high levels of awareness, those in the NS somewhat low levels, and those in IO showed levels that fall somewhere in between. These tendencies by discipline were largely the same when responses were compared between those from males and females. That said, overall, no striking difference was noted between the disciplines. There was no difference between the disciplines in what they would do if the hypothetical harassment behaviors were directed at them, either.

On the other hand, when it comes to experiences of harassment, considerable differences obviously existed between the genders as shown in Figure 6-12. This meant that we should be careful when we discuss differences between the disciplines without sorting responses by gender. Hence, we examined differences between the disciplines in responses from males and females separately. With regard to responses from females, more students in the HSS had experiences of harassment in human interactions (e.g., unwanted invitations, being restrained by someone they had a romantic relationship with, in-person communication in overly close proximity, and physical contact) than those in the other disciplines. As for female students in the NS, it was ascertained that they were more 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. On the other hand, the figures showed that students in IO in general were less subject to harassment behavior compared with their counterparts in the HSS and NS. 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. Responses from males sorted by discipline showed similar tendencies to those from females. The percentages of students in the NS who had suffered harassment behaviors in human interactions in the forms of in-person communication in overly close proximity, physical contact, and being restrained by someone they had a romantic relationship with were lower than those of their counterparts in IO. However, given that the percentages of the responses compared here were low, these differences may not be immediately recognized as significant. Moreover, as discussed in 3.4, students had experienced only limited in-person interactions due to the coronavirus pandemic in FY2020 when this questionnaire was distributed. Hence, we should consider the possibility that fewer students in IO had experiences of harassment because many of the students in this particular discipline were first-year undergraduate students.

As for settings where respondents experienced harassment, the most common answers among all disciplines were social gatherings (approx. 30 percent), club/circle activity (approx. 20 percent), and research-related situations (approx. 10 percent). In many of these cases, the perpetrators were students in the same grade as the respondents or friends and/or students in a higher grade or rank than the respondents. It was notable that, of the respondents who had suffered harassment committed by one perpetrator, 12.3 percent of those in IO answered "Instructor/supervisor," which was double the percentages of their counterparts in the other disciplines.

In regard to a person the respondents consulted with about the harassment they had suffered, the most common answer in all disciplines was "Students in the same grade as you or friends" (approx. 80 percent), followed by "Family member," "Student in a higher grade or rank than you," and "Friend or acquaintance outside of the University." When the responses were sorted by discipline, the following answers made up somewhat higher percentages in the particular disciplines than those in the other disciplines: 12.4 percent and 4.1 percent of students in the HSS answered "Harassment Counseling Center of The University of Tokyo" and "Lawyer or other expert or specialized institution," respectively; 13.9 percent in the NS "Health Service Center, Student Counseling Center or Komaba Student Counseling Center of The University of Tokyo"; and 33.3 percent in IO "Friend or acquaintance outside of the University." The numbers of options selected per respondent were as follows: 2.5 per female in the HSS; 2.1 per female in the NS and IO; 1.6 to 1.7 per male in all disciplines. These numbers indicated that female students in the HSS had a wider choice of people they could consult with.

As for reasons why the respondents did not consult anyone about the harassment they had suffered, more than 60 percent answered "I didn't feel the need to consult anyone" in all disciplines. The comparisons of responses from females ascertained that the respondents in the HSS who answered "I didn't think that anyone would take my story seriously" (12.0 percent) were twice as many as their counterparts in the other disciplines, while those in the NS who answered "I didn't feel the need to consult anyone" (67.5 percent) were 1.5 times as many as their counterparts in the other disciplines. What stood out when responses from males were examined was that the percentage of students in the HSS who chose "It was too painful to consult

someone” (12.4 percent) was triple those of their counterparts in the other disciplines.

Finally, the most common answer to the question about the effects of the experience of harassment that the respondents had suffered was “I did not experience any particular change” in all disciplines. It is worth noting that the percentages of this response from students in the NS and IO were around 60 percent, whereas a little more than 50 percent of students in the HSS chose this answer. Moreover, a high percentage of students in the HSS answered that they came to distrust other people and avoid going to the location or organization where the harassment had occurred. When answers from males and females each were compared, it was noted that many of the females in the HSS provided answers showing changes in their behavior and health (e.g., they became socially withdrawn, couldn’t sleep well, and/or lost appetite). The proportion of the respondents who answered that they had harmed themselves also stood out, though the number was small. On the other hand, a high percentage of females in the NS answered that they had changed their career plans. As for males, the percentage of respondents in the HSS who answered that they came to avoid the location where the harassment had occurred was approximately triple those of their counterparts in the other disciplines.

These survey results revealed differences in students’ experiences of harassment and their responses between the disciplines. However, it is almost impossible to make generalizations based solely on these results. We hope that the University will continue the survey in the coming years so that issues facing each of the disciplines will become clear and an effective policy on how to address those issues will be designed.

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

Summary

- 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 sexual 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 sexual harassment cases as they spend more years at the University.

1. About the Chapter

Based on the student survey results, this chapter discusses differences in answers between the types of respondents' alma mater, and compares the differences between the respondents' years at the University, in terms of gender and harassment awareness, the perception of sexual harassment, responses to sexual harassment, and experiences of sexual harassment. The preceding chapters analyze respondents' answers to each question in detail. This chapter will examine what effects the types of students' alma mater might have on their responses, while taking a broad view of how responses to the questions are interconnected.

Note that the responses for analysis are limited to those from undergraduate students in their first to fourth year and those from graduate students in their first year of a master's program to third year of a doctoral program. Also excluded from the analyses are "Other" and "No answer" provided by undergraduate students in response to the question that asked the type of high school they had been in, along with "Other" and "No answer" provided by graduate students in response to the question that asked about the universities they had been to. Only a limited number of respondents went to high school overseas, and thus the figures of their responses are shown solely as references in some of the analyses.

From Section 2 onward, this chapter shows interrelationships between many variables as well as correspondences between the variables and attributes in visual representations in an attempt to gain an entire picture. Section 3 discusses responses to the questions about gender awareness, the perception of sexual harassment, and whether respondents would express rejection in response to sexual harassment, and examines differences between the types of students' alma mater and the years they are in at the University. Section 4 studies differences between the types of alma mater and respondents' years at the University in terms of whether they have been sexually harassed, been consulted about harassment, and seen or heard about harassment someone else suffered.

2. Understanding of the Entire Picture

2.1 Variables and Analysis Procedure

This section uses the following as variables: respondents' gender and harassment awareness (Q1); perception of sexual harassment (Q2); hypothetical responses to sexual harassment (prediction of rejection clearly expressed) (Q3); and experiences of sexual harassment (i.e., whether respondents have suffered, been consulted about, and seen and/or heard about sexual harassment) (Q4). Each question has multiple sub-questions, and thus the variables for analysis add up to as many as 106. This section illuminates many of these variables and how they are correlated. We will discuss each of the main questions in later sections.

We will also portray where the attributes that combine students' genders, the types of their alma mater, and their years at the University are placed. The types of "alma mater" here refer to the types of high school that undergraduate students attended (i.e., coed/single-sex/overseas schools), or the types of universities that graduate students completed (i.e., the University of Tokyo/other universities in Japan/overseas universities).

The analysis method applied is correspondence analysis. We decided to adopt the method this time as it offers the advantage of facilitating the search for correlations between as many as 106 variables in 141 categories. The method also helps find correspondences between certain groups of attributes and the categories that these groups tend to choose.

2.2 Results of Correspondence Analysis

Figure 7-1 is a scatter diagram where respondents' attributes and responses (variables) are plotted together as a result of the correspondence analysis. The cumulative contribution ratio that was calculated using the quadratic formula was approximately 76 percent, which we judged to be sufficient.

When looking at the diagram, you can basically assume that closely situated attributes represent the variables (responses) that are distributed in a similar way. As for relationships between variables, you can also presume that, when variables are closely situated, those selected responses are by and large strongly correlated. Differences in the years at the University within the same attribute group are indicated with arrows. As an arrow moves, the respondents' years advance from their first undergraduate year to second, third, and so on. Respondents' answers as variables that are pro-gender equality or anti-harassment are defined as positive responses and shown in solid black marks, and the answers that are contrary to the positive responses are defined as negative responses and shown in solid white marks. From the way these variables are situated, we can deduce three tendencies. First, the horizontal axis (1st dimension), which contains the largest volume of information, represents the base dimension of respondents' awareness of or attitudes toward gender and sexual harassment. Placed in the right side of the diagram are answers indicating that the respondents did not regard the behaviors provided in Q2 (about the perception of sexual harassment) as harassment. The responses "Cannot be deemed as sexual harassment" even to such behaviors as "Brings up the topic of your sexual orientation or gender identity without your consent" and "Stares at one part of your body" are in the farthest right. In contrast, the variables that show the response "I think the behavior is always deemed as sexual harassment" to those various behaviors listed in Q2 are mostly in the left side of the diagram. In

addition, students' answers to Q1 (gender and sexual harassment awareness) are also scattered along the horizontal axis. As expected, the left side of the diagram displays more pro-gender equality and anti-sexual harassment responses than the right side that shows contrary responses. In other words, the points represent increasingly pro-gender equality and anti-sexual harassment views as they go left along the horizontal axis.

Second, the vertical axis (2nd dimension) represents the dimension that correlates with experiences of sexual harassment. The lower part of the diagram shows the answers that indicate respondents directly suffered sexual harassment. Further up from these responses are those selected by students who had been consulted about sexual harassment. Around the center of the diagram (the origin) are those chosen by students who had seen and/or heard about sexual harassment someone else suffered. That is, the points fall lower along the vertical axis when the experiences of sexual harassment the respondents suffered were more direct and serious. Hence, the vertical axis can be said to signify the degrees of sexual harassment that the respondents experienced.

Third, students' answers to the series of questions in Q3 about what they would do if they were subjected to the given sexual harassment behaviors are not strongly correlated with those to the other questions. This is corroborated by the fact that the answers "Clearly convey the message that you dislike such behavior" and "Do not convey the message" to Q3 do not diverge along the horizontal or vertical axis. That is, these opposite responses are situated closely to each other on the chart. This probably means that the responses to this question reflect something other than students' gender awareness and experiences of harassment.

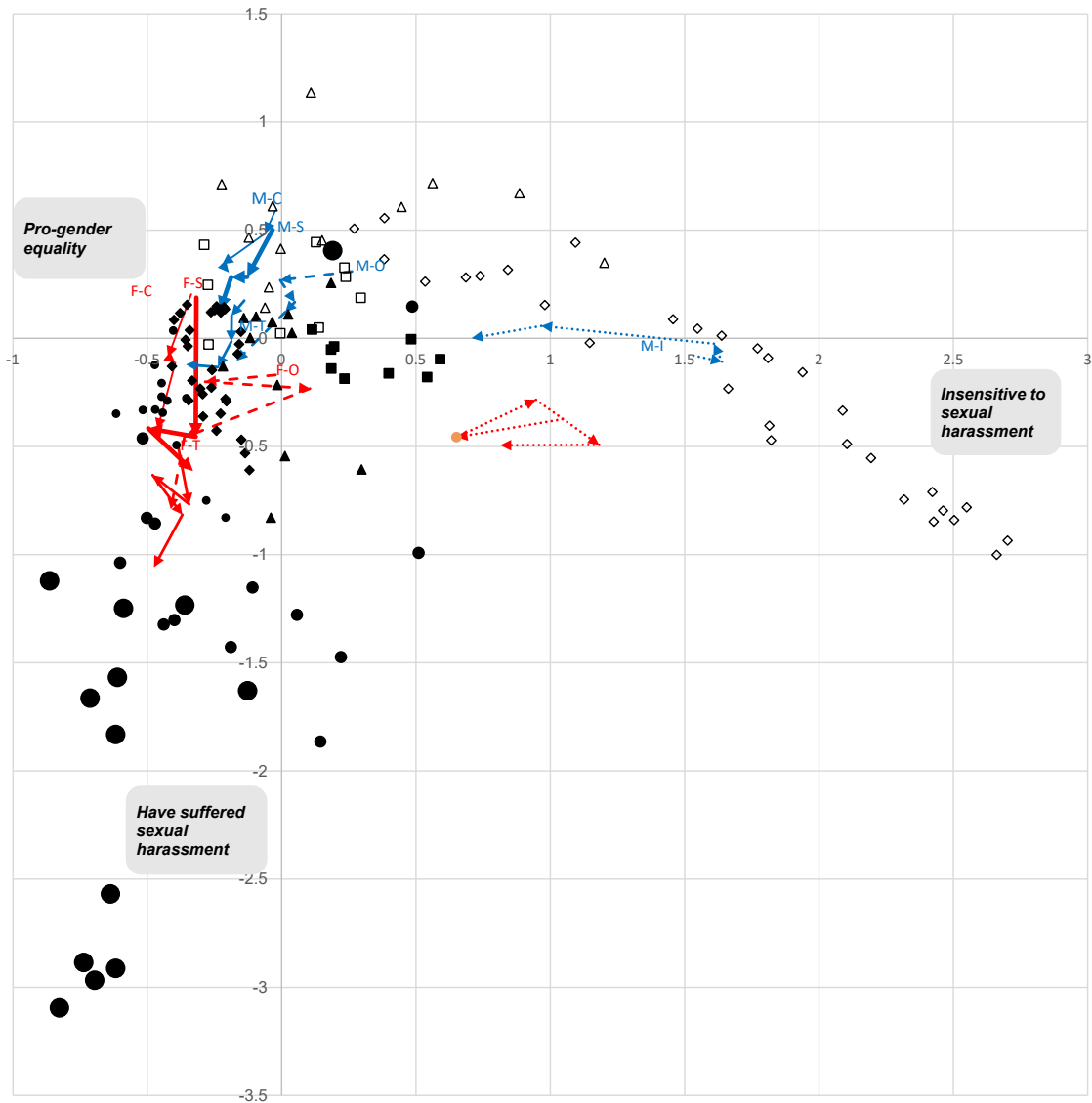


Figure 7-1: Correspondences between Students' Attributes and Their Awareness of/Response to/Experiences of Sexual Harassment (General View)

Now, let us look at where students' attributes are placed on the diagram. When we study differences in responses between males and females, postulating that the other conditions are the same, we see that responses from females are always situated in the lower left part of the chart. That these points are in the left part means female respondents are more pro-gender equality and anti-sexual harassment than males. Furthermore, that these points are in the lower part indicates females are more prone to sexual harassment than males. A closer examination also reveals that responses from males and females tend to diverge further along the vertical line, rather than the horizontal line. All this demonstrates a considerable gender difference in the experiences of sexual harassment, and the gap is wider than that in attitudes and awareness.

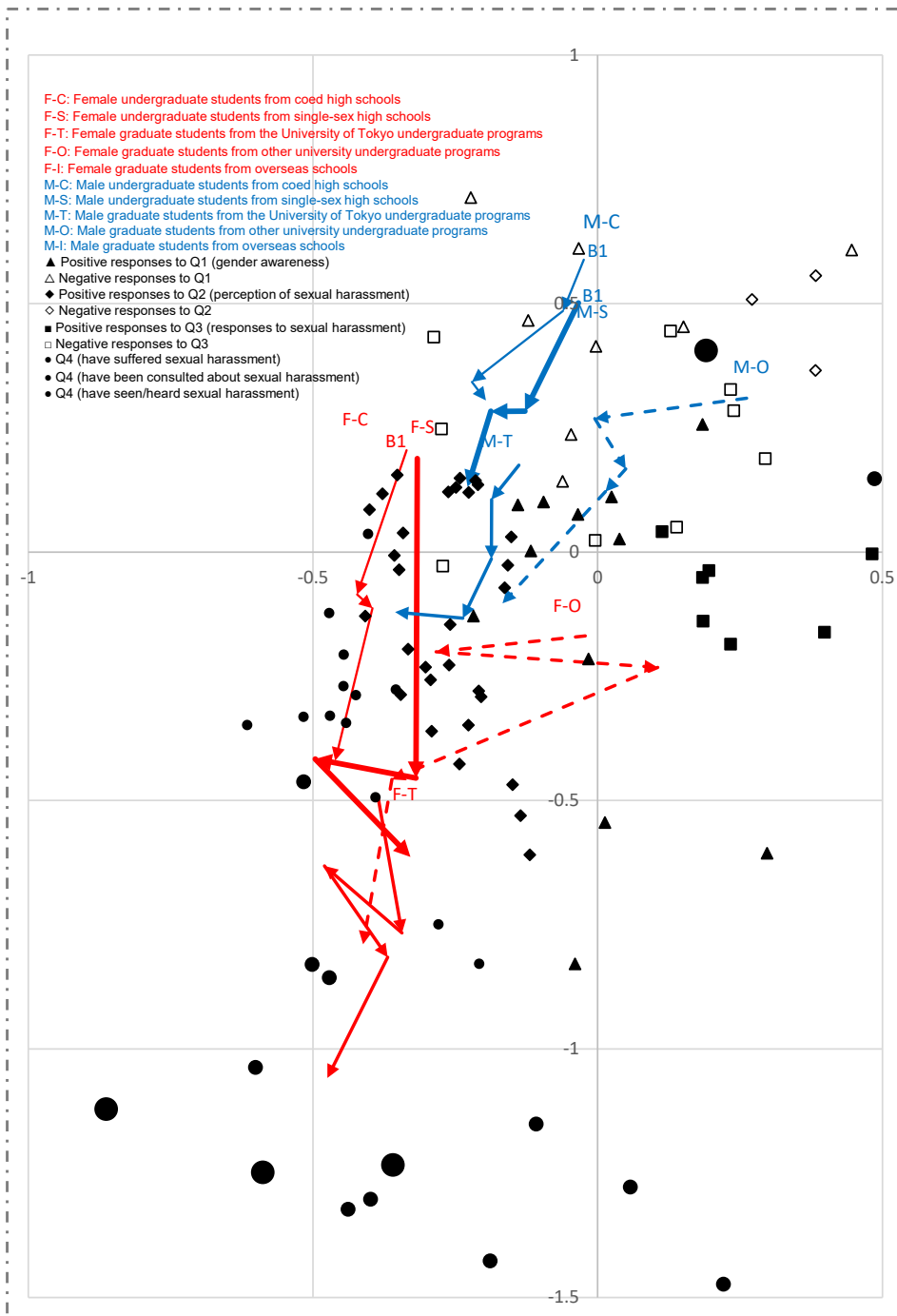


Figure 7-2: Correspondences between Students' Attributes and Their Awareness of/Response to/Experiences of Sexual Harassment (Partial View)

Figure 7-2 is a partial view of Figure 7-1 that magnifies the part around the origin (the upper left portion enclosed by a dash-dotted line). By studying how the points are scattered here, we can easily identify differences between the types of respondents' high schools or universities and years at the University. We can say that there is not much difference between the types of respondents' high schools. The point signifying males who went to single-sex high schools starts from almost the same place where the point signifying males who went to coed schools

starts, and these points follow similar trajectories. The points signifying their female counterparts are also at almost the same place when respondents are first-year undergraduate students. However, the points signifying females in upper years who are from single-sex high school (i.e., all-girls' schools) move downward more notably. On the other hand, some differences are noted between graduate students, depending on which type of universities they attended. Males and females who attended other universities start relatively from the farther right of the diagram than their counterparts from the University of Tokyo undergraduate programs. As respondents' years move up to the second year of master's programs, and then to the first year of doctoral programs, the points move toward the lower left, coming closer to their counterparts from the University of Tokyo undergraduate programs. Students who went to overseas universities are situated markedly in the right part of the diagram. What these results indicate should be reexamined comprehensively after considering which language the respondents used to provide their answers and how much they knew about internal situations peculiar to the University of Tokyo when they responded to the survey, among others.

Finally, we should take a close look at differences between students' years at the University within the same attributes. The orientations and lengths of the arrows in the diagram suggest that the points slightly move toward the left, and that females in particular move notably downward. This indicates that there has been a shift in gender awareness, and that the history of sexual harassment experienced by students within the University has been growing.

3. Differences in Awareness and Perception by Alma Mater and School Year

3.1 Variables and Analysis Procedure

This section portrays the distributions of the following sorted by attribute: respondents' gender and harassment awareness (Q1); perception of sexual harassment (Q2); and hypothetical responses to sexual harassment (prediction of rejection clearly expressed) (Q3).

The analysis is conducted in two phases. In Phase 1, the responses to these questions are added up to create synthetic variables. The mean values of these synthetic variables are plotted on a line chart to study differences in awareness between the types of respondents' alma mater, and between respondents' years at the University. In the chart, the red lines signify females and the blue lines males. The thin lines denote undergraduate students from coed high schools and the thick lines from single-sex schools. In the other half of the chart, the solid lines denote graduate students from the University of Tokyo undergraduate programs, the broken lines those from other universities, and the dotted lines those from overseas universities. In Phase 2, details are examined using tables that present the rates of respondents who selected the given options.

3.2 Gender and Harassment Awareness

Figure 7-3 is designed to present differences between the attributes using the scores of synthetic variables created from responses to the question about gender and sexual harassment awareness¹⁾. We prepared the chart in such a way that greater values signify those respondents were more pro-gender equality and more sensitive to and critical of sexual harassment.

Hence, what is evident from this chart is that there are considerable gender differences. It is clear that females are more pro-gender equality than males.

On the other hand, almost no difference is found between the types of respondents' high schools or universities. This means that there is no tendency peculiar to respondents from all-male schools or the University of Tokyo undergraduate programs, and that the levels of respondents' gender and harassment awareness are largely similar, regardless of the types of respondents' alma mater.

As for differences between respondents' years at the University, they gradually rise toward the right. That is, students' awareness shifts toward pro-gender equality as their years at the University advance. Both undergraduate and graduate students show this tendency.

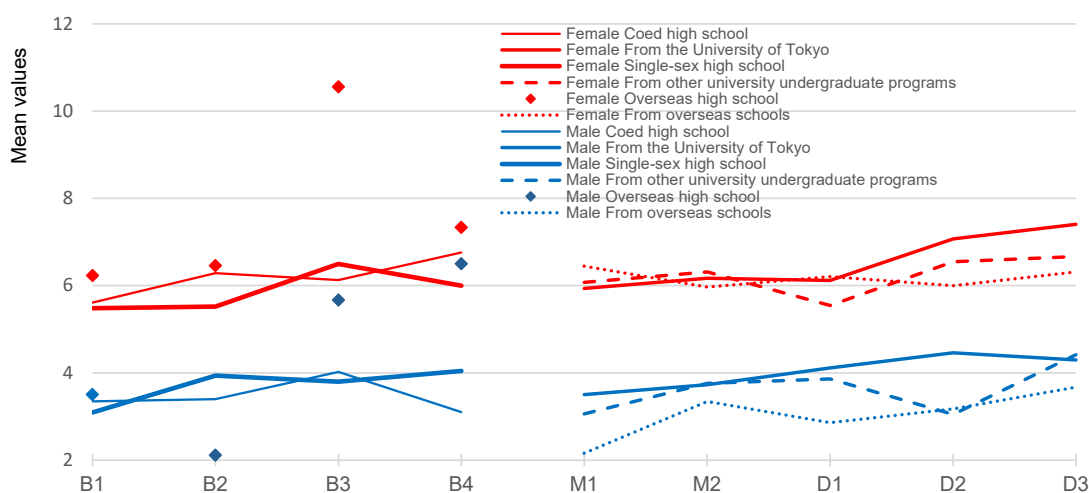


Figure 7-3: Responses to the Questions about Gender and Sexual Harassment Awareness (Q1)

We added up the numbers of responses to each of the 12 sub-questions about gender and sexual harassment awareness. Table 7-1 shows the rates of positive responses (i.e., pro-gender equality categories in this context) sorted by attribute.

From this table, we see that gender differences are obvious in the responses to the statements including “Sexual jokes and topics help facilitate human relations,” “It is natural that people are divided into two sex categories of men and women,” and “It is natural that differences of ability and aptitude exist between men and women.” We also noted that the percentages of responses to some of the statements are greater among students in upper years. These statements include “I’d rather stay away from sexual harassment issues” and “I am concerned about the potential increase in false accusations of sexual harassment due to misunderstanding, false claim, or malice.” Especially females in upper years tended to disagree with these statements.

Table 7-1: Rates of Positive Responses to the Statements in the Questions about Gender and Sexual Harassment Awareness (Q1)

| | | | Sexual topics to facilitate good relations | Femininity/Masculinity | Male: Female ratio as reflection of academic ability | Difference in ability and aptitude between men and women | Groups that refuse to accept female U-Tokyo students | Gender-based differences in performance expectations | Men are forceful in a romantic relationship | False accusations of sexual harassment | Involvement in sexual harassment issues | Same-sex relationships are abnormal | Two gender categories are natural | Would not change the sex I was assigned at birth | | |
|------------------------------|------------------------------|------|--|------------------------|--|--|--|--|---|--|---|-------------------------------------|-----------------------------------|--|------|------|
| Female | Coed high school | B1 | 0.78 | 0.89 | 0.77 | 0.34 | 0.91 | 0.72 | 0.86 | 0.27 | 0.23 | 0.94 | 0.79 | 0.91 | | |
| | | B2 | 0.84 | 0.92 | 0.86 | 0.38 | 0.90 | 0.73 | 0.86 | 0.35 | 0.32 | 0.98 | 0.80 | 0.91 | | |
| | | B3 | 0.84 | 0.90 | 0.91 | 0.32 | 0.90 | 0.77 | 0.84 | 0.35 | 0.26 | 0.98 | 0.79 | 0.97 | | |
| | | B4 | 0.87 | 0.92 | 0.94 | 0.32 | 0.87 | 0.74 | 0.89 | 0.48 | 0.35 | 0.98 | 0.82 | 0.96 | | |
| | Single-sex high school | B1 | 0.84 | 0.89 | 0.84 | 0.34 | 0.90 | 0.63 | 0.79 | 0.29 | 0.32 | 0.95 | 0.79 | 0.91 | | |
| | | B2 | 0.87 | 0.84 | 0.86 | 0.22 | 0.89 | 0.72 | 0.83 | 0.37 | 0.30 | 0.95 | 0.74 | 0.91 | | |
| | | B3 | 0.87 | 0.93 | 0.87 | 0.36 | 0.84 | 0.77 | 0.92 | 0.41 | 0.25 | 0.98 | 0.83 | 0.95 | | |
| | | B4 | 0.79 | 0.92 | 0.81 | 0.33 | 0.87 | 0.72 | 0.87 | 0.45 | 0.39 | 0.94 | 0.75 | 0.90 | | |
| | From the University of Tokyo | M1 | 0.85 | 0.89 | 0.87 | 0.33 | 0.86 | 0.77 | 0.87 | 0.38 | 0.23 | 0.96 | 0.75 | 0.87 | | |
| | | M2 | 0.89 | 0.89 | 0.85 | 0.32 | 0.81 | 0.79 | 0.86 | 0.44 | 0.40 | 0.92 | 0.76 | 0.87 | | |
| | | D1 | 0.86 | 0.93 | 0.90 | 0.31 | 0.79 | 0.71 | 0.90 | 0.40 | 0.46 | 0.95 | 0.74 | 0.88 | | |
| | | D2 | 0.89 | 0.98 | 0.91 | 0.42 | 0.84 | 0.84 | 0.96 | 0.42 | 0.31 | 0.93 | 0.80 | 0.91 | | |
| | From other university | M1 | 0.84 | 0.86 | 0.87 | 0.35 | 0.88 | 0.68 | 0.90 | 0.40 | 0.31 | 0.94 | 0.78 | 0.93 | | |
| | | M2 | 0.88 | 0.88 | 0.82 | 0.39 | 0.88 | 0.74 | 0.85 | 0.42 | 0.37 | 0.96 | 0.79 | 0.93 | | |
| | | D1 | 0.83 | 0.80 | 0.86 | 0.36 | 0.84 | 0.70 | 0.89 | 0.36 | 0.27 | 0.94 | 0.66 | 0.84 | | |
| | | D2 | 0.91 | 0.96 | 0.90 | 0.26 | 0.87 | 0.68 | 0.87 | 0.55 | 0.24 | 0.99 | 0.82 | 0.93 | | |
| | From overseas schools | M1 | 0.95 | 0.96 | 0.88 | 0.46 | 0.86 | 0.59 | 0.91 | 0.51 | 0.33 | 0.95 | 0.75 | 0.91 | | |
| | | M2 | 0.87 | 0.89 | 0.96 | 0.57 | 0.77 | 0.83 | 0.85 | 0.35 | 0.37 | 0.91 | 0.67 | 0.88 | | |
| | | D1 | 0.85 | 0.92 | 0.96 | 0.49 | 0.79 | 0.81 | 0.81 | 0.28 | 0.40 | 0.89 | 0.68 | 0.87 | | |
| | | D2 | 0.86 | 0.80 | 0.98 | 0.50 | 0.84 | 0.76 | 0.84 | 0.36 | 0.38 | 0.84 | 0.67 | 0.82 | | |
| | | D3 | 0.85 | 0.82 | 0.94 | 0.58 | 0.83 | 0.75 | 0.90 | 0.46 | 0.35 | 0.84 | 0.66 | 0.77 | | |
| | | Male | Coed high school | B1 | 0.54 | 0.76 | 0.79 | 0.18 | 0.87 | 0.70 | 0.84 | 0.15 | 0.15 | 0.88 | 0.56 | 0.82 |
| | | | | B2 | 0.54 | 0.79 | 0.79 | 0.18 | 0.86 | 0.74 | 0.84 | 0.13 | 0.16 | 0.88 | 0.56 | 0.85 |
| | | | | B3 | 0.65 | 0.81 | 0.81 | 0.22 | 0.87 | 0.79 | 0.83 | 0.18 | 0.16 | 0.92 | 0.60 | 0.82 |
| B4 | 0.58 | | | 0.76 | 0.77 | 0.15 | 0.79 | 0.75 | 0.82 | 0.17 | 0.18 | 0.86 | 0.51 | 0.86 | | |
| Single-sex high school | B1 | 0.57 | 0.76 | 0.79 | 0.18 | 0.82 | 0.60 | 0.81 | 0.13 | 0.15 | 0.88 | 0.60 | 0.85 | | | |
| | B2 | 0.63 | 0.78 | 0.86 | 0.24 | 0.86 | 0.73 | 0.80 | 0.16 | 0.23 | 0.89 | 0.58 | 0.84 | | | |
| | B3 | 0.62 | 0.78 | 0.81 | 0.21 | 0.84 | 0.72 | 0.81 | 0.20 | 0.22 | 0.90 | 0.59 | 0.85 | | | |
| | B4 | 0.64 | 0.83 | 0.79 | 0.22 | 0.80 | 0.74 | 0.78 | 0.24 | 0.28 | 0.88 | 0.62 | 0.87 | | | |
| From the University of Tokyo | M1 | 0.69 | 0.79 | 0.76 | 0.19 | 0.82 | 0.73 | 0.83 | 0.17 | 0.15 | 0.90 | 0.52 | 0.84 | | | |
| | M2 | 0.70 | 0.76 | 0.81 | 0.18 | 0.80 | 0.74 | 0.82 | 0.29 | 0.23 | 0.87 | 0.52 | 0.83 | | | |
| | D1 | 0.77 | 0.81 | 0.83 | 0.18 | 0.79 | 0.81 | 0.87 | 0.18 | 0.20 | 0.91 | 0.58 | 0.85 | | | |
| | D2 | 0.71 | 0.83 | 0.83 | 0.24 | 0.78 | 0.84 | 0.83 | 0.23 | 0.23 | 0.90 | 0.62 | 0.86 | | | |
| From other university | M1 | 0.77 | 0.83 | 0.80 | 0.24 | 0.77 | 0.76 | 0.85 | 0.33 | 0.25 | 0.84 | 0.53 | 0.77 | | | |
| | M2 | 0.65 | 0.76 | 0.76 | 0.21 | 0.74 | 0.71 | 0.76 | 0.18 | 0.19 | 0.85 | 0.52 | 0.80 | | | |
| | D1 | 0.72 | 0.75 | 0.81 | 0.23 | 0.79 | 0.76 | 0.80 | 0.21 | 0.19 | 0.85 | 0.59 | 0.84 | | | |
| | D2 | 0.77 | 0.75 | 0.83 | 0.21 | 0.82 | 0.74 | 0.86 | 0.19 | 0.17 | 0.89 | 0.52 | 0.80 | | | |
| From overseas schools | D1 | 0.70 | 0.76 | 0.81 | 0.19 | 0.77 | 0.65 | 0.83 | 0.17 | 0.13 | 0.84 | 0.52 | 0.79 | | | |
| | D2 | 0.75 | 0.80 | 0.82 | 0.27 | 0.75 | 0.74 | 0.83 | 0.27 | 0.22 | 0.83 | 0.59 | 0.81 | | | |
| | M1 | 0.65 | 0.54 | 0.83 | 0.34 | 0.71 | 0.73 | 0.69 | 0.28 | 0.20 | 0.68 | 0.34 | 0.58 | | | |
| | M2 | 0.67 | 0.68 | 0.84 | 0.34 | 0.74 | 0.76 | 0.78 | 0.33 | 0.23 | 0.79 | 0.40 | 0.60 | | | |
| | D1 | 0.77 | 0.59 | 0.85 | 0.38 | 0.77 | 0.76 | 0.85 | 0.20 | 0.22 | 0.64 | 0.31 | 0.55 | | | |
| | D2 | 0.67 | 0.66 | 0.85 | 0.34 | 0.73 | 0.74 | 0.74 | 0.30 | 0.29 | 0.77 | 0.30 | 0.68 | | | |
| | D3 | 0.71 | 0.68 | 0.88 | 0.41 | 0.79 | 0.83 | 0.83 | 0.24 | 0.24 | 0.80 | 0.38 | 0.66 | | | |

3.3 Recognition of Various Behaviors As Sexual Harassment

We made another set of synthetic variables from responses to the series of questions that asked respondents if they would deem the various behaviors given in the question as sexual harassment. The mean values were sorted by attribute and plotted in Figure 7-4²⁾. Greater values indicate that respondents deemed the behavior in question as sexual harassment. That is, the answer that they thought the behavior would always count as sexual harassment scores highest.

Gender differences were also obvious in responses to this question. In response to the same behavior, more females tended to answer that it would be deemed as sexual harassment than males. In other words, males are less aware of what constitutes harassment.

On the other hand, no difference was noted between the types of respondents' alma mater or between respondents' years at the University. There was almost no difference in sexual harassment awareness that undergraduate students displayed, whether their high schools were single-sex or coed. No considerable difference was found between graduate students from other universities and those from the University of Tokyo

undergraduate programs, either. It was also not ascertained that the values were greater among students in upper years. By comparing Tables 7-2, 7-3, and 7-4, we can see which of the behaviors would likely be perceived as sexual harassment when they were committed by whom. The behaviors exhibited by faculty or staff members would more likely be regarded as sexual harassment than the same behaviors exhibited by students who are older or younger than respondents.

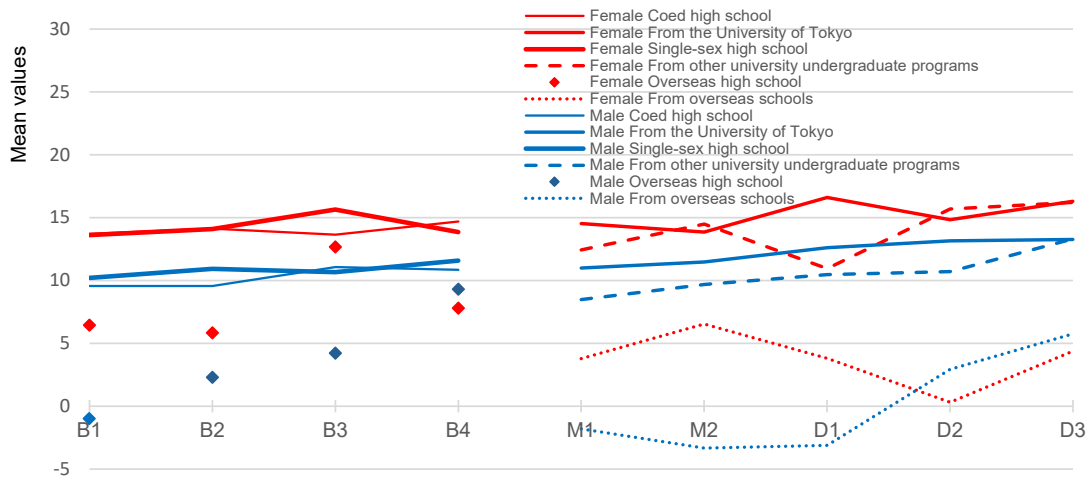


Figure 7-4: Responses to Questions about the Perception of Sexual Harassment (Q2)

Table 7-2: Rates of the Response “I Think the Behavior Is Always Deemed as Sexual Harassment” (Q2) to Behaviors Exhibited by Faculty/Staff Members

| | | | Asked to sit next to him/her at a drinking party | Topics about your appearance | Asked about your private life | Long e- mails daily | One part of your body stared at | Girls should be loveable/ Be a man | Asked out for a meal or a date | Sexual images on a computer | Your sexual orientation talked about | Making fun of gays and lesbians | |
|---|---|---------------------|--|------------------------------------|-------------------------------------|------------------------|---------------------------------------|--|--------------------------------------|-----------------------------------|--|---------------------------------------|------|
| Female | Coed high school | B1 | 0.17 | 0.34 | 0.24 | 0.69 | 0.86 | 0.61 | 0.31 | 0.87 | 0.91 | 0.91 | |
| | | B2 | 0.16 | 0.37 | 0.22 | 0.78 | 0.86 | 0.63 | 0.37 | 0.88 | 0.86 | 0.89 | |
| | | B3 | 0.12 | 0.49 | 0.28 | 0.79 | 0.88 | 0.58 | 0.34 | 0.84 | 0.90 | 0.89 | |
| | | B4 | 0.17 | 0.44 | 0.25 | 0.80 | 0.87 | 0.66 | 0.41 | 0.86 | 0.89 | 0.89 | |
| | Single-sex high school | B1 | 0.17 | 0.40 | 0.22 | 0.74 | 0.93 | 0.62 | 0.22 | 0.89 | 0.95 | 0.96 | |
| | | B2 | 0.26 | 0.51 | 0.30 | 0.72 | 0.83 | 0.66 | 0.43 | 0.82 | 0.84 | 0.89 | |
| | | B3 | 0.20 | 0.46 | 0.30 | 0.88 | 0.88 | 0.70 | 0.45 | 0.92 | 0.87 | 0.98 | |
| | | B4 | 0.19 | 0.40 | 0.32 | 0.84 | 0.88 | 0.70 | 0.48 | 0.81 | 0.90 | 0.93 | |
| | From the University of Tokyo | M1 | 0.18 | 0.47 | 0.18 | 0.82 | 0.86 | 0.69 | 0.51 | 0.81 | 0.86 | 0.88 | |
| | | M2 | 0.24 | 0.41 | 0.27 | 0.80 | 0.86 | 0.65 | 0.47 | 0.76 | 0.80 | 0.86 | |
| | | D1 | 0.19 | 0.43 | 0.26 | 0.88 | 0.93 | 0.64 | 0.40 | 0.88 | 0.90 | 0.95 | |
| | | D2 | 0.23 | 0.39 | 0.23 | 0.82 | 0.93 | 0.70 | 0.51 | 0.79 | 0.89 | 0.86 | |
| | From other university undergraduate programs | D3 | 0.21 | 0.51 | 0.32 | 0.82 | 0.93 | 0.79 | 0.39 | 0.82 | 0.92 | 0.90 | |
| | | M1 | 0.20 | 0.39 | 0.21 | 0.70 | 0.83 | 0.61 | 0.41 | 0.77 | 0.83 | 0.87 | |
| | | M2 | 0.23 | 0.42 | 0.27 | 0.71 | 0.85 | 0.69 | 0.43 | 0.83 | 0.89 | 0.92 | |
| | | D1 | 0.16 | 0.37 | 0.17 | 0.65 | 0.78 | 0.59 | 0.30 | 0.70 | 0.75 | 0.81 | |
| | From overseas | D2 | 0.16 | 0.37 | 0.25 | 0.79 | 0.85 | 0.72 | 0.31 | 0.84 | 0.90 | 0.90 | |
| | | D3 | 0.22 | 0.50 | 0.33 | 0.77 | 0.84 | 0.69 | 0.46 | 0.83 | 0.88 | 0.84 | |
| | | M1 | 0.08 | 0.35 | 0.14 | 0.50 | 0.74 | 0.47 | 0.29 | 0.50 | 0.62 | 0.68 | |
| | | M2 | 0.16 | 0.41 | 0.18 | 0.51 | 0.80 | 0.51 | 0.29 | 0.55 | 0.66 | 0.73 | |
| | Male | Coed high school | D1 | 0.17 | 0.29 | 0.10 | 0.52 | 0.75 | 0.37 | 0.35 | 0.52 | 0.63 | 0.69 |
| | | | D2 | 0.04 | 0.17 | 0.15 | 0.44 | 0.69 | 0.35 | 0.23 | 0.42 | 0.54 | 0.60 |
| | | | D3 | 0.11 | 0.39 | 0.13 | 0.49 | 0.73 | 0.54 | 0.31 | 0.49 | 0.61 | 0.68 |
| | | | B1 | 0.09 | 0.24 | 0.18 | 0.61 | 0.73 | 0.42 | 0.17 | 0.74 | 0.81 | 0.80 |
| Single-sex high school | B2 | 0.13 | 0.31 | 0.19 | 0.59 | 0.72 | 0.46 | 0.21 | 0.75 | 0.77 | 0.85 | | |
| | B3 | 0.13 | 0.30 | 0.21 | 0.67 | 0.75 | 0.47 | 0.26 | 0.73 | 0.78 | 0.82 | | |
| | B4 | 0.10 | 0.29 | 0.16 | 0.70 | 0.73 | 0.45 | 0.27 | 0.76 | 0.82 | 0.88 | | |
| | B1 | 0.13 | 0.25 | 0.20 | 0.66 | 0.73 | 0.46 | 0.23 | 0.72 | 0.82 | 0.83 | | |
| From the University of Tokyo | B2 | 0.16 | 0.34 | 0.24 | 0.69 | 0.78 | 0.51 | 0.26 | 0.76 | 0.78 | 0.85 | | |
| | B3 | 0.15 | 0.30 | 0.19 | 0.67 | 0.81 | 0.41 | 0.24 | 0.78 | 0.85 | 0.84 | | |
| | B4 | 0.13 | 0.33 | 0.20 | 0.68 | 0.75 | 0.52 | 0.29 | 0.79 | 0.81 | 0.83 | | |
| | M1 | 0.11 | 0.34 | 0.18 | 0.70 | 0.75 | 0.49 | 0.35 | 0.74 | 0.82 | 0.82 | | |
| From other university undergraduate programs | M2 | 0.13 | 0.35 | 0.20 | 0.70 | 0.74 | 0.47 | 0.31 | 0.74 | 0.78 | 0.80 | | |
| | D1 | 0.11 | 0.39 | 0.14 | 0.70 | 0.76 | 0.61 | 0.35 | 0.77 | 0.85 | 0.83 | | |
| | D2 | 0.18 | 0.43 | 0.24 | 0.79 | 0.74 | 0.57 | 0.39 | 0.75 | 0.81 | 0.90 | | |
| | D3 | 0.20 | 0.33 | 0.20 | 0.76 | 0.75 | 0.53 | 0.38 | 0.73 | 0.80 | 0.83 | | |
| From overseas schools | M1 | 0.12 | 0.30 | 0.17 | 0.61 | 0.72 | 0.40 | 0.32 | 0.67 | 0.75 | 0.80 | | |
| | M2 | 0.13 | 0.30 | 0.16 | 0.64 | 0.70 | 0.40 | 0.34 | 0.68 | 0.73 | 0.77 | | |
| | D1 | 0.10 | 0.27 | 0.14 | 0.68 | 0.74 | 0.48 | 0.28 | 0.66 | 0.77 | 0.78 | | |
| | D2 | 0.17 | 0.32 | 0.12 | 0.70 | 0.75 | 0.45 | 0.31 | 0.68 | 0.78 | 0.76 | | |
| | D3 | 0.29 | 0.42 | 0.28 | 0.71 | 0.79 | 0.52 | 0.36 | 0.74 | 0.80 | 0.79 | | |
| | M1 | 0.11 | 0.21 | 0.08 | 0.34 | 0.57 | 0.23 | 0.21 | 0.32 | 0.46 | 0.53 | | |
| | M2 | 0.05 | 0.15 | 0.07 | 0.26 | 0.59 | 0.28 | 0.19 | 0.29 | 0.48 | 0.47 | | |
| | D1 | 0.06 | 0.19 | 0.06 | 0.28 | 0.50 | 0.15 | 0.07 | 0.34 | 0.51 | 0.53 | | |
| | D2 | 0.12 | 0.32 | 0.18 | 0.42 | 0.65 | 0.32 | 0.18 | 0.45 | 0.60 | 0.63 | | |
| | D3 | 0.09 | 0.25 | 0.16 | 0.46 | 0.72 | 0.39 | 0.20 | 0.45 | 0.63 | 0.70 | | |

Table 7-3: Rates of the Response “I Think the Behavior Is Always Deemed as Sexual Harassment” (Q2) to Behaviors Exhibited by Students in a Higher Grade or Rank

| | | | Asked to sit next to him/her at a drinking party | Topics about your appearance | Asked about your private life | Long e-mails daily | One part of your body stared at | Girls should be loveable/Be a man | Asked out for a meal or a date | Sexual images on a computer | Your sexual orientation talked about | Making fun of gays and lesbians |
|--|--|------------------|--|------------------------------|-------------------------------|--------------------|---------------------------------|-----------------------------------|--------------------------------|-----------------------------|--------------------------------------|---------------------------------|
| Female | Coed high school | B1 | 0.09 | 0.27 | 0.14 | 0.40 | 0.85 | 0.56 | 0.08 | 0.84 | 0.91 | 0.90 |
| | | B2 | 0.09 | 0.27 | 0.11 | 0.53 | 0.80 | 0.61 | 0.11 | 0.85 | 0.85 | 0.86 |
| | | B3 | 0.08 | 0.34 | 0.11 | 0.50 | 0.83 | 0.53 | 0.10 | 0.82 | 0.88 | 0.87 |
| | | B4 | 0.08 | 0.31 | 0.13 | 0.55 | 0.86 | 0.61 | 0.10 | 0.84 | 0.85 | 0.86 |
| | Single-sex high school | B1 | 0.04 | 0.28 | 0.10 | 0.49 | 0.87 | 0.59 | 0.05 | 0.86 | 0.91 | 0.95 |
| | | B2 | 0.18 | 0.41 | 0.22 | 0.47 | 0.79 | 0.61 | 0.16 | 0.79 | 0.84 | 0.86 |
| | | B3 | 0.12 | 0.36 | 0.16 | 0.60 | 0.86 | 0.69 | 0.12 | 0.83 | 0.88 | 0.98 |
| | | B4 | 0.10 | 0.27 | 0.13 | 0.57 | 0.82 | 0.60 | 0.16 | 0.77 | 0.87 | 0.88 |
| | From the University of Tokyo | M1 | 0.13 | 0.44 | 0.10 | 0.55 | 0.87 | 0.69 | 0.17 | 0.77 | 0.83 | 0.88 |
| | | M2 | 0.21 | 0.31 | 0.17 | 0.58 | 0.83 | 0.59 | 0.20 | 0.74 | 0.78 | 0.84 |
| | | D1 | 0.17 | 0.43 | 0.24 | 0.69 | 0.88 | 0.64 | 0.19 | 0.83 | 0.90 | 0.90 |
| | | D2 | 0.18 | 0.34 | 0.09 | 0.59 | 0.86 | 0.72 | 0.20 | 0.74 | 0.77 | 0.84 |
| | | D3 | 0.15 | 0.38 | 0.15 | 0.69 | 0.88 | 0.74 | 0.19 | 0.79 | 0.92 | 0.89 |
| | From other university undergraduate programs | M1 | 0.15 | 0.34 | 0.14 | 0.54 | 0.77 | 0.56 | 0.19 | 0.73 | 0.81 | 0.86 |
| | | M2 | 0.16 | 0.33 | 0.19 | 0.51 | 0.83 | 0.62 | 0.22 | 0.79 | 0.87 | 0.89 |
| | | D1 | 0.14 | 0.36 | 0.17 | 0.48 | 0.73 | 0.61 | 0.17 | 0.61 | 0.72 | 0.80 |
| | | D2 | 0.12 | 0.31 | 0.21 | 0.65 | 0.84 | 0.75 | 0.16 | 0.81 | 0.85 | 0.90 |
| | From overseas schools | D3 | 0.18 | 0.47 | 0.25 | 0.66 | 0.84 | 0.69 | 0.18 | 0.82 | 0.87 | 0.82 |
| | | M1 | 0.10 | 0.31 | 0.14 | 0.33 | 0.72 | 0.50 | 0.10 | 0.41 | 0.59 | 0.66 |
| | | M2 | 0.15 | 0.39 | 0.16 | 0.36 | 0.77 | 0.51 | 0.14 | 0.46 | 0.64 | 0.71 |
| | | D1 | 0.08 | 0.27 | 0.06 | 0.27 | 0.75 | 0.39 | 0.16 | 0.51 | 0.63 | 0.65 |
| | | D2 | 0.04 | 0.15 | 0.08 | 0.27 | 0.67 | 0.35 | 0.13 | 0.33 | 0.50 | 0.60 |
| | D3 | 0.10 | 0.36 | 0.14 | 0.39 | 0.70 | 0.53 | 0.11 | 0.48 | 0.62 | 0.68 | |
| | Male | Coed high school | B1 | 0.06 | 0.18 | 0.10 | 0.41 | 0.65 | 0.40 | 0.06 | 0.69 | 0.78 |
| B2 | | | 0.10 | 0.23 | 0.13 | 0.40 | 0.65 | 0.41 | 0.08 | 0.65 | 0.73 | 0.81 |
| B3 | | | 0.08 | 0.23 | 0.11 | 0.50 | 0.70 | 0.46 | 0.07 | 0.68 | 0.76 | 0.78 |
| B4 | | | 0.05 | 0.23 | 0.09 | 0.51 | 0.66 | 0.39 | 0.05 | 0.69 | 0.78 | 0.84 |
| Single-sex high school | | B1 | 0.08 | 0.22 | 0.15 | 0.48 | 0.68 | 0.43 | 0.09 | 0.66 | 0.79 | 0.80 |
| | | B2 | 0.11 | 0.28 | 0.12 | 0.46 | 0.75 | 0.46 | 0.12 | 0.69 | 0.76 | 0.82 |
| | | B3 | 0.09 | 0.21 | 0.11 | 0.48 | 0.73 | 0.38 | 0.09 | 0.69 | 0.82 | 0.81 |
| | | B4 | 0.08 | 0.29 | 0.13 | 0.54 | 0.73 | 0.50 | 0.08 | 0.74 | 0.78 | 0.79 |
| From the University of Tokyo | | M1 | 0.11 | 0.25 | 0.12 | 0.52 | 0.70 | 0.46 | 0.13 | 0.68 | 0.79 | 0.79 |
| | | M2 | 0.11 | 0.27 | 0.14 | 0.55 | 0.70 | 0.43 | 0.14 | 0.69 | 0.75 | 0.77 |
| | | D1 | 0.09 | 0.32 | 0.12 | 0.58 | 0.69 | 0.59 | 0.18 | 0.72 | 0.82 | 0.79 |
| | | D2 | 0.15 | 0.36 | 0.12 | 0.62 | 0.71 | 0.57 | 0.18 | 0.67 | 0.76 | 0.88 |
| D3 | | 0.17 | 0.29 | 0.12 | 0.63 | 0.70 | 0.48 | 0.16 | 0.70 | 0.77 | 0.80 | |
| From other university undergraduate programs | | M1 | 0.07 | 0.23 | 0.12 | 0.43 | 0.62 | 0.38 | 0.11 | 0.59 | 0.72 | 0.78 |
| | | M2 | 0.12 | 0.26 | 0.13 | 0.46 | 0.62 | 0.40 | 0.14 | 0.60 | 0.67 | 0.72 |
| | | D1 | 0.06 | 0.23 | 0.11 | 0.54 | 0.71 | 0.44 | 0.15 | 0.60 | 0.72 | 0.77 |
| | | D2 | 0.12 | 0.30 | 0.13 | 0.52 | 0.72 | 0.44 | 0.14 | 0.62 | 0.74 | 0.73 |
| D3 | | 0.21 | 0.35 | 0.23 | 0.59 | 0.76 | 0.53 | 0.21 | 0.70 | 0.79 | 0.77 | |
| From overseas schools | | M1 | 0.09 | 0.18 | 0.06 | 0.25 | 0.53 | 0.23 | 0.11 | 0.28 | 0.45 | 0.53 |
| | | M2 | 0.06 | 0.15 | 0.07 | 0.22 | 0.53 | 0.26 | 0.09 | 0.29 | 0.45 | 0.45 |
| | | D1 | 0.05 | 0.19 | 0.06 | 0.18 | 0.46 | 0.15 | 0.06 | 0.31 | 0.48 | 0.54 |
| | | D2 | 0.08 | 0.16 | 0.08 | 0.28 | 0.59 | 0.28 | 0.08 | 0.38 | 0.54 | 0.56 |
| | | D3 | 0.07 | 0.17 | 0.08 | 0.36 | 0.71 | 0.43 | 0.16 | 0.41 | 0.61 | 0.71 |

Table 7-4: Rates of the Response “I Think the Behavior Is Always Deemed as Sexual Harassment” (Q2) to Behaviors Exhibited by Students in the Same/Lower Grade or of a Lower Rank

| | | | Asked to sit next to him/her at a drinking party | Topics about your appearance | Asked about your private life | Long e-mails daily | One part of your body stared at | Girls should be loveable/Be a man | Asked out for a meal or a date | Sexual images on a computer | Your sexual orientation talked about | Making fun of gays and lesbians | | |
|--|--|------|--|------------------------------|-------------------------------|--------------------|---------------------------------|-----------------------------------|--------------------------------|-----------------------------|--------------------------------------|---------------------------------|------|------|
| Female | Coed high school | B1 | 0.06 | 0.21 | 0.09 | 0.39 | 0.78 | 0.51 | 0.07 | 0.84 | 0.89 | 0.89 | | |
| | | B2 | 0.08 | 0.24 | 0.11 | 0.47 | 0.81 | 0.58 | 0.11 | 0.85 | 0.85 | 0.87 | | |
| | | B3 | 0.02 | 0.32 | 0.06 | 0.42 | 0.77 | 0.51 | 0.08 | 0.80 | 0.85 | 0.86 | | |
| | | B4 | 0.06 | 0.28 | 0.12 | 0.47 | 0.84 | 0.57 | 0.11 | 0.83 | 0.84 | 0.86 | | |
| | Single-sex high school | B1 | 0.01 | 0.25 | 0.09 | 0.35 | 0.82 | 0.58 | 0.08 | 0.85 | 0.90 | 0.93 | | |
| | | B2 | 0.13 | 0.38 | 0.20 | 0.45 | 0.72 | 0.58 | 0.16 | 0.82 | 0.82 | 0.84 | | |
| | | B3 | 0.11 | 0.30 | 0.16 | 0.41 | 0.83 | 0.63 | 0.13 | 0.82 | 0.84 | 0.94 | | |
| | | B4 | 0.09 | 0.20 | 0.12 | 0.49 | 0.80 | 0.58 | 0.15 | 0.77 | 0.86 | 0.91 | | |
| | From the University of Tokyo | M1 | 0.11 | 0.39 | 0.07 | 0.47 | 0.85 | 0.64 | 0.16 | 0.73 | 0.82 | 0.87 | | |
| | | M2 | 0.15 | 0.28 | 0.13 | 0.53 | 0.80 | 0.59 | 0.16 | 0.73 | 0.77 | 0.84 | | |
| | | D1 | 0.07 | 0.38 | 0.29 | 0.67 | 0.83 | 0.62 | 0.26 | 0.76 | 0.90 | 0.90 | | |
| | | D2 | 0.11 | 0.36 | 0.11 | 0.42 | 0.84 | 0.66 | 0.16 | 0.70 | 0.77 | 0.80 | | |
| | From other university undergraduate programs | M1 | 0.09 | 0.29 | 0.10 | 0.43 | 0.76 | 0.52 | 0.14 | 0.72 | 0.81 | 0.85 | | |
| | | M2 | 0.12 | 0.30 | 0.16 | 0.45 | 0.79 | 0.61 | 0.19 | 0.77 | 0.86 | 0.88 | | |
| | | D1 | 0.08 | 0.31 | 0.14 | 0.44 | 0.72 | 0.55 | 0.17 | 0.63 | 0.72 | 0.78 | | |
| | | D2 | 0.10 | 0.30 | 0.21 | 0.64 | 0.85 | 0.72 | 0.18 | 0.82 | 0.88 | 0.91 | | |
| | From overseas schools | D3 | 0.13 | 0.47 | 0.23 | 0.57 | 0.85 | 0.69 | 0.16 | 0.79 | 0.86 | 0.83 | | |
| | | M1 | 0.07 | 0.31 | 0.14 | 0.33 | 0.69 | 0.46 | 0.10 | 0.40 | 0.60 | 0.65 | | |
| | | M2 | 0.12 | 0.36 | 0.14 | 0.34 | 0.75 | 0.52 | 0.12 | 0.47 | 0.59 | 0.68 | | |
| | | D1 | 0.06 | 0.21 | 0.04 | 0.25 | 0.69 | 0.42 | 0.15 | 0.52 | 0.58 | 0.62 | | |
| | | D2 | 0.04 | 0.13 | 0.08 | 0.27 | 0.67 | 0.31 | 0.13 | 0.29 | 0.52 | 0.57 | | |
| | | D3 | 0.08 | 0.31 | 0.11 | 0.26 | 0.69 | 0.51 | 0.10 | 0.47 | 0.61 | 0.66 | | |
| | | Male | Coed high school | B1 | 0.04 | 0.14 | 0.09 | 0.36 | 0.60 | 0.36 | 0.05 | 0.66 | 0.77 | 0.77 |
| | | | | B2 | 0.07 | 0.22 | 0.11 | 0.33 | 0.61 | 0.36 | 0.06 | 0.62 | 0.71 | 0.78 |
| B3 | 0.05 | | | 0.19 | 0.08 | 0.41 | 0.69 | 0.44 | 0.05 | 0.65 | 0.76 | 0.78 | | |
| B4 | 0.04 | | | 0.19 | 0.08 | 0.45 | 0.62 | 0.37 | 0.04 | 0.67 | 0.78 | 0.82 | | |
| Single-sex high school | B1 | 0.05 | 0.22 | 0.12 | 0.44 | 0.61 | 0.41 | 0.06 | 0.63 | 0.77 | 0.80 | | | |
| | B2 | 0.08 | 0.24 | 0.10 | 0.38 | 0.69 | 0.47 | 0.09 | 0.67 | 0.73 | 0.79 | | | |
| | B3 | 0.06 | 0.16 | 0.08 | 0.38 | 0.69 | 0.33 | 0.07 | 0.66 | 0.78 | 0.80 | | | |
| | B4 | 0.04 | 0.23 | 0.11 | 0.45 | 0.71 | 0.46 | 0.06 | 0.70 | 0.76 | 0.78 | | | |
| From the University of Tokyo | M1 | 0.07 | 0.23 | 0.09 | 0.44 | 0.64 | 0.44 | 0.11 | 0.65 | 0.78 | 0.78 | | | |
| | M2 | 0.07 | 0.24 | 0.10 | 0.49 | 0.66 | 0.42 | 0.12 | 0.66 | 0.73 | 0.75 | | | |
| | D1 | 0.09 | 0.27 | 0.10 | 0.53 | 0.66 | 0.56 | 0.17 | 0.69 | 0.81 | 0.80 | | | |
| | D2 | 0.12 | 0.34 | 0.10 | 0.57 | 0.71 | 0.54 | 0.14 | 0.66 | 0.75 | 0.86 | | | |
| From other university undergraduate programs | D3 | 0.11 | 0.23 | 0.10 | 0.55 | 0.68 | 0.46 | 0.12 | 0.67 | 0.73 | 0.78 | | | |
| | M1 | 0.04 | 0.20 | 0.11 | 0.36 | 0.59 | 0.37 | 0.11 | 0.57 | 0.70 | 0.76 | | | |
| | M2 | 0.08 | 0.22 | 0.10 | 0.40 | 0.59 | 0.38 | 0.09 | 0.58 | 0.65 | 0.70 | | | |
| | D1 | 0.06 | 0.23 | 0.10 | 0.48 | 0.67 | 0.43 | 0.15 | 0.58 | 0.71 | 0.77 | | | |
| From overseas schools | D2 | 0.10 | 0.28 | 0.08 | 0.47 | 0.67 | 0.41 | 0.10 | 0.56 | 0.71 | 0.70 | | | |
| | D3 | 0.19 | 0.32 | 0.20 | 0.54 | 0.73 | 0.49 | 0.19 | 0.70 | 0.79 | 0.77 | | | |
| | M1 | 0.08 | 0.16 | 0.08 | 0.23 | 0.52 | 0.21 | 0.10 | 0.24 | 0.43 | 0.49 | | | |
| | M2 | 0.06 | 0.12 | 0.05 | 0.18 | 0.49 | 0.27 | 0.08 | 0.27 | 0.41 | 0.45 | | | |
| | D1 | 0.05 | 0.11 | 0.06 | 0.15 | 0.44 | 0.15 | 0.06 | 0.24 | 0.44 | 0.51 | | | |
| | D2 | 0.08 | 0.13 | 0.07 | 0.24 | 0.60 | 0.28 | 0.08 | 0.37 | 0.53 | 0.53 | | | |
| | D3 | 0.07 | 0.16 | 0.08 | 0.33 | 0.66 | 0.45 | 0.15 | 0.38 | 0.59 | 0.70 | | | |

3.4 Hypothetical Responses to Sexual Harassment

Figure 7-5 shows mean values of the synthetic variables created from responses to the question that asked respondents whether they would “Clearly convey the message that you dislike such behavior” if they were sexually harassed³). Given that some students are in the Junior Division of the College of Arts and Sciences and/or do not yet have an instructor/supervisor under the group guidance system, and that first-year students do not have anyone junior to them, we decided to use only responses to the hypothetical cases in Q3 in which the perpetrators are “faculty or staff member other than your instructor/supervisor” or “students in a higher grade or rank than you.” It should be noted that these responses are those to hypothetical situations, rather than to what occurred in reality, when we make an interpretation. We prepared the chart in such a way that greater values signify that respondents would be more determined to reject harassment in no uncertain terms.

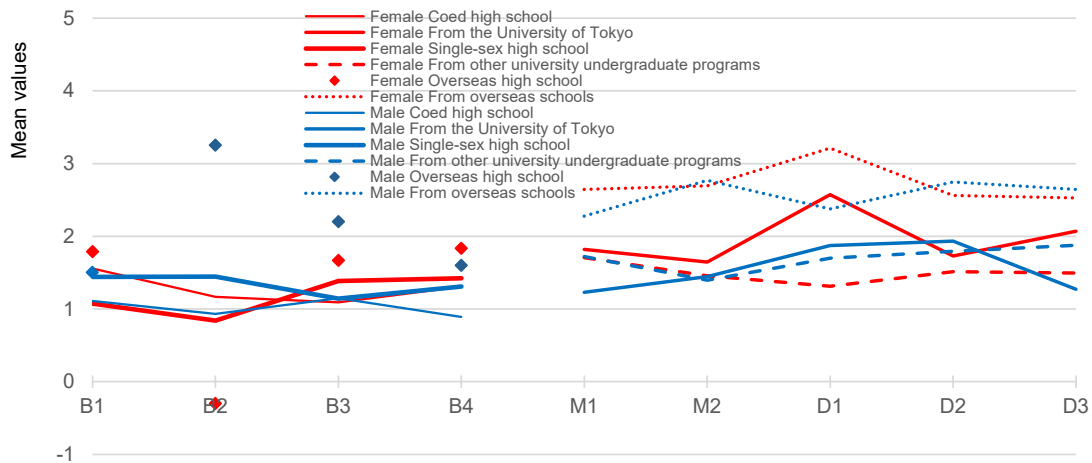


Figure 7-5: Responses to Questions about What Respondents Would Do If Sexually Harassed (Expression of Rejection) (Q3)

Unlike responses to the other questions discussed above, no gender difference was noted. No clear differences were found between the types of high schools or universities respondents attended, either. That said, graduate students who went to overseas school are apparently more determined to reject harassment than respondents with other alma maters.

Almost no difference was noted between undergraduate respondents' years at the University. As for graduate students, while there are some fluctuations between respondents' years at the University, they do not show any systematic patterns such as monotonically increasing functions, indicating no clear difference to note.

We also studied the distributions of responses to each of the sub-questions shown in Table 7-5 in order to examine details. No substantial differences were found between the attributes. When we compared the rates of responses to the sub-questions, it was ascertained that respondents would find it easier to clearly reject "unnecessary and overly familiar physical contact (such as holding your hand, touching your back, waist or shoulder)" than they would when a perpetrator "makes [them] feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.)" or "personally asks [them] out (for a meal, to go see a movie, etc.) when [they] don't want to go." In regard to whether students would react differently according to their relationship with the hypothetical perpetrators, respondents tended to provide answers indicating that they would more clearly say "No" if the behaviors were exhibited by faculty or staff members than by older students, and this tendency was shared across all attributes.

Table 7-5: Rates of Responses “Clearly Convey the Message that You Dislike Such Behavior” to the Sexual Harassment Behaviors Provided in Q3

| | | | Faculty/Staff: Made uncomfortable through words | Faculty/Staff: Private invitation | Faculty/Staff: Physical contact | Older students: Made uncomfortable through words | Older students: Private invitation | Older students: Physical contact |
|--|--|------------------|--|---|---------------------------------------|--|---|---|
| Female | Coed high school | B1 | 0.24 | 0.37 | 0.54 | 0.21 | 0.29 | 0.48 |
| | | B2 | 0.23 | 0.32 | 0.52 | 0.24 | 0.22 | 0.50 |
| | | B3 | 0.15 | 0.30 | 0.45 | 0.16 | 0.23 | 0.51 |
| | | B4 | 0.21 | 0.34 | 0.57 | 0.23 | 0.23 | 0.52 |
| | Single-sex high school | B1 | 0.27 | 0.32 | 0.58 | 0.25 | 0.24 | 0.46 |
| | | B2 | 0.19 | 0.39 | 0.48 | 0.16 | 0.21 | 0.40 |
| | | B3 | 0.24 | 0.46 | 0.55 | 0.16 | 0.25 | 0.47 |
| | | B4 | 0.24 | 0.45 | 0.63 | 0.22 | 0.27 | 0.54 |
| | From the University of Tokyo | M1 | 0.28 | 0.46 | 0.59 | 0.27 | 0.27 | 0.51 |
| | | M2 | 0.28 | 0.38 | 0.57 | 0.34 | 0.28 | 0.58 |
| | | D1 | 0.33 | 0.52 | 0.64 | 0.40 | 0.50 | 0.71 |
| | | D2 | 0.23 | 0.30 | 0.41 | 0.41 | 0.41 | 0.55 |
| | | D3 | 0.34 | 0.44 | 0.59 | 0.37 | 0.45 | 0.65 |
| | From other university undergraduate programs | M1 | 0.23 | 0.38 | 0.54 | 0.30 | 0.38 | 0.56 |
| | | M2 | 0.24 | 0.35 | 0.56 | 0.31 | 0.31 | 0.51 |
| | | D1 | 0.23 | 0.27 | 0.48 | 0.28 | 0.34 | 0.58 |
| | | D2 | 0.26 | 0.31 | 0.54 | 0.31 | 0.28 | 0.59 |
| | | D3 | 0.20 | 0.33 | 0.59 | 0.26 | 0.35 | 0.57 |
| | From overseas schools | M1 | 0.49 | 0.47 | 0.65 | 0.56 | 0.53 | 0.71 |
| | | M2 | 0.43 | 0.53 | 0.70 | 0.55 | 0.56 | 0.73 |
| | | D1 | 0.58 | 0.58 | 0.73 | 0.64 | 0.51 | 0.74 |
| | | D2 | 0.46 | 0.44 | 0.63 | 0.60 | 0.48 | 0.69 |
| | | D3 | 0.41 | 0.46 | 0.64 | 0.47 | 0.57 | 0.64 |
| | Male | Coed high school | B1 | 0.26 | 0.31 | 0.56 | 0.21 | 0.22 |
| B2 | | | 0.23 | 0.34 | 0.47 | 0.24 | 0.25 | 0.45 |
| B3 | | | 0.20 | 0.35 | 0.51 | 0.26 | 0.28 | 0.47 |
| B4 | | | 0.22 | 0.31 | 0.48 | 0.23 | 0.27 | 0.45 |
| Single-sex high school | | B1 | 0.27 | 0.41 | 0.55 | 0.23 | 0.30 | 0.50 |
| | | B2 | 0.28 | 0.33 | 0.56 | 0.27 | 0.26 | 0.53 |
| | | B3 | 0.26 | 0.33 | 0.56 | 0.22 | 0.24 | 0.49 |
| | | B4 | 0.28 | 0.32 | 0.55 | 0.29 | 0.29 | 0.50 |
| From the University of Tokyo | | M1 | 0.25 | 0.36 | 0.51 | 0.27 | 0.30 | 0.48 |
| | | M2 | 0.27 | 0.35 | 0.53 | 0.28 | 0.31 | 0.52 |
| | | D1 | 0.35 | 0.38 | 0.56 | 0.39 | 0.33 | 0.53 |
| | | D2 | 0.32 | 0.43 | 0.62 | 0.31 | 0.37 | 0.58 |
| | | D3 | 0.24 | 0.31 | 0.53 | 0.28 | 0.32 | 0.52 |
| From other university undergraduate programs | | M1 | 0.32 | 0.38 | 0.57 | 0.33 | 0.36 | 0.59 |
| | | M2 | 0.28 | 0.34 | 0.49 | 0.29 | 0.33 | 0.49 |
| | | D1 | 0.34 | 0.33 | 0.60 | 0.35 | 0.32 | 0.56 |
| | | D2 | 0.33 | 0.33 | 0.58 | 0.33 | 0.31 | 0.56 |
| | | D3 | 0.34 | 0.39 | 0.58 | 0.38 | 0.41 | 0.59 |
| From overseas schools | | M1 | 0.43 | 0.45 | 0.61 | 0.47 | 0.45 | 0.65 |
| | | M2 | 0.50 | 0.52 | 0.69 | 0.58 | 0.56 | 0.71 |
| | | D1 | 0.51 | 0.48 | 0.60 | 0.54 | 0.45 | 0.61 |
| | | D2 | 0.55 | 0.48 | 0.65 | 0.55 | 0.45 | 0.64 |
| | | D3 | 0.45 | 0.42 | 0.66 | 0.53 | 0.48 | 0.68 |

4. Differences in Experiences, Consultation, and Seeing/ Hearing About Sexual Harassment by Alma Mater and School Year

4.1 Variables and Analysis Procedure

This section examines the variables of sexual harassment experiences in Q4 (whether respondents have suffered, been consulted about, seen or heard about sexual harassment) and their relationships with the types of respondents' alma mater or respondents' years at the University.

Just as we did for the previous section, we first added up responses to the 13 behaviors to create synthetic variables that represented the degrees of sexual harassment experiences. Then we compared and examined the mean values sorted by type of alma mater or year at the University.

Then, as supplementary data, the rates of respondents, sorted by alma mater and by year at the University, who selected the behaviors are shown.

4.2 Experiences of Sexual Harassment

Figure 7-6 shows the distributions of the synthetic variables corresponding to the numbers of the behaviors that respondents selected as the experiences they'd had (i.e., responses that indicate they have been subjected to sexual harassment⁴⁾). We should keep in mind that the question asked is about what happened only at the University of Tokyo or in settings associated with the University (social gatherings ("kompa") of clubs/circles or seminar members, or at academic conferences, etc.). Consequently, the group of students who have been enrolled at the University of Tokyo longer than the other groups tend to select more answers on average that show they have experienced harassment.

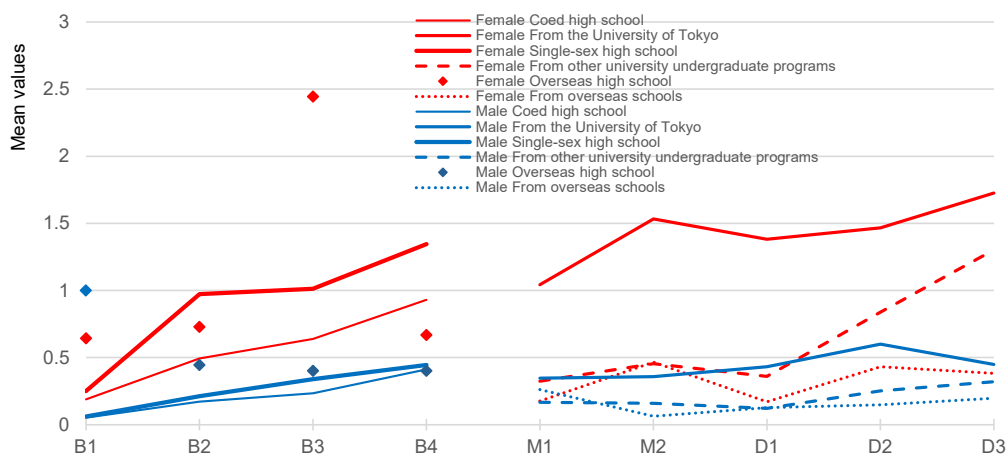


Figure 7-6: Numbers of Items which Answered They Had Been Sexually Harassed (Q4)

Undergraduate students in upper years selected more answers on average, regardless of the types of alma mater or gender. It is noteworthy that there is a wide gap between first- and second-year female undergraduate students. Other than Figure 7-6, Figures 7-7 and 7-8 presented later also show this type of gap. These first-year students enrolled at the University of Tokyo in FY2020 when the world was amid the coronavirus pandemic. By the time the survey was conducted, they might have had fewer occasions when they could have been subjected to sexual harassment than usual because they had only limited access to the campus, classes were held online, and restrictions were imposed on extracurricular activities including club/circle meetings.

Also noteworthy is that female graduate students in their first year of master's programs who had been to the University of Tokyo undergraduate programs selected more answers than the others, and that the numbers of answers selected by their counterparts were somewhat greater the higher up their years became. As for female graduate students from other university undergraduate programs, respondents in upper years of doctoral programs apparently increasingly selected slightly more answers than those in their first doctoral year. On the other hand, these tendencies are not apparent among male graduate students.

Responses to the behaviors in this question about sexual harassment experiences show that far more females have suffered harassment than males. Moreover, female students who went to single-sex high schools list more sexual harassment experiences.

Table 7-6 shows the rates of respondents who selected each of the behaviors. These numbers indicate that, while females selected a wide range of answers, males selected only some of the behaviors, including "Have heard sexual topics and obscene jokes in an unwanted way" and "Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way." These results likely mean that females are more prone to various forms of sexual harassment.

Table 7-6: Rates of Respondents Who Answered They Had Suffered the Sexual Harassment Behaviors (Q4)

| | | | Topics about appearance | Sexual topics | Laughing at a sexual minority | Nude/Pornographic images | Personal sexual information exposed | Assigned to a gender-based role | Obscene look/physical approach | Asked out/Stalked | Forced/Restricted by a boyfriend/girlfriend | Forced to be naked/go to a sex trade shop | Unwanted hugs/kisses | Peeped at/A photo secretly taken | Forced/Nearly forced to engage in sexual activity | |
|--|--|------------------|-------------------------|---------------|-------------------------------|--------------------------|-------------------------------------|---------------------------------|--------------------------------|-------------------|---|---|----------------------|----------------------------------|---|------|
| Female | Coed high school | B1 | 0.03 | 0.08 | 0.00 | 0.00 | 0.00 | 0.01 | 0.02 | 0.03 | 0.00 | 0.00 | 0.02 | 0.00 | 0.00 | |
| | | B2 | 0.10 | 0.20 | 0.02 | 0.01 | 0.00 | 0.04 | 0.05 | 0.05 | 0.01 | 0.00 | 0.02 | 0.00 | 0.00 | |
| | | B3 | 0.14 | 0.17 | 0.01 | 0.02 | 0.01 | 0.05 | 0.06 | 0.08 | 0.06 | 0.00 | 0.00 | 0.02 | 0.01 | 0.01 |
| | | B4 | 0.20 | 0.30 | 0.02 | 0.00 | 0.01 | 0.06 | 0.10 | 0.09 | 0.04 | 0.01 | 0.06 | 0.01 | 0.01 | 0.04 |
| | Single-sex high school | B1 | 0.03 | 0.08 | 0.00 | 0.00 | 0.01 | 0.03 | 0.03 | 0.02 | 0.00 | 0.00 | 0.02 | 0.00 | 0.00 | 0.02 |
| | | B2 | 0.16 | 0.22 | 0.03 | 0.05 | 0.05 | 0.07 | 0.16 | 0.14 | 0.04 | 0.00 | 0.03 | 0.00 | 0.00 | 0.03 |
| | | B3 | 0.23 | 0.23 | 0.01 | 0.05 | 0.02 | 0.04 | 0.14 | 0.17 | 0.02 | 0.00 | 0.07 | 0.01 | 0.01 | 0.01 |
| | | B4 | 0.25 | 0.36 | 0.05 | 0.05 | 0.03 | 0.08 | 0.16 | 0.19 | 0.07 | 0.00 | 0.07 | 0.02 | 0.01 | 0.04 |
| | From the University of Tokyo | M1 | 0.15 | 0.31 | 0.02 | 0.05 | 0.00 | 0.06 | 0.12 | 0.14 | 0.03 | 0.00 | 0.06 | 0.03 | 0.00 | 0.07 |
| | | M2 | 0.27 | 0.40 | 0.05 | 0.07 | 0.06 | 0.12 | 0.21 | 0.18 | 0.05 | 0.01 | 0.10 | 0.00 | 0.00 | 0.02 |
| | | D1 | 0.24 | 0.43 | 0.02 | 0.05 | 0.02 | 0.17 | 0.12 | 0.24 | 0.07 | 0.00 | 0.02 | 0.00 | 0.00 | 0.00 |
| | | D2 | 0.38 | 0.42 | 0.04 | 0.02 | 0.04 | 0.09 | 0.16 | 0.11 | 0.04 | 0.00 | 0.09 | 0.02 | 0.00 | 0.04 |
| | D3 | 0.26 | 0.42 | 0.05 | 0.10 | 0.01 | 0.22 | 0.16 | 0.21 | 0.11 | 0.00 | 0.10 | 0.00 | 0.00 | 0.08 | |
| | From other university undergraduate programs | M1 | 0.06 | 0.07 | 0.02 | 0.02 | 0.01 | 0.05 | 0.02 | 0.02 | 0.01 | 0.01 | 0.02 | 0.01 | 0.01 | 0.01 |
| | | M2 | 0.08 | 0.10 | 0.00 | 0.01 | 0.00 | 0.04 | 0.10 | 0.06 | 0.01 | 0.00 | 0.03 | 0.00 | 0.00 | 0.02 |
| | | D1 | 0.11 | 0.06 | 0.03 | 0.00 | 0.02 | 0.03 | 0.05 | 0.03 | 0.03 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | D2 | 0.25 | 0.18 | 0.00 | 0.03 | 0.01 | 0.12 | 0.07 | 0.12 | 0.00 | 0.00 | 0.03 | 0.01 | 0.01 | 0.01 |
| | D3 | 0.29 | 0.23 | 0.02 | 0.03 | 0.03 | 0.18 | 0.16 | 0.14 | 0.04 | 0.00 | 0.10 | 0.02 | 0.00 | 0.06 | |
| | From overseas schools | M1 | 0.04 | 0.04 | 0.00 | 0.00 | 0.00 | 0.03 | 0.03 | 0.03 | 0.01 | 0.00 | 0.01 | 0.00 | 0.00 | 0.00 |
| | | M2 | 0.10 | 0.08 | 0.01 | 0.02 | 0.01 | 0.05 | 0.07 | 0.06 | 0.02 | 0.01 | 0.03 | 0.01 | 0.01 | 0.01 |
| | | D1 | 0.04 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.06 | 0.06 | 0.02 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | D2 | 0.14 | 0.06 | 0.00 | 0.00 | 0.02 | 0.00 | 0.14 | 0.06 | 0.00 | 0.00 | 0.02 | 0.00 | 0.00 | 0.00 |
| | D3 | 0.07 | 0.04 | 0.01 | 0.00 | 0.02 | 0.09 | 0.07 | 0.04 | 0.01 | 0.00 | 0.02 | 0.00 | 0.00 | 0.00 | |
| | Male | Coed high school | B1 | 0.02 | 0.02 | 0.00 | 0.00 | 0.00 | 0.01 | 0.00 | 0.00 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 |
| B2 | | | 0.05 | 0.09 | 0.00 | 0.00 | 0.00 | 0.01 | 0.01 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| B3 | | | 0.06 | 0.11 | 0.01 | 0.00 | 0.00 | 0.02 | 0.00 | 0.02 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| B4 | | | 0.12 | 0.16 | 0.01 | 0.03 | 0.02 | 0.01 | 0.01 | 0.02 | 0.02 | 0.01 | 0.00 | 0.00 | 0.00 | |
| Single-sex high school | | B1 | 0.01 | 0.04 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | | B2 | 0.06 | 0.08 | 0.00 | 0.00 | 0.00 | 0.02 | 0.02 | 0.01 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | | B3 | 0.11 | 0.15 | 0.00 | 0.00 | 0.01 | 0.00 | 0.01 | 0.01 | 0.02 | 0.00 | 0.01 | 0.00 | 0.00 | |
| | | B4 | 0.15 | 0.20 | 0.02 | 0.01 | 0.02 | 0.00 | 0.01 | 0.01 | 0.00 | 0.01 | 0.00 | 0.00 | 0.00 | |
| From the University of Tokyo | | M1 | 0.10 | 0.13 | 0.01 | 0.03 | 0.02 | 0.00 | 0.02 | 0.01 | 0.01 | 0.01 | 0.00 | 0.01 | 0.00 | |
| | | M2 | 0.10 | 0.17 | 0.01 | 0.02 | 0.01 | 0.02 | 0.00 | 0.01 | 0.01 | 0.00 | 0.01 | 0.00 | 0.00 | |
| | | D1 | 0.15 | 0.22 | 0.00 | 0.02 | 0.00 | 0.02 | 0.02 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | | D2 | 0.13 | 0.20 | 0.03 | 0.05 | 0.03 | 0.03 | 0.01 | 0.04 | 0.04 | 0.02 | 0.02 | 0.01 | 0.01 | |
| D3 | | 0.16 | 0.16 | 0.01 | 0.02 | 0.01 | 0.04 | 0.02 | 0.01 | 0.02 | 0.00 | 0.02 | 0.00 | 0.00 | | |
| From other university undergraduate programs | | M1 | 0.04 | 0.02 | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | |
| | | M2 | 0.02 | 0.05 | 0.02 | 0.01 | 0.01 | 0.01 | 0.00 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | | D1 | 0.04 | 0.05 | 0.00 | 0.00 | 0.01 | 0.02 | 0.00 | 0.00 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | | D2 | 0.09 | 0.04 | 0.02 | 0.03 | 0.01 | 0.03 | 0.00 | 0.01 | 0.02 | 0.00 | 0.01 | 0.00 | 0.00 | |
| D3 | | 0.09 | 0.09 | 0.01 | 0.01 | 0.01 | 0.02 | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | | |
| From overseas schools | | M1 | 0.06 | 0.03 | 0.01 | 0.02 | 0.01 | 0.03 | 0.01 | 0.03 | 0.01 | 0.01 | 0.03 | 0.01 | 0.01 | |
| | | M2 | 0.03 | 0.01 | 0.01 | 0.00 | 0.00 | 0.01 | 0.00 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | | D1 | 0.06 | 0.02 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.02 | 0.01 | 0.00 | 0.01 | 0.00 | 0.00 | |
| | | D2 | 0.05 | 0.03 | 0.00 | 0.02 | 0.00 | 0.00 | 0.00 | 0.00 | 0.02 | 0.00 | 0.02 | 0.00 | 0.00 | |
| D3 | | 0.05 | 0.03 | 0.00 | 0.00 | 0.03 | 0.00 | 0.00 | 0.00 | 0.01 | 0.01 | 0.03 | 0.01 | 0.01 | | |

4.3 Experiences of Consultation From Victims

Figure 7-7 shows the distributions of the numbers of the sexual harassment behaviors selected as those that respondents had been consulted about⁵⁾. For the same reasons as those stated in the previous subsection, the group of students who have been enrolled at the University of Tokyo longer than the other groups selected more answers on average that show they have experienced harassment. However, since they selected only limited numbers of answers to begin with, the values for these numbers fluctuated widely, and the results are somewhat unstable.

Females again tended to select more answers to this question than males. Besides, more female undergraduate students from single-sex schools and female graduate students from the University of Tokyo undergraduate programs have been consulted about sexual harassment someone suffered than respondents with other alma maters.

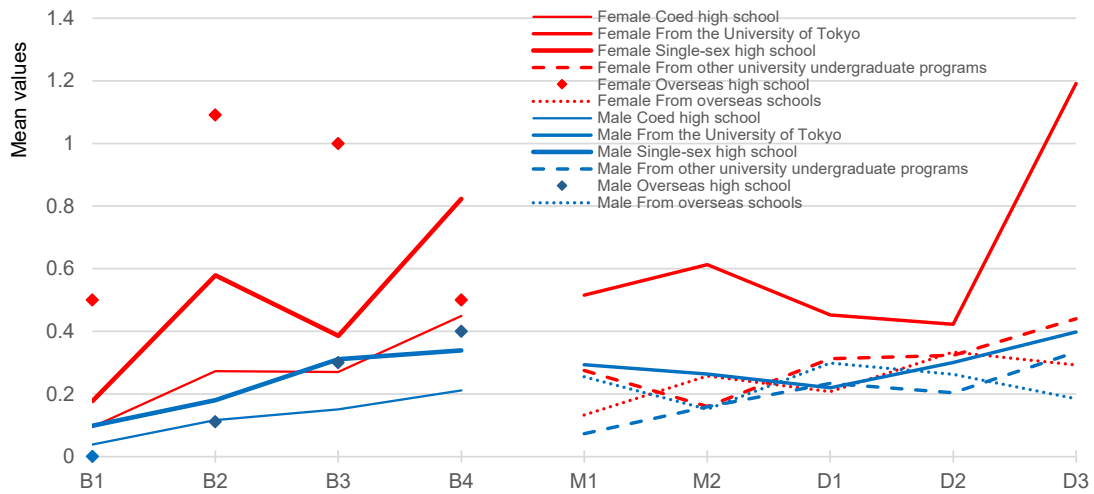


Figure 7-7: Numbers of Items Which Answered They Had Been Consulted about Sexual Harassment (Q4)

Table 7-7 shows the distributions of answers, sorted by attribute, to the behaviors respondents were consulted about. While the overall rates are low, the rates of respondents who selected the following were rather high: “have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way,” “Have heard sexual topics and obscene jokes in an unwanted way,” “Have been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails, or been stalked,” and “Have been looked at with an obscene look, have been physically approached too closely, or have been subjected to overly familiar physical contacts.” The rates for the last two questions were particularly high among female students from single-sex high schools and female graduate students from the University of Tokyo undergraduate programs.

Table 7-7: Rates of Respondents Who Answered They Had Been Consulted about Sexual Harassment Behaviors (Q4)

| | | | Topics about appearance | Sexual topics | Laughing at a sexual minority | Nude/Pornographic images | Personal sexual information exposed | Assigned to a gender-based role | Obscene look/physical approach | Asked out/Stalked | Forced/Restricted by a boyfriend/girlfriend | Forced to be naked/go to a sex trade shop | Unwanted hugs/kisses | Peeped at/A photo secretly taken | Forced/Nearly forced to engage in sexual activity | |
|--|--|------------------|-------------------------|---------------|-------------------------------|--------------------------|-------------------------------------|---------------------------------|--------------------------------|-------------------|---|---|----------------------|----------------------------------|---|------|
| Female | Coed high school | B1 | 0.03 | 0.00 | 0.01 | 0.00 | 0.00 | 0.00 | 0.01 | 0.04 | 0.00 | 0.00 | 0.01 | 0.00 | 0.00 | |
| | | B2 | 0.03 | 0.07 | 0.02 | 0.00 | 0.00 | 0.01 | 0.02 | 0.05 | 0.05 | 0.01 | 0.01 | 0.00 | 0.01 | |
| | | B3 | 0.05 | 0.05 | 0.00 | 0.02 | 0.01 | 0.01 | 0.03 | 0.05 | 0.03 | 0.00 | 0.03 | 0.00 | 0.01 | |
| | | B4 | 0.08 | 0.08 | 0.03 | 0.00 | 0.01 | 0.02 | 0.04 | 0.09 | 0.04 | 0.01 | 0.02 | 0.00 | 0.03 | |
| | Single-sex high school | B1 | 0.01 | 0.04 | 0.00 | 0.00 | 0.00 | 0.00 | 0.01 | 0.04 | 0.03 | 0.00 | 0.02 | 0.00 | 0.02 | |
| | | B2 | 0.05 | 0.12 | 0.03 | 0.01 | 0.04 | 0.04 | 0.07 | 0.13 | 0.05 | 0.00 | 0.03 | 0.00 | 0.01 | |
| | | B3 | 0.04 | 0.05 | 0.00 | 0.00 | 0.00 | 0.01 | 0.05 | 0.16 | 0.06 | 0.00 | 0.01 | 0.00 | 0.01 | |
| | | B4 | 0.11 | 0.10 | 0.03 | 0.01 | 0.01 | 0.07 | 0.10 | 0.13 | 0.13 | 0.01 | 0.06 | 0.03 | 0.03 | |
| | From the University of Tokyo | M1 | 0.05 | 0.08 | 0.00 | 0.00 | 0.02 | 0.03 | 0.07 | 0.12 | 0.06 | 0.01 | 0.04 | 0.00 | 0.02 | |
| | | M2 | 0.08 | 0.10 | 0.05 | 0.02 | 0.03 | 0.06 | 0.08 | 0.10 | 0.06 | 0.00 | 0.02 | 0.00 | 0.01 | |
| | | D1 | 0.10 | 0.02 | 0.02 | 0.00 | 0.02 | 0.00 | 0.10 | 0.10 | 0.05 | 0.00 | 0.05 | 0.00 | 0.00 | |
| | | D2 | 0.09 | 0.07 | 0.00 | 0.00 | 0.00 | 0.07 | 0.04 | 0.09 | 0.02 | 0.00 | 0.04 | 0.00 | 0.00 | |
| | From other university undergraduate programs | D3 | 0.15 | 0.15 | 0.05 | 0.01 | 0.05 | 0.08 | 0.22 | 0.25 | 0.12 | 0.00 | 0.03 | 0.01 | 0.05 | |
| | | M1 | 0.03 | 0.03 | 0.02 | 0.01 | 0.01 | 0.03 | 0.03 | 0.04 | 0.03 | 0.01 | 0.01 | 0.02 | 0.02 | |
| | | M2 | 0.01 | 0.02 | 0.01 | 0.01 | 0.00 | 0.03 | 0.02 | 0.03 | 0.02 | 0.00 | 0.01 | 0.00 | 0.01 | |
| | From overseas schools | D1 | 0.06 | 0.05 | 0.02 | 0.00 | 0.02 | 0.08 | 0.03 | 0.02 | 0.05 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | | D2 | 0.03 | 0.01 | 0.04 | 0.03 | 0.01 | 0.03 | 0.04 | 0.06 | 0.03 | 0.00 | 0.00 | 0.03 | 0.00 | |
| | | D3 | 0.07 | 0.05 | 0.02 | 0.01 | 0.01 | 0.09 | 0.07 | 0.07 | 0.03 | 0.00 | 0.02 | 0.01 | 0.00 | |
| | | M1 | 0.02 | 0.01 | 0.01 | 0.00 | 0.01 | 0.01 | 0.01 | 0.02 | 0.01 | 0.00 | 0.00 | 0.01 | 0.00 | |
| | Male | Coed high school | M2 | 0.04 | 0.07 | 0.00 | 0.00 | 0.03 | 0.03 | 0.04 | 0.04 | 0.01 | 0.00 | 0.01 | 0.00 | 0.00 |
| | | | D1 | 0.06 | 0.00 | 0.00 | 0.00 | 0.00 | 0.04 | 0.06 | 0.02 | 0.04 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | D2 | 0.04 | 0.04 | 0.02 | 0.02 | 0.02 | 0.08 | 0.04 | 0.02 | 0.02 | 0.00 | 0.02 | 0.00 | 0.02 |
| | | | D3 | 0.02 | 0.04 | 0.02 | 0.00 | 0.01 | 0.03 | 0.07 | 0.06 | 0.02 | 0.00 | 0.01 | 0.00 | 0.00 |
| | Single-sex high school | B1 | 0.00 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | 0.01 | 0.01 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | |
| B2 | | 0.01 | 0.01 | 0.00 | 0.00 | 0.01 | 0.00 | 0.02 | 0.04 | 0.02 | 0.00 | 0.00 | 0.00 | 0.00 | | |
| B3 | | 0.01 | 0.02 | 0.01 | 0.00 | 0.00 | 0.01 | 0.01 | 0.03 | 0.03 | 0.00 | 0.01 | 0.00 | 0.02 | | |
| B4 | | 0.04 | 0.02 | 0.02 | 0.00 | 0.00 | 0.01 | 0.03 | 0.03 | 0.03 | 0.00 | 0.02 | 0.00 | 0.01 | | |
| From the University of Tokyo | B1 | 0.01 | 0.02 | 0.00 | 0.00 | 0.01 | 0.01 | 0.01 | 0.02 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | | |
| | B2 | 0.03 | 0.03 | 0.01 | 0.00 | 0.00 | 0.01 | 0.03 | 0.04 | 0.02 | 0.00 | 0.01 | 0.00 | 0.01 | | |
| | B3 | 0.02 | 0.04 | 0.02 | 0.00 | 0.01 | 0.00 | 0.05 | 0.06 | 0.06 | 0.00 | 0.01 | 0.01 | 0.01 | | |
| | B4 | 0.02 | 0.04 | 0.01 | 0.01 | 0.03 | 0.01 | 0.05 | 0.06 | 0.04 | 0.00 | 0.03 | 0.01 | 0.04 | | |
| From other university undergraduate programs | M1 | 0.03 | 0.03 | 0.01 | 0.01 | 0.01 | 0.02 | 0.03 | 0.06 | 0.04 | 0.01 | 0.02 | 0.00 | 0.01 | | |
| | M2 | 0.03 | 0.03 | 0.01 | 0.00 | 0.00 | 0.01 | 0.04 | 0.07 | 0.04 | 0.00 | 0.01 | 0.00 | 0.01 | | |
| | D1 | 0.03 | 0.04 | 0.02 | 0.00 | 0.01 | 0.02 | 0.03 | 0.06 | 0.02 | 0.00 | 0.00 | 0.00 | 0.01 | | |
| | D2 | 0.06 | 0.03 | 0.02 | 0.01 | 0.01 | 0.02 | 0.03 | 0.04 | 0.04 | 0.01 | 0.02 | 0.00 | 0.02 | | |
| From overseas schools | D3 | 0.04 | 0.05 | 0.02 | 0.01 | 0.02 | 0.02 | 0.05 | 0.07 | 0.06 | 0.01 | 0.02 | 0.01 | 0.02 | | |
| | M1 | 0.00 | 0.01 | 0.00 | 0.00 | 0.00 | 0.01 | 0.01 | 0.02 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | | |
| | M2 | 0.02 | 0.02 | 0.00 | 0.00 | 0.00 | 0.01 | 0.02 | 0.04 | 0.02 | 0.01 | 0.00 | 0.00 | 0.00 | | |
| | D1 | 0.02 | 0.02 | 0.00 | 0.00 | 0.01 | 0.02 | 0.03 | 0.05 | 0.05 | 0.00 | 0.02 | 0.01 | 0.01 | | |
| From overseas schools | D2 | 0.03 | 0.06 | 0.01 | 0.01 | 0.00 | 0.02 | 0.02 | 0.03 | 0.02 | 0.01 | 0.00 | 0.00 | 0.00 | | |
| | D3 | 0.03 | 0.05 | 0.03 | 0.01 | 0.02 | 0.05 | 0.05 | 0.07 | 0.03 | 0.01 | 0.00 | 0.00 | 0.01 | | |
| | M1 | 0.03 | 0.02 | 0.03 | 0.03 | 0.02 | 0.03 | 0.01 | 0.02 | 0.02 | 0.01 | 0.02 | 0.01 | 0.01 | | |
| | M2 | 0.04 | 0.03 | 0.01 | 0.00 | 0.00 | 0.02 | 0.01 | 0.02 | 0.02 | 0.00 | 0.00 | 0.00 | 0.00 | | |
| From overseas schools | D1 | 0.05 | 0.03 | 0.02 | 0.01 | 0.02 | 0.03 | 0.03 | 0.02 | 0.02 | 0.01 | 0.01 | 0.01 | 0.01 | | |
| | D2 | 0.05 | 0.03 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 | | |
| | D3 | 0.04 | 0.00 | 0.03 | 0.00 | 0.00 | 0.04 | 0.03 | 0.04 | 0.01 | 0.00 | 0.00 | 0.00 | 0.00 | | |

4.4 Experiences of Seeing or Hearing About Harassment

Figure 7-8 shows the distributions of the numbers of the sexual harassment behaviors selected as those that respondents had seen and/or heard about⁶⁾. It should be noted that this question asks respondents about information concerning what someone else had suffered. For example, a male student might have answered based on his experience of hearing about harassment suffered by an older female student in his lab. For this reason, gender differences are narrower than those in the preceding subsections. It is notable that graduate students from the University of Tokyo undergraduate programs selected relatively more of the behaviors as what they had seen and/or heard about than respondents with other alma maters did. It should also be noted that graduate students from other university undergraduate programs in upper years also selected more of the behaviors as their answers than their counterparts in lower years. As for undergraduate students, the numbers generally tended to go up as respondents' years at the University advanced.

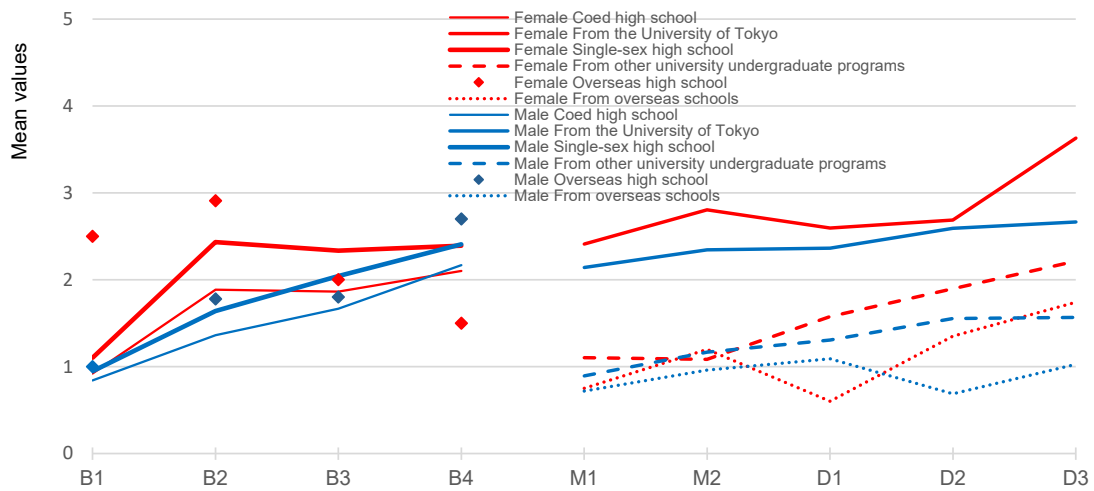


Figure 7-8: Numbers of Items Which Answered They Had Seen/Heard about the Sexual Harassment Behaviors (Q4)

Finally, we will examine the rates of responses for each of the given behaviors in Table 7-8. In response to the question that asked whether they had seen or heard about harassment someone had suffered, respondents selected a relatively wide range of behaviors. Note that the numbers of responses should not be considered objective numbers of observed cases because respondents might have provided their answers based on just a few incidents that are known to many. In terms of which of the behaviors were commonly selected answers, differences between the attributes were minor. That said, differences are noted in the overall rates of responses between graduate students from the University of Tokyo undergraduate programs and their counterparts from other universities in Japan or overseas.

Table 7-8: Rates of Respondents Who Answered They Had Seen/Heard about the Sexual Harassment Behaviors (Q4)

| | | | Topics about appearance | Sexual topics | Laughing at a sexual minority | Nude/Pornographic images | Personal sexual information exposed | Assigned to a gender-based role | Obscene look/physical approach | Asked out/Stalked | Forced/Restrained by a boyfriend/girlfriend | Forced to be naked/go to a sex trade shop | Unwanted hugs/kisses | Peeped at/A photo secretly taken | Forced/Nearly forced to engage in sexual activity | |
|--|--|------------------|-------------------------|---------------|-------------------------------|--------------------------|-------------------------------------|---------------------------------|--------------------------------|-------------------|---|---|----------------------|----------------------------------|---|------|
| Female | Coed high school | B1 | 0.16 | 0.23 | 0.08 | 0.01 | 0.09 | 0.06 | 0.09 | 0.09 | 0.04 | 0.00 | 0.05 | 0.01 | 0.02 | |
| | | B2 | 0.39 | 0.33 | 0.16 | 0.02 | 0.13 | 0.11 | 0.17 | 0.24 | 0.17 | 0.02 | 0.08 | 0.03 | 0.05 | |
| | | B3 | 0.45 | 0.38 | 0.11 | 0.07 | 0.12 | 0.14 | 0.14 | 0.20 | 0.13 | 0.01 | 0.05 | 0.04 | 0.04 | |
| | | B4 | 0.45 | 0.38 | 0.17 | 0.06 | 0.15 | 0.11 | 0.14 | 0.21 | 0.17 | 0.03 | 0.09 | 0.06 | 0.08 | |
| | Single-sex high school | B1 | 0.23 | 0.23 | 0.13 | 0.02 | 0.11 | 0.07 | 0.06 | 0.07 | 0.07 | 0.01 | 0.04 | 0.01 | 0.04 | |
| | | B2 | 0.38 | 0.46 | 0.18 | 0.08 | 0.30 | 0.22 | 0.20 | 0.24 | 0.14 | 0.04 | 0.05 | 0.05 | 0.08 | |
| | | B3 | 0.40 | 0.43 | 0.12 | 0.04 | 0.24 | 0.17 | 0.23 | 0.25 | 0.23 | 0.02 | 0.08 | 0.05 | 0.07 | |
| | | B4 | 0.52 | 0.44 | 0.19 | 0.08 | 0.13 | 0.17 | 0.20 | 0.21 | 0.21 | 0.04 | 0.08 | 0.05 | 0.08 | |
| | From the University of Tokyo | M1 | 0.45 | 0.42 | 0.17 | 0.13 | 0.14 | 0.15 | 0.19 | 0.23 | 0.24 | 0.03 | 0.12 | 0.06 | 0.08 | |
| | | M2 | 0.48 | 0.44 | 0.22 | 0.16 | 0.15 | 0.22 | 0.19 | 0.27 | 0.27 | 0.04 | 0.15 | 0.10 | 0.13 | |
| | | D1 | 0.40 | 0.36 | 0.26 | 0.10 | 0.21 | 0.21 | 0.26 | 0.24 | 0.29 | 0.02 | 0.12 | 0.05 | 0.07 | |
| | | D2 | 0.42 | 0.40 | 0.27 | 0.13 | 0.16 | 0.33 | 0.24 | 0.27 | 0.16 | 0.07 | 0.09 | 0.09 | 0.07 | |
| | From other university undergraduate programs | D3 | 0.67 | 0.59 | 0.25 | 0.16 | 0.18 | 0.38 | 0.33 | 0.34 | 0.25 | 0.08 | 0.14 | 0.11 | 0.15 | |
| | | M1 | 0.21 | 0.15 | 0.11 | 0.05 | 0.06 | 0.18 | 0.06 | 0.08 | 0.06 | 0.03 | 0.05 | 0.02 | 0.03 | |
| | | M2 | 0.22 | 0.21 | 0.10 | 0.03 | 0.07 | 0.13 | 0.06 | 0.10 | 0.06 | 0.00 | 0.03 | 0.02 | 0.03 | |
| | | D1 | 0.28 | 0.25 | 0.11 | 0.13 | 0.13 | 0.17 | 0.11 | 0.14 | 0.11 | 0.03 | 0.03 | 0.06 | 0.03 | |
| | From overseas schools | D2 | 0.29 | 0.22 | 0.13 | 0.09 | 0.07 | 0.26 | 0.18 | 0.18 | 0.16 | 0.04 | 0.13 | 0.06 | 0.07 | |
| | | D3 | 0.36 | 0.35 | 0.18 | 0.13 | 0.07 | 0.24 | 0.21 | 0.26 | 0.11 | 0.04 | 0.09 | 0.07 | 0.10 | |
| | | M1 | 0.10 | 0.11 | 0.04 | 0.01 | 0.07 | 0.17 | 0.04 | 0.05 | 0.04 | 0.01 | 0.03 | 0.02 | 0.04 | |
| | | M2 | 0.27 | 0.21 | 0.10 | 0.01 | 0.08 | 0.16 | 0.12 | 0.16 | 0.05 | 0.00 | 0.02 | 0.02 | 0.01 | |
| | Male | Coed high school | D1 | 0.13 | 0.13 | 0.06 | 0.02 | 0.00 | 0.08 | 0.11 | 0.04 | 0.04 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | D2 | 0.27 | 0.20 | 0.10 | 0.04 | 0.06 | 0.16 | 0.06 | 0.16 | 0.10 | 0.06 | 0.06 | 0.06 | 0.04 |
| | | | D3 | 0.28 | 0.25 | 0.15 | 0.04 | 0.09 | 0.22 | 0.20 | 0.22 | 0.08 | 0.02 | 0.07 | 0.04 | 0.07 |
| | | | B1 | 0.17 | 0.18 | 0.07 | 0.03 | 0.09 | 0.05 | 0.06 | 0.07 | 0.05 | 0.01 | 0.02 | 0.01 | 0.03 |
| Single-sex high school | B2 | 0.26 | 0.26 | 0.10 | 0.04 | 0.11 | 0.08 | 0.13 | 0.15 | 0.09 | 0.02 | 0.05 | 0.02 | 0.05 | | |
| | B3 | 0.35 | 0.35 | 0.10 | 0.04 | 0.12 | 0.10 | 0.12 | 0.15 | 0.14 | 0.04 | 0.07 | 0.03 | 0.07 | | |
| | B4 | 0.40 | 0.36 | 0.16 | 0.07 | 0.15 | 0.14 | 0.19 | 0.24 | 0.16 | 0.05 | 0.11 | 0.05 | 0.07 | | |
| | B1 | 0.18 | 0.18 | 0.09 | 0.03 | 0.09 | 0.05 | 0.06 | 0.10 | 0.06 | 0.02 | 0.03 | 0.02 | 0.04 | | |
| From the University of Tokyo | B2 | 0.30 | 0.33 | 0.12 | 0.04 | 0.16 | 0.10 | 0.16 | 0.20 | 0.07 | 0.02 | 0.07 | 0.02 | 0.06 | | |
| | B3 | 0.42 | 0.38 | 0.11 | 0.06 | 0.17 | 0.10 | 0.20 | 0.23 | 0.19 | 0.01 | 0.07 | 0.03 | 0.06 | | |
| | B4 | 0.46 | 0.39 | 0.19 | 0.11 | 0.20 | 0.12 | 0.20 | 0.27 | 0.19 | 0.04 | 0.10 | 0.05 | 0.08 | | |
| | M1 | 0.43 | 0.39 | 0.16 | 0.10 | 0.12 | 0.12 | 0.19 | 0.24 | 0.17 | 0.02 | 0.08 | 0.04 | 0.07 | | |
| From other university undergraduate programs | M2 | 0.45 | 0.44 | 0.18 | 0.12 | 0.14 | 0.14 | 0.19 | 0.22 | 0.19 | 0.05 | 0.09 | 0.04 | 0.11 | | |
| | D1 | 0.39 | 0.37 | 0.17 | 0.14 | 0.15 | 0.19 | 0.24 | 0.25 | 0.15 | 0.06 | 0.09 | 0.07 | 0.10 | | |
| | D2 | 0.43 | 0.38 | 0.20 | 0.16 | 0.13 | 0.18 | 0.23 | 0.33 | 0.21 | 0.08 | 0.12 | 0.05 | 0.12 | | |
| | D3 | 0.46 | 0.44 | 0.23 | 0.18 | 0.15 | 0.22 | 0.19 | 0.26 | 0.21 | 0.08 | 0.10 | 0.07 | 0.09 | | |
| From overseas schools | M1 | 0.13 | 0.14 | 0.08 | 0.06 | 0.07 | 0.07 | 0.07 | 0.07 | 0.06 | 0.03 | 0.04 | 0.04 | 0.04 | | |
| | M2 | 0.26 | 0.22 | 0.07 | 0.04 | 0.08 | 0.05 | 0.10 | 0.11 | 0.10 | 0.03 | 0.04 | 0.04 | 0.04 | | |
| | D1 | 0.31 | 0.25 | 0.08 | 0.04 | 0.08 | 0.13 | 0.11 | 0.10 | 0.07 | 0.02 | 0.06 | 0.02 | 0.02 | | |
| | D2 | 0.34 | 0.27 | 0.11 | 0.08 | 0.11 | 0.17 | 0.13 | 0.15 | 0.10 | 0.03 | 0.02 | 0.03 | 0.04 | | |
| | D3 | 0.31 | 0.23 | 0.11 | 0.09 | 0.08 | 0.17 | 0.13 | 0.21 | 0.12 | 0.01 | 0.03 | 0.03 | 0.04 | | |
| | M1 | 0.14 | 0.10 | 0.06 | 0.05 | 0.04 | 0.08 | 0.06 | 0.07 | 0.03 | 0.02 | 0.02 | 0.03 | 0.03 | | |
| | M2 | 0.15 | 0.17 | 0.08 | 0.05 | 0.10 | 0.07 | 0.10 | 0.10 | 0.02 | 0.02 | 0.03 | 0.03 | 0.04 | | |
| | D1 | 0.20 | 0.11 | 0.07 | 0.07 | 0.07 | 0.13 | 0.11 | 0.10 | 0.07 | 0.01 | 0.06 | 0.06 | 0.03 | | |
| | D2 | 0.15 | 0.13 | 0.03 | 0.05 | 0.05 | 0.05 | 0.11 | 0.05 | 0.03 | 0.00 | 0.00 | 0.02 | 0.02 | | |
| | D3 | 0.20 | 0.21 | 0.07 | 0.05 | 0.04 | 0.12 | 0.16 | 0.12 | 0.04 | 0.00 | 0.03 | 0.00 | 0.00 | | |

5. Conclusion

Based on data from the survey of students, this chapter examined what differences were noted in gender and harassment awareness and experiences between the types of respondents' alma mater or between the years that respondents are in at the University. The overall view of responses to many of the questions shows that these answers can be classified as those in the dimension of either gender and harassment awareness or direct and/or indirect experiences. Differences in these responses between the types of respondents' alma mater were not always substantial. That said, differences did exist between students in upper years and those in lower years. As for gender and harassment awareness, gender differences were enormous. On the other hand, responses from students who attended single-sex high schools were not particularly different than those from students who attended coed high schools. It was ascertained that both undergraduate and graduate students were gradually more pro-gender equality the higher up in years they became.

As for the experiences of sexual harassment, it was clear that more students in upper years had direct experiences and seen or heard about harassment someone else had suffered. This tendency was pronounced especially among female undergraduate students from single-sex high schools and female graduate students from the University of Tokyo undergraduate programs.

As we have seen above, differences between the types of respondents' high schools or universities were not so significant as far as the distributions of responses to

the series of basic questions were compared. That said, it should be noted that this particular finding rests on an average picture drawn from added-up responses or on the median points of the groups. Needless to say, none of the results shown in this chapter should be taken as an excuse for turning a blind eye to the real severity of sexual harassment. It is difficult to explain the occurrence of sexual harassment based on common differences in basic awareness between groups. As the conclusion of this chapter, we suggest the need for in-depth exploration of why the issues of harassment continue to arise under these “normal” circumstances where differences between the groups remain minor.

Notes

- 1) The synthetic variables were created by adding up points given to responses to the 12 sub-questions in Q1 according to the following rules: one point for the answer “I agree” or “I somewhat agree” ; negative one point for “I somewhat disagree” or “I disagree” ; and zero point for “I neither agree nor disagree.” Note that reverse rules were applied to responses to Q1-5 “It is problematic that some U-Tokyo student clubs/circles refuse membership to female U-Tokyo students” because the agreement or disagreement with this statement was the reverse of what agreement or disagreement with the other statements meant. Cronbach’s coefficient alpha was approximately 0.69.
- 2) Q2 asked respondents whether they believed the ten given behaviors would count as sexual harassment, providing the choice of three responses. The synthetic variables were created by adding up points given to responses to the 30 sub-questions according to the following rules: one point for the answer “I think the behavior is always deemed as sexual harassment” ; zero point for “Can be deemed as sexual harassment depending on the situation” ; and negative one point for “Cannot be deemed as sexual harassment.” Cronbach’s coefficient alpha was approximately 0.96.
- 3) The synthetic variables for Q3 were created by adding up points given to responses to the three sub-questions when the hypothetical offender was a faculty or staff member other than respondents’ instructor/supervisor, and three sub-questions when the hypothetical offender was a student in a higher grade or rank than respondents, for a total of six sub-questions, according to the following rules: one point for the answer “Clearly convey the message that you dislike such behavior” ; zero point for “Implicitly convey the message that you dislike such behavior” ; and negative one point for “Do not convey the message.” Cronbach’s coefficient alpha was approximately 0.88.
- 4) The synthetic variables were created by adding up points given to responses to the 13 sub-questions in Q4 according to the following rules: one point when the answer “I have been subjected to such behavior” was selected; zero point when it was not selected. Cronbach’s coefficient alpha was approximately 0.74.
- 5) The synthetic variables were created by adding up points given to responses to the 13 sub-questions in Q4 according to the following rules: one point when the answer “I have been consulted about such a case” was selected; zero point when it was not selected. Cronbach’s coefficient alpha was approximately 0.78.
- 6) The synthetic variables were created by adding up points given to responses to the 13 sub-questions in Q4 according to the following rules: one point when the answer “I have witnessed/heard about such a case” was selected; zero point when it was not selected. Cronbach’s coefficient alpha was approximately 0.83.

Chapter 8: Problem Awareness and Necessary Measures

Summary

- 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 humanities, 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 chose the options about gender-related education and the University’s counselling services that should be known to everyone as measures that the University of Tokyo should implement. Female respondents tended to select the first option and male respondents the second option, and respondents who had experienced harassment tended to choose the options about education and raising awareness.

1. About the Chapter

In this Chapter, we examine the distributions of answers regarding the awareness of whether there are any problems related to sexual harassment, sexual discrimination and sexual violence at the University of Tokyo (Q13 of the student/faculty and staff surveys) and the factors behind these distributions, as well as what measures are deemed necessary by respondents to prevent those problems (Q14 of the above surveys).

The awareness of problems was represented by the question “Do you think that there are sexual harassment, sexual discrimination or sexual violence-related problems in the University of Tokyo?” and the following response options: “I don’t think there are any problems at all” ; “I don’t think there are serious problems” ; “I think there are problems” ; “I think there are serious problems,” of which one option should be selected.

As this question asks about the subjective view of respondents, there are difficult aspects in determining whether answers to this question actually reflect objective facts or not. Therefore, the results for this question need to be interpreted with caution.

The measures were represented by the question “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 the following response options:

“Raise awareness on sexual discrimination and violence in the University community such as holding a workshop on sexual consent*”

“Advertise that the University offers counseling service on sexual harassment problems and make sure that everyone knows about it”

“Incorporate gender** related education in the student curriculum and training programs for faculty and staff”

“Improve counseling services, for instance by increasing the number of counselors with professional expertise and experience”

“Increase the number of female faculty members”

“Promote more women to executive or management positions”

“Increase the number of female students”

“Other”

Among these response options (“Increase the number of female students” appears only on the questionnaire for students), respondents could select up to three. Respondents who had selected “Other” were requested to fill in a column for necessary measures. As for the words marked with an asterisk “*” or “**” in response options, the following notes were added.

“* Sexual consent is consent to engage in sexual activity. The term indicates that before being sexually involved with someone, you need to know whether he or she wants to engage in sexual activity with you and the importance of respecting the other person’s wishes. It is considered that spreading knowledge about sexual consent is key to eliminating sexual assaults.”

“**Gender refers to socio-culturally defined differentiation between men and women rather than the biological difference between the two sexes. The division of roles between genders and concepts such as femininity and masculinity are also aspects of gender.”

In Section 2, we will examine differences in the distribution of answers to the questions on problem awareness by attributes of surveyed students and faculty/staff, and in Section 3, differences in the distribution of answers to the questions on measures for these problems.

2. Awareness of whether there are sexual harassment, discrimination, or violence-related problems at the University of Tokyo

As referred to in the previous section, answers to awareness related questions are subjective and include both answers considered to reflect the objective facts and those considered to be detached from actual situations. The results therefore need to be interpreted with caution.

Our analysis described below indicates that the percentage of the answer option “I think there are problems” was clearly high among those who had experienced sexual harassment or consulted, suggesting that the results for “I think there are problems” considerably reflect the actual situation they were placed in.

On the other hand, the answer “I don’t think there are problems” was probably selected by a mix of respondents who either didn’t have any problem around them (when

the answer is positively interpreted) or who had a problem but couldn't recognize it as a problem (when it is negatively interpreted), with distinguishing between the two being difficult.

The results of the cross tabulation of answers to the question on problem awareness and some awareness-related items under Q1 of the questionnaire (figure/ table omitted) confirmed that respondent's awareness of "there is no problem" was relatively associated with low awareness of sexual harassment and stereotyped awareness of gender. Yet, this is only a relative tendency, and all of the "there is no problem" responses do not necessarily reflect these attitudes.

Paying attention to this point, the following sections will find differences in the distribution of answers by conducting cross tabulations of problem awareness and attributes of students and faculty/staff, and then examine which attributes are strongly associated with problem awareness using a multivariate analysis. Questions on attributes are different between students and faculty/staff. For example, a question on disciplines appears only on the questionnaire for students.

2.1 Students' awareness of problems

This subsection examines students' awareness of problems. About half of all student respondents think that there are problems, while another half think there aren't any problems (see the "Total" row of Table 8-1).

Based on this result, we firstly examine differences in problem awareness by gender. In this Chapter, for the purpose of securing sufficient number of cases required for analysis, respondents who selected "Other" or "Don't want to answer" and those who provided no response to the question on gender are grouped and treated as one category (described as "Other, etc." in the text).

P-value in the tables is the result of Pearson's chi-square test. If the p-value is 0.05 or lower, it means a statistically significant difference among the responses of the groups.

The cross tabulation of gender and problem awareness in Table 8-1 shows that the percentage of the response option "I think there are problems" was the highest at more than 40 percent in the female category and the "Other, etc." category, and including "I think there are serious problems," these two items account for the majority in both categories. Particularly, the percentage of "I think there are serious problems" was remarkably high among those in the "Other, etc." category (15.7%) compared to male and female students.

On the other hand, the percentage of "I don't think there are serious problems" was the highest, at 47.2 percent, among male students, and including "I don't think there are any problems at all," these two items account for the majority.

These results indicate that only male students have lower awareness that there are problems at the University of Tokyo, resulting in a gap with female students and those in the "Other, etc." category. Nevertheless, the percentage of "I think there are problems" plus "I think there are serious problems" in the male category came to 44.4 percent, indicating that there are quite a few people who have recognized problems among surveyed male students.

As described above, a difference in the awareness between male and female students is obvious. Thus, in subsequent cross tabulations, we examine a relationship between the awareness and other variables by gender using three-way cross tabulation.

Table 8-1 Three gender categories × whether there are problems at the University of Tokyo

The analysis subjects were students, three gender categories × Q13

| Three gender categories | Whether there are problems at the University of Tokyo | | | | | Total | N |
|---|---|---|-----------------------------|-------------------------------------|-----------|-------|--------|
| | I don't think there are any problems at all. | I don't think there are serious problems. | I think there are problems. | I think there are serious problems. | No answer | | |
| Female (%) | 7.1 | 39.8 | 43.4 | 8.9 | 0.9 | 100.0 | (2221) |
| Male (%) | 7.1 | 47.2 | 38.0 | 6.4 | 1.3 | 100.0 | (4834) |
| Other, Don't want to answer, No answer(%) | 2.3 | 35.1 | 41.0 | 15.7 | 5.9 | 100.0 | (305) |
| Total (%) | 6.9 | 44.5 | 39.7 | 7.5 | 1.4 | 100.0 | (7360) |

p=0.000

Table 8-2 Three gender categories × five program categories × whether there are problems at the University of Tokyo

The analysis subjects were students, three gender categories × five program categories × Q13

| Three gender categories | Five program categories | Whether there are problems at the University of Tokyo | | | | | Total | N |
|--|--|---|---|-----------------------------|-------------------------------------|-----------|-------|--------|
| | | I don't think there are any problems at all. | I don't think there are serious problems. | I think there are problems. | I think there are serious problems. | No answer | | |
| Female | The Junior Division of the undergraduate program (%) | 1.5 | 37.2 | 52.8 | 7.3 | 1.3 | 100.0 | (398) |
| | The Senior Division of the undergraduate program (%) | 1.2 | 37.0 | 51.9 | 9.3 | 0.7 | 100.0 | (432) |
| | Master's program or professional graduate school (%) | 11.1 | 44.4 | 35.9 | 8.0 | 0.7 | 100.0 | (741) |
| | Doctoral program (%) | 9.5 | 36.5 | 42.0 | 11.3 | 0.7 | 100.0 | (550) |
| | Research student, etc/Other/No answer (%) | 12.0 | 47.0 | 32.0 | 7.0 | 2.0 | 100.0 | (100) |
| | Total (%) | 7.1 | 39.8 | 43.4 | 8.9 | 0.9 | 100.0 | (2221) |
| p=0.000 | | | | | | | | |
| Male | The Junior Division of the undergraduate program (%) | 4.4 | 46.1 | 42.9 | 5.9 | 0.6 | 100.0 | (1134) |
| | The Senior Division of the undergraduate program (%) | 3.9 | 42.1 | 45.6 | 7.4 | 1.0 | 100.0 | (1048) |
| | Master's program or professional graduate school (%) | 9.7 | 53.2 | 30.9 | 5.2 | 1.0 | 100.0 | (1484) |
| | Doctoral program (%) | 8.2 | 44.7 | 37.0 | 7.8 | 2.4 | 100.0 | (1041) |
| | Research student, etc/Other/No answer (%) | 19.7 | 51.2 | 20.5 | 3.9 | 4.7 | 100.0 | (127) |
| | Total (%) | 7.1 | 47.2 | 38.0 | 6.4 | 1.3 | 100.0 | (4834) |
| p=0.000 | | | | | | | | |
| Other, Don't want to answer, No answer | The Junior Division of the undergraduate program (%) | 3.3 | 37.7 | 50.8 | 8.2 | 0.0 | 100.0 | (61) |
| | The Senior Division of the undergraduate program (%) | 0.0 | 30.0 | 54.0 | 12.0 | 4.0 | 100.0 | (50) |
| | Master's program or professional graduate school (%) | 1.5 | 44.8 | 35.8 | 17.9 | 0.0 | 100.0 | (67) |
| | Doctoral program (%) | 1.6 | 23.4 | 42.2 | 28.1 | 4.7 | 100.0 | (64) |
| | Research student, etc/Other/No answer (%) | 4.8 | 38.1 | 25.4 | 11.1 | 20.6 | 100.0 | (63) |
| | Total (%) | 2.3 | 35.1 | 41.0 | 15.7 | 5.9 | 100.0 | (305) |
| p=0.090 | | | | | | | | |

Table 8-2 shows the relationship between programs to which respondents belong and problem awareness by gender. The percentage of “I think there are problems” was relatively high in Junior Division and Senior Division of undergraduate programs for all gender categories. It is considered that this result was affected by the fact that many undergraduate students have participated in extracurricular activities such as student clubs/circles.

The percentage of the answer choice “I think there are problems” was also high in the doctoral program category, second only to undergraduate students. Particularly among respondents in the “Other, etc.” category who are enrolled in doctoral program, the percentage of “I think there are serious problems” was substantially high (28.1%). As for respondents in the doctoral program, differing from undergraduate students, problematic situations in their laboratories might have been reflected on this result.

On the other hand, among those in master's program or a degree program of a professional graduate school and research students, etc., the percentage of “I don't think there are serious problems” response was relatively high. This might have been because: many respondents enrolled in a master's program or a degree program of professional graduate school and those enrolled as research students, etc. had

entered these programs from universities other than the University of Tokyo; less respondents belong to student clubs/circles compared to respondents in undergraduate categories; and most classes were conducted online in 2020 due to the spread of COVID-19.

Next, Table 8-3 shows the cross tabulation of discipline and problem awareness by gender. The percentage of “I think there are serious problems” was higher in the humanities and social sciences (HSS) than in the natural sciences (NS) and interdisciplinary or other fields (IO) for all gender categories. Particularly, the percentage of this answer option was higher at 26.0 percent for those in the “Other, etc.” category in the HSS than 12.6 percent for female and 10.2 percent for male. The percentage of “I think there are problems” was also high in the HSS, indicating strong awareness among respondents in this field.

On the other hand, male student respondents in the NS who selected “I don’t think there are any problems at all” or “I don’t think there are serious problems” accounted for nearly 60 percent in total, showing the lowest awareness of problems. In the NS, the percentages of these responses were relatively high even among female students. As mentioned above, it is difficult to distinguish whether such low awareness means the absence of actual problems or the lack of recognition of problems. Student respondents in the HSS are considered to have taken more classes on gender and discrimination compared to those in the NS, making them more sensitive to problems. This might have been reflected on the trend of responses, along with an actual problematic situation in the HSS.

Table 8-3 Three gender categories × three discipline categories × whether there are problems at the University of Tokyo

The analysis subjects were students, three gender categories × three discipline categories × Q13

| Three gender categories | Three discipline categories | Whether there are problems at the University of Tokyo | | | | | Total | N |
|--|-----------------------------|---|---|-----------------------------|-------------------------------------|-----------|-------|--------|
| | | I don't think there are any problems at all. | I don't think there are serious problems. | I think there are problems. | I think there are serious problems. | No answer | | |
| Female | HSS (%) | 6.0 | 37.2 | 43.6 | 12.6 | 0.5 | 100.0 | (564) |
| | NS (%) | 8.3 | 44.0 | 40.2 | 6.5 | 1.0 | 100.0 | (841) |
| | IO (%) | 6.7 | 37.0 | 46.9 | 8.7 | 0.6 | 100.0 | (772) |
| | No answer (%) | 2.3 | 43.2 | 38.6 | 9.1 | 6.8 | 100.0 | (44) |
| | Total (%) | 7.1 | 39.8 | 43.4 | 8.9 | 0.9 | 100.0 | (2221) |
| p=0.000 | | | | | | | | |
| Male | HSS (%) | 5.8 | 37.0 | 46.3 | 10.2 | 0.7 | 100.0 | (806) |
| | NS (%) | 7.6 | 51.3 | 34.8 | 4.6 | 1.5 | 100.0 | (2523) |
| | IO (%) | 7.1 | 46.1 | 38.6 | 7.2 | 1.0 | 100.0 | (1450) |
| | No answer (%) | 3.6 | 40.0 | 41.8 | 7.3 | 7.3 | 100.0 | (55) |
| | Total (%) | 7.1 | 47.2 | 38.0 | 6.4 | 1.3 | 100.0 | (4834) |
| p=0.000 | | | | | | | | |
| Other, Don't want to answer, No answer | HSS (%) | 0.0 | 32.0 | 40.0 | 26.0 | 2.0 | 100.0 | (50) |
| | NS (%) | 1.9 | 41.7 | 40.7 | 13.9 | 1.9 | 100.0 | (108) |
| | IO (%) | 3.1 | 34.7 | 48.0 | 14.3 | 0.0 | 100.0 | (98) |
| | No answer (%) | 4.1 | 24.5 | 28.6 | 12.2 | 30.6 | 100.0 | (49) |
| | Total (%) | 2.3 | 35.1 | 41.0 | 15.7 | 5.9 | 100.0 | (305) |
| p=0.000 | | | | | | | | |

Table 8-4 shows the results of cross tabulation using the item of whether a respondent is an international student or not as the variable. The percentage of “I

think there are problems” responses was relatively low in the international student category for all gender categories, and student respondents from Japan were more acutely aware of problems. A potential reason behind this result is that international student respondents might have not deeply experienced the actual circumstances of the University of Tokyo.

Table 8-4 Three gender categories × whether a respondent is an international student or not × whether there are problems at the University of Tokyo

The analysis subjects were students, three gender categories × F5 × Q13

| Three gender categories | Whether a respondent is an international student or not | Whether there are problems at the University of Tokyo | | | | | Total | N |
|--|---|---|---|-----------------------------|-------------------------------------|-----------|-------|--------|
| | | I don't think there are any problems at all. | I don't think there are serious problems. | I think there are problems. | I think there are serious problems. | No answer | | |
| Female | International student (%) | 16.4 | 46.6 | 30.5 | 5.7 | 0.9 | 100.0 | (584) |
| | Not an international student (%) | 3.7 | 37.4 | 48.0 | 10.0 | 0.8 | 100.0 | (1632) |
| | No answer (%) | 0.0 | 40.0 | 20.0 | 20.0 | 20.0 | 100.0 | (5) |
| | Total (%) | 7.1 | 39.8 | 43.4 | 8.9 | 0.9 | 100.0 | (2221) |
| p=0.000 | | | | | | | | |
| Male | International student (%) | 19.7 | 52.0 | 21.1 | 5.5 | 1.7 | 100.0 | (711) |
| | Not an international student (%) | 5.0 | 46.4 | 40.9 | 6.5 | 1.2 | 100.0 | (4114) |
| | No answer (%) | 0.0 | 55.6 | 22.2 | 22.2 | 0.0 | 100.0 | (9) |
| | Total (%) | 7.1 | 47.2 | 38.0 | 6.4 | 1.3 | 100.0 | (4834) |
| p=0.000 | | | | | | | | |
| Other, Don't want to answer, No answer | International student (%) | 8.7 | 43.5 | 32.6 | 10.9 | 4.3 | 100.0 | (46) |
| | Not an international student (%) | 1.3 | 35.1 | 45.0 | 16.9 | 1.7 | 100.0 | (231) |
| | No answer (%) | 0.0 | 21.4 | 21.4 | 14.3 | 42.9 | 100.0 | (28) |
| | Total (%) | 2.3 | 35.1 | 41.0 | 15.7 | 5.9 | 100.0 | (305) |
| p=0.000 | | | | | | | | |

Table 8-5 Three gender categories × coed/single-sex (three categories) high school graduate × whether there are problems at the University of Tokyo

The analysis subjects were students, three gender categories × three former high school categories × Q13

| Three gender categories | Former high school Coed/single-sex Three categories | Whether there are problems at the University of Tokyo | | | | | Total | N |
|--|---|---|---|-----------------------------|-------------------------------------|-----------|-------|--------|
| | | I don't think there are any problems at all. | I don't think there are serious problems. | I think there are problems. | I think there are serious problems. | No answer | | |
| Female | Single-sex school (%) | 3.2 | 34.4 | 50.2 | 11.6 | 0.6 | 100.0 | (662) |
| | Coed school (%) | 6.8 | 39.3 | 44.6 | 8.4 | 0.9 | 100.0 | (1076) |
| | Overseas/other (%) | 13.5 | 48.7 | 31.4 | 5.6 | 0.9 | 100.0 | (468) |
| | No answer (%) | 0.0 | 40.0 | 26.7 | 26.7 | 6.7 | 100.0 | (15) |
| | Total (%) | 7.1 | 39.8 | 43.4 | 8.9 | 0.9 | 100.0 | (2221) |
| p=0.000 | | | | | | | | |
| Male | Single-sex school (%) | 4.7 | 45.1 | 41.8 | 7.4 | 1.0 | 100.0 | (1761) |
| | Coed school (%) | 6.3 | 47.6 | 39.1 | 5.8 | 1.2 | 100.0 | (2483) |
| | Overseas/other (%) | 18.8 | 52.1 | 21.6 | 5.5 | 2.0 | 100.0 | (564) |
| | No answer (%) | 3.8 | 50.0 | 19.2 | 7.7 | 19.2 | 100.0 | (26) |
| | Total (%) | 7.1 | 47.2 | 38.0 | 6.4 | 1.3 | 100.0 | (4834) |
| p=0.000 | | | | | | | | |
| Other, Don't want to answer, No answer | Single-sex school (%) | 1.1 | 33.3 | 44.4 | 20.0 | 1.1 | 100.0 | (90) |
| | Coed school (%) | 0.7 | 33.8 | 47.1 | 15.4 | 2.9 | 100.0 | (136) |
| | Overseas/other (%) | 7.5 | 42.5 | 35.0 | 15.0 | 0.0 | 100.0 | (40) |
| | No answer (%) | 5.1 | 35.9 | 17.9 | 7.7 | 33.3 | 100.0 | (39) |
| | Total (%) | 2.3 | 35.1 | 41.0 | 15.7 | 5.9 | 100.0 | (305) |
| p=0.000 | | | | | | | | |

Table 8-5 shows the results of cross tabulation of whether a respondent's former high school was coed or single-sex school (all-female high school for female and all-male high school for male). The results indicate that the awareness is strong among female respondents and those in the "Other, etc." category whose former high schools were single-sex schools. As for male students, we found little difference in the distribution of answers between "coed" and "single-sex." The percentage of awareness that there aren't any problems was relatively high among respondents who graduated high schools "Outside Japan/other." This might have been affected by the trend of responses of international student respondents which was confirmed in Table 8-4, as international students were classified into this category.

Table 8-6 shows the relationship between alma mater and problem awareness only with graduate students and graduate research students. Problem awareness was relatively strong among graduate students from the University of Tokyo in all gender categories. In particular, among female respondents and those in the "Other, etc." category, the percentage of "I think there are problems" plus "I think there are serious problems" being about 70 percent, respectively. This might be partly because the respondents have had more opportunities to come across problematic situations while they continue studies from undergraduate program to graduate school in the University of Tokyo, in addition to the experience of student clubs or circles in their undergraduate days.

Table 8-6 Three gender categories × alma mater × whether there are problems at the University of Tokyo

The analysis subjects were graduate students and graduate research students, three gender categories × F7 × Q13

| Three gender categories | Alma mater | Whether there are problems at the University of Tokyo | | | | | Total | N |
|--|---|---|---|-----------------------------|-------------------------------------|-----------|-------|--------|
| | | I don't think there are any problems at all. | I don't think there are serious problems. | I think there are problems. | I think there are serious problems. | No answer | | |
| Female | The University of Tokyo (%) | 2.8 | 29.1 | 50.3 | 17.5 | 0.3 | 100.0 | (326) |
| | Public college/university other than The University of Tokyo (%) | 10.4 | 42.2 | 39.6 | 7.5 | 0.4 | 100.0 | (268) |
| | Private college/university other than The University of Tokyo (%) | 10.4 | 42.8 | 36.7 | 9.0 | 1.1 | 100.0 | (278) |
| | Overseas higher education institutions (%) | 15.4 | 49.3 | 30.0 | 4.3 | 0.9 | 100.0 | (460) |
| | Other (%) | 30.0 | 40.0 | 20.0 | 10.0 | 0.0 | 100.0 | (10) |
| | No answer (%) | 30.0 | 50.0 | 10.0 | 10.0 | 0.0 | 100.0 | (10) |
| | Total (%) | 10.6 | 41.6 | 37.9 | 9.2 | 0.7 | 100.0 | (1352) |
| p=0.000 | | | | | | | | |
| Male | The University of Tokyo (%) | 3.1 | 46.4 | 41.3 | 8.0 | 1.1 | 100.0 | (1154) |
| | Public college/university other than The University of Tokyo (%) | 10.9 | 51.4 | 32.6 | 4.2 | 1.0 | 100.0 | (479) |
| | Private college/university other than The University of Tokyo (%) | 8.5 | 53.1 | 30.7 | 5.3 | 2.4 | 100.0 | (375) |
| | Overseas higher education institutions (%) | 21.1 | 54.2 | 17.8 | 4.5 | 2.3 | 100.0 | (555) |
| | Other (%) | 45.0 | 10.0 | 35.0 | 10.0 | 0.0 | 100.0 | (20) |
| | No answer (%) | 0.0 | 33.3 | 33.3 | 16.7 | 16.7 | 100.0 | (6) |
| | Total (%) | 9.5 | 49.7 | 33.1 | 6.2 | 1.6 | 100.0 | (2589) |
| p=0.000 | | | | | | | | |
| Other, Don't want to answer, No answer | The University of Tokyo (%) | 0.0 | 29.1 | 41.8 | 29.1 | 0.0 | 100.0 | (55) |
| | Public college/university other than The University of Tokyo (%) | 0.0 | 48.3 | 34.5 | 13.8 | 3.4 | 100.0 | (29) |
| | Private college/university other than The University of Tokyo (%) | 0.0 | 41.7 | 37.5 | 20.8 | 0.0 | 100.0 | (24) |
| | Overseas higher education institutions (%) | 10.7 | 39.3 | 28.6 | 14.3 | 7.1 | 100.0 | (28) |
| | Other (%) | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 100.0 | (1) |
| | No answer (%) | 0.0 | 0.0 | 50.0 | 50.0 | 0.0 | 100.0 | (2) |
| | Total (%) | 2.2 | 36.7 | 37.4 | 21.6 | 2.2 | 100.0 | (139) |
| p=0.155 | | | | | | | | |

Figure 8-1 shows differences in the awareness of problems according to the presence and absence of sexual harassment experiences on the campus. Unsurprisingly, those who had experienced sexual harassment had a strong awareness of problems in all gender categories. Particularly among those in the “Other, etc.” category who have an experience of sexual harassment, 44.4 percent said, “I think there are problems” and 34.4 percent said, “I think there are serious problems,” which means that nearly 80 percent recognize problems. The “Other, etc.” category includes sexual minorities. Those of sexual minority status may have a strong awareness of problems if they have suffered sexual harassment.

The percentage of these two items was also high among female students, representing more than 70 percent of female respondents who experienced sexual harassment, which

was higher than about 60 percent of the male respondents who experienced sexual harassment with an awareness of problems.

As for respondents who don't have an experience of sexual harassment, we could find little difference in problem awareness between male and female. Therefore, it can be concluded that a difference in the awareness between male and female respondents indicated in Table 8-1 above was brought about by female students' stronger awareness of the problematic nature of sexual harassment as well as more experiences of sexual harassment compared to male students.

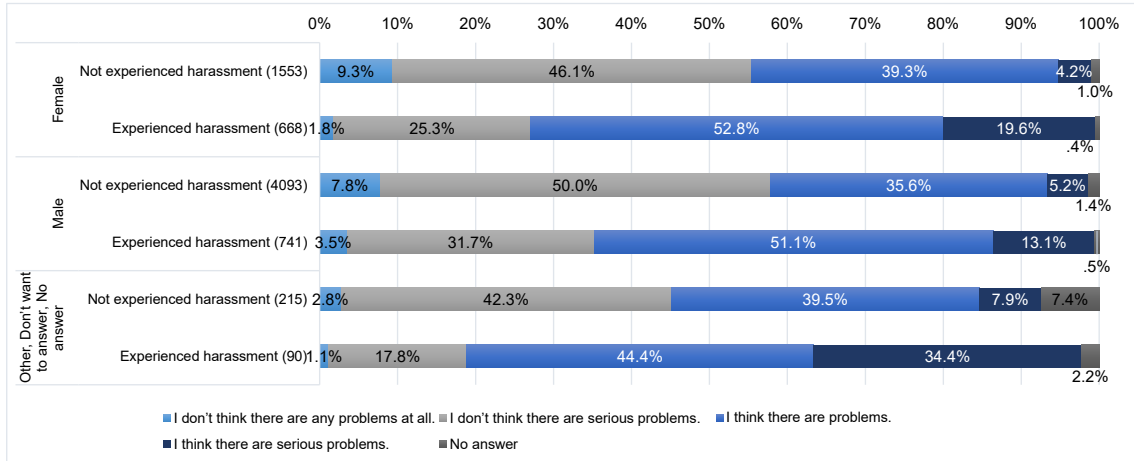


Figure 8-1 Three gender categories × presence or absence of sexual harassment experiences × whether there are problems at the University of Tokyo
 (The analysis subjects were students, P=0.000 for all categories)

Table 8-7 shows the results of an ordinal logistic regression analysis with the attribute variables mentioned above as independent variables (the alma mater variable was excluded due to a limited number of cases) and problem awareness as a dependent variable. The results of the analysis are almost the same as the aforementioned results except for the following points: we found little difference in problem awareness between programs to which female respondents and those in the “Other, etc.” category belong; in the case of males, being enrolled in a Master’s program/ professional graduate school or as research students showed a negative relationship with the awareness. When controlling other variables, it can be said that female respondents and those in the “Other, etc.” category recognize problems regardless of which program they belong to.

Looking at the size of coefficients, the variable most strongly related to the awareness is the presence and absence of sexual harassment experiences. Another strong relationship was found between being an international student or research student and the low awareness of problems. The absolute value of the coefficient for the NS (sign is negative) is greater in female than in male respondents. This suggests that low awareness in the NS is likely to reflect the current situations to a certain extent.

Table 8-7 The results of the ordinal logistic regression analysis with student's problem awareness as dependent variables

The analysis subjects were students

| Independent variable | All | | Female | | Male | | Other, Don't want to answer, No answer | |
|--|---------|-----|---------|-----|---------|-----|--|-----|
| | B | | B | | B | | B | |
| Gender (Standard: male) | | | | | | | | |
| Female | 0.199 | *** | | | | | | |
| Other, Don't want to answer, No answer | 0.696 | *** | | | | | | |
| Program (Standard: the Senior Division of the undergraduate program) | | | | | | | | |
| The Junior Division of the undergraduate program | -0.037 | | 0.133 | | -0.079 | | -0.244 | |
| Master's program or professional graduate school | -0.324 | *** | -0.224 | + | -0.387 | *** | 0.155 | |
| Doctoral program | 0.041 | | 0.056 | | -0.001 | | 0.731 | + |
| Research student, etc/Other/No answer | -0.646 | *** | -0.304 | | -0.896 | *** | -0.549 | |
| Discipline (Standard: IO, No answer) | | | | | | | | |
| HSS | 0.150 | * | 0.013 | | 0.264 | *** | -0.019 | |
| NS | -0.329 | *** | -0.423 | *** | -0.255 | *** | -0.670 | * |
| Whether or not international student (Standard: not international student) | | | | | | | | |
| International student | -0.783 | *** | -0.689 | *** | -0.825 | *** | -0.900 | ** |
| Former high school (Standard: other than single-sex) | | | | | | | | |
| Single-sex school | 0.140 | ** | 0.268 | ** | 0.091 | | 0.071 | |
| Harassment experiences (Standard: not experienced) | | | | | | | | |
| Experienced harassment | 1.080 | *** | 1.299 | *** | 0.895 | *** | 1.442 | *** |
| Threshold | | | | | | | | |
| [Q13 = 1] | -2.993 | *** | -2.860 | *** | -1.703 | *** | -3.910 | ** |
| [Q13 = 2] | -0.128 | | -0.170 | | 1.223 | *** | -0.414 | |
| [Q13 = 3] | 2.474 | *** | 2.530 | *** | 3.813 | *** | 1.967 | |
| Nagelkerke coefficient of determination | | | | | | | | |
| | 0.126 | | 0.165 | | 0.094 | | 0.205 | |
| Model χ^2 squared value | | | | | | | | |
| | 863.959 | *** | 352.800 | *** | 415.775 | *** | 58.041 | *** |
| N | | | | | | | | |
| | 7260 | | 2202 | | 4771 | | 287 | |

Note: +: p<0.10, *: p<0.05, **: p<0.01, ***: p<0.001.

2.2 Faculty and staff's awareness of problems

Next, this subsection examines the problem awareness of faculty and staff. When comparing the distribution of answers on problem awareness of all faculty/staff respondents with that of student respondents, we couldn't see much difference between them while faculty/staff respondents had lower awareness that there are problems in the University of Tokyo. It should be noted that the number of male student respondents was twice as many as female student respondents, while the ratio of male and female faculty and staff members was almost 1:1. What is behind the fact that the distribution of answers was almost the same between students and faculty/staff regardless of a different constituent ratio of gender? The answer to this question can be found in Table 8-8, which shows the results of the cross tabulation of gender and problem awareness among faculty and staff members.

In Table 8-8, no remarkable differences in the distribution of answers can be found between female and male faculty and staff members, but meanwhile, the "Other, etc." category is characterized by a low percentage in "I don't think there are serious problems" and a high percentage in "no answer." While Table 8-1 above revealed that more female students had strong awareness of problems than male students, such result was not seen among faculty and staff respondents. It means that female faculty

and staff members are less aware of problems than female students. The percentage of “I think there are problems” plus “I think there are serious problems” was 52.2 percent for female student respondents while it was 41.7 percent for female faculty and staff respondents—about a ten percentage point difference. On the other hand, the distribution of answers was almost the same between male student respondents and male faculty and staff respondents. Namely, it can be said that an awareness gap between faculty and staff and students is larger among female respondents than among male respondents. It should be noted, however, that female faculty and staff are different and diverse in their positions and employment status.

Table 8-8 Three gender categories × whether there are problems at the University of Tokyo

The analysis subjects were faculty and staff, three gender categories × Q13

| Three gender categories | Whether there are problems at the University of Tokyo | | | | | Total | N |
|---|---|---|-----------------------------|-------------------------------------|-----------|-------|--------|
| | I don't think there are any problems at all. | I don't think there are serious problems. | I think there are problems. | I think there are serious problems. | No answer | | |
| Female (%) | 6.7 | 47.6 | 36.0 | 5.7 | 4.0 | 100.0 | (2111) |
| Male (%) | 4.5 | 51.1 | 38.2 | 4.0 | 2.3 | 100.0 | (2276) |
| Other, Don't want to answer, No answer(%) | 3.1 | 35.9 | 38.5 | 7.8 | 14.6 | 100.0 | (192) |
| Total (%) | 5.5 | 48.8 | 37.2 | 4.9 | 3.6 | 100.0 | (4579) |

p=0.000

Table 8-9 Three gender categories × age groups × whether there are problems at the University of Tokyo

The analysis subjects were faculty and staff, three gender categories × age groups × Q13

| Three gender categories | Age groups | Whether there are problems at the University of Tokyo | | | | | Total | N |
|--|----------------------|---|---|-----------------------------|-------------------------------------|-----------|-------|--------|
| | | I don't think there are any problems at all. | I don't think there are serious problems. | I think there are problems. | I think there are serious problems. | No answer | | |
| Female | 20s (%) | 4.9 | 46.3 | 41.5 | 7.3 | 0.0 | 100.0 | (123) |
| | 30s (%) | 5.8 | 40.0 | 43.1 | 7.3 | 3.9 | 100.0 | (413) |
| | 40s (%) | 6.7 | 50.7 | 34.5 | 5.1 | 2.8 | 100.0 | (741) |
| | 50s (%) | 8.6 | 51.3 | 30.1 | 5.9 | 4.0 | 100.0 | (544) |
| | 60s, 70s (%) | 3.3 | 52.2 | 37.0 | 4.3 | 3.3 | 100.0 | (92) |
| | Other, No answer (%) | 6.1 | 39.9 | 38.4 | 4.0 | 11.6 | 100.0 | (198) |
| | Total (%) | 6.7 | 47.6 | 36.0 | 5.7 | 4.0 | 100.0 | (1352) |
| p=0.000 | | | | | | | | |
| Male | 20s (%) | 5.0 | 49.2 | 40.0 | 3.3 | 2.5 | 100.0 | (120) |
| | 30s (%) | 5.8 | 53.1 | 36.3 | 3.1 | 1.7 | 100.0 | (520) |
| | 40s (%) | 3.3 | 52.5 | 37.2 | 4.8 | 2.2 | 100.0 | (629) |
| | 50s (%) | 3.4 | 49.7 | 40.8 | 3.8 | 2.3 | 100.0 | (610) |
| | 60s, 70s (%) | 5.1 | 51.9 | 36.3 | 4.1 | 2.7 | 100.0 | (295) |
| | Other, No answer (%) | 8.8 | 40.2 | 41.2 | 4.9 | 4.9 | 100.0 | (102) |
| | Total (%) | 4.5 | 51.1 | 38.2 | 4.0 | 2.3 | 100.0 | (2276) |
| p=0.343 | | | | | | | | |
| Other, Don't want to answer, No answer | 20s (%) | 0.0 | 28.6 | 57.1 | 14.3 | 0.0 | 100.0 | (7) |
| | 30s (%) | 6.7 | 20.0 | 60.0 | 13.3 | 0.0 | 100.0 | (15) |
| | 40s (%) | 3.7 | 40.7 | 48.1 | 7.4 | 0.0 | 100.0 | (27) |
| | 50s (%) | 0.0 | 42.3 | 46.2 | 11.5 | 0.0 | 100.0 | (26) |
| | 60s, 70s (%) | 0.0 | 62.5 | 37.5 | 0.0 | 0.0 | 100.0 | (8) |
| | Other, No answer (%) | 3.7 | 33.9 | 30.3 | 6.4 | 25.7 | 100.0 | (109) |
| | Total (%) | 3.1 | 35.9 | 38.5 | 7.8 | 14.6 | 100.0 | (192) |
| p=0.024 | | | | | | | | |

Table 8-9 shows the awareness of problems by gender and by age group. As for male faculty and staff, we couldn't find a difference in the awareness among age groups. On the other hand, as for female and those of "Other, etc.," respondents in their 20's and 30's showed strong awareness that there are problems. As for the female category ("Other, etc." gender is limited in number of subjects for each age group), the total percentage of "I think there are problems" plus "I think there are serious problems" was 50.4 percent for respondents in their 30's, whereas that percentage was 36.0 percent for those in their 50's. We infer that this is because respondents in lower age groups are prone to facing sexual harassment and respondents in higher age groups may have the feeling of "it's getting better than in the past."

In Table 8-10, we examined differences in problem awareness by the number of years of continuous service. The number of years of continuous service was proportional to age for respondents who have been working for the University for many years, but these two factors have different meanings because there are many people who attained posts at the University in the middle of their careers. Table 8-10 reveals that except for those in the "Other, etc." category who are small in number and mostly have been working for a short period, there is a trend among both male and female respondents that respondents who have longer years of continuous service are more strongly aware of problems.

Such a trend was identified also in the analysis for students that revealed the existence of stronger awareness among graduate students from the University undergraduate programs. Likewise, the longer faculty and staff work for the University of Tokyo, the more they have opportunities to see, hear and otherwise experience problematic situations, which might be related to this trend. Additionally, it may also be affected by the fact that some faculty and staff respondents who have been working for the University for many years are placed in administrative positions and have more opportunities to have access to information or deal with consultation on problematic situations.

Table 8-10 Three gender categories × number of years of continuous service × whether there are problems at the University of Tokyo

The analysis subjects were faculty and staff, three gender categories × F3 × Q13

| Three gender categories | The number of years of continuous service | Whether there are problems at the University of Tokyo | | | | | Total | N |
|--|---|---|---|-----------------------------|-------------------------------------|-----------|-------|--------|
| | | I don't think there are any problems at all. | I don't think there are serious problems. | I think there are problems. | I think there are serious problems. | No answer | | |
| Female | Less than 5 years (%) | 10.1 | 47.2 | 31.6 | 5.5 | 5.5 | 100.0 | (919) |
| | 5 – 10 years (%) | 5.1 | 52.0 | 35.4 | 4.9 | 2.6 | 100.0 | (506) |
| | 10 – 15 years (%) | 5.3 | 49.8 | 35.8 | 6.0 | 3.0 | 100.0 | (265) |
| | 15 – 20 years (%) | 2.7 | 42.2 | 47.0 | 6.5 | 1.6 | 100.0 | (185) |
| | 20 years or more (%) | 1.7 | 40.7 | 45.9 | 7.4 | 4.3 | 100.0 | (231) |
| | No answer (%) | 0.0 | 60.0 | 40.0 | 0.0 | 0.0 | 100.0 | (5) |
| Total (%) | | 6.7 | 47.6 | 36.0 | 5.7 | 4.0 | 100.0 | (1352) |
| p=0.000 | | | | | | | | |
| Male | Less than 5 years (%) | 7.7 | 51.7 | 34.2 | 3.4 | 3.0 | 100.0 | (763) |
| | 5 – 10 years (%) | 3.8 | 52.6 | 37.2 | 5.4 | 1.1 | 100.0 | (371) |
| | 10 – 15 years (%) | 2.8 | 54.5 | 36.0 | 3.8 | 2.8 | 100.0 | (286) |
| | 15 – 20 years (%) | 0.0 | 54.6 | 40.7 | 3.1 | 1.5 | 100.0 | (194) |
| | 20 years or more (%) | 3.1 | 47.0 | 43.6 | 4.0 | 2.3 | 100.0 | (653) |
| | No answer (%) | 12.5 | 37.5 | 37.5 | 12.5 | 0.0 | 100.0 | (8) |
| Total (%) | | 4.5 | 51.1 | 38.2 | 4.0 | 2.3 | 100.0 | (2276) |
| p=0.000 | | | | | | | | |
| Other, Don't want to answer, No answer | Less than 5 years (%) | 3.6 | 33.8 | 35.3 | 7.2 | 20.1 | 100.0 | (139) |
| | 5 – 10 years (%) | 7.1 | 35.7 | 57.1 | 0.0 | 0.0 | 100.0 | (14) |
| | 10 – 15 years (%) | 0.0 | 26.7 | 46.7 | 26.7 | 0.0 | 100.0 | (15) |
| | 15 – 20 years (%) | 0.0 | 66.7 | 33.3 | 0.0 | 0.0 | 100.0 | (9) |
| | 20 years or more (%) | 0.0 | 46.7 | 46.7 | 6.7 | 0.0 | 100.0 | (15) |
| | Total (%) | | 3.1 | 35.9 | 38.5 | 7.8 | 14.6 | 100.0 |
| p=0.041 | | | | | | | | |

In Table 8-11, we examined relationship between positions and problem awareness. We omitted “Other, etc.,” from this table because the number of respondents in each position category becomes too small for analysis. Thus, we presented a cross tabulation table based only on female and male categories.

As for female faculty and staff, the associate professor category recorded the highest percentage of 26.5 percent with the answer choice “I think there are serious problems,” followed by professor (18.6%), project assistant professor (18.5%), and lecturer (15.4%). Including “I think there are problems,” the lecturer category recorded the highest percentage at 76.9 percent, followed by associate professor (75%), project assistant professor (70%), and professor (69.5%), which means that around 70 percent of respondents in these positions recognize problems. On the other hand, the medical staff, project academic support staff, technical staff categories recorded low

percentages for these choices. The percentage for administrative staff who account for the largest proportion of female faculty and staff was at 43.1 percent.

A difference in problem awareness between positions was smaller among male faculty and staff members than among female faculty and staff members. The percentage of “I think there are problems” plus “I think there are serious problems” was 50.9 percent in the professor category, which was the highest, and most other categories recorded 40–50 percent except for the medical staff, project professor, and technical staff categories that recorded less than 30 percent.

Comparing the total percentage of problem awareness for professor and associate professor between male and female, female professor’s awareness was higher than male professor’s by about 20 percent, and female associate professor’s awareness was higher than male professor’s by about 30 percent, indicating a remarkable gender difference in the same position categories.

Such tendency for strong awareness observed particularly among female faculty suggests a problematic situation unique to academia. A potential reason for this tendency is that faculty has more frequent contact with students than staff and thereby has more opportunities to see and hear and otherwise experience problematic situations between students or between faculty and students.

Table 8-11 Two gender categories × position categories × whether there are problems at the University of Tokyo

The analysis subjects were faculty and staff, gender × F4 × Q13

| Gender | Position | Whether there are problems at the University of Tokyo | | | | | Total | N |
|-----------|--|---|---|-----------------------------|-------------------------------------|-----------|--------|-------|
| | | I don't think there are any problems at all. | I don't think there are serious problems. | I think there are problems. | I think there are serious problems. | No answer | | |
| Female | Professor (%) | 0.0 | 28.8 | 50.8 | 18.6 | 1.7 | 100.0 | (59) |
| | Associate professor (%) | 1.5 | 23.5 | 48.5 | 26.5 | 0.0 | 100.0 | (68) |
| | Lecturer (%) | 0.0 | 23.1 | 61.5 | 15.4 | 0.0 | 100.0 | (13) |
| | Assistant professor, assistant (%) | 2.4 | 42.7 | 41.5 | 7.3 | 6.1 | 100.0 | (82) |
| | Administrative staff (%) | 7.2 | 45.8 | 39.4 | 3.7 | 3.8 | 100.0 | (890) |
| | Technical staff (%) | 3.0 | 50.5 | 35.4 | 3.0 | 8.1 | 100.0 | (99) |
| | Medical staff (%) | 11.1 | 63.9 | 13.9 | 11.1 | 0.0 | 100.0 | (36) |
| | Project professor (%) | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 100.0 | (8) |
| | Project associate professor (%) | 11.1 | 33.3 | 44.4 | 11.1 | 0.0 | 100.0 | (9) |
| | Project lecturer (%) | 0.0 | 30.0 | 70.0 | 0.0 | 0.0 | 100.0 | (10) |
| | Project assistant professor (%) | 5.6 | 33.3 | 42.6 | 18.5 | 0.0 | 100.0 | (54) |
| | Project researcher (%) | 6.9 | 49.4 | 32.2 | 9.2 | 2.3 | 100.0 | (87) |
| | Project academic support specialist, Project academic support staff, Project senior specialist, Project specialist (%) | 8.0 | 55.4 | 29.0 | 4.3 | 3.3 | 100.0 | (489) |
| | Other (%) | 9.9 | 55.6 | 25.7 | 1.8 | 7.0 | 100.0 | (171) |
| | No answer (%) | 5.6 | 41.7 | 30.6 | 2.8 | 19.4 | 100.0 | (26) |
| Total (%) | 6.7 | 47.6 | 36.0 | 5.7 | 4.0 | 100.0 | (2111) | |
| p=0.000 | | | | | | | | |
| Male | Professor (%) | 1.3 | 46.4 | 44.2 | 6.7 | 1.3 | 100.0 | (448) |
| | Associate professor (%) | 2.6 | 54.0 | 37.7 | 4.6 | 1.0 | 100.0 | (302) |
| | Lecturer (%) | 3.1 | 47.7 | 41.5 | 4.6 | 3.1 | 100.0 | (65) |
| | Assistant professor, assistant (%) | 4.1 | 54.3 | 35.9 | 2.9 | 2.9 | 100.0 | (245) |
| | Administrative staff (%) | 3.5 | 46.2 | 45.5 | 2.8 | 2.0 | 100.0 | (541) |
| | Technical staff (%) | 9.0 | 56.9 | 26.9 | 3.0 | 4.2 | 100.0 | (167) |
| | Medical staff (%) | 0.0 | 53.3 | 40.0 | 6.7 | 0.0 | 100.0 | (15) |
| | Project professor (%) | 5.4 | 56.8 | 27.0 | 2.7 | 8.1 | 100.0 | (37) |
| | Project associate professor (%) | 0.0 | 54.5 | 39.4 | 6.1 | 0.0 | 100.0 | (33) |
| | Project lecturer (%) | 13.3 | 46.7 | 40.0 | 0.0 | 0.0 | 100.0 | (15) |
| | Project assistant professor (%) | 7.5 | 49.3 | 35.8 | 3.0 | 4.5 | 100.0 | (67) |
| | Project researcher (%) | 9.9 | 61.6 | 22.1 | 2.3 | 4.1 | 100.0 | (172) |
| | Project academic support specialist, Project academic support staff, Project senior specialist, Project specialist (%) | 10.2 | 52.3 | 31.3 | 3.9 | 2.3 | 100.0 | (128) |
| | Other (%) | 11.1 | 48.1 | 37.0 | 3.7 | 0.0 | 100.0 | (27) |
| | No answer (%) | 0.0 | 64.3 | 28.6 | 0.0 | 7.1 | 100.0 | (14) |
| Total (%) | 4.5 | 51.1 | 38.2 | 4.0 | 2.3 | 100.0 | (2276) | |
| p=0.000 | | | | | | | | |

Note: there were 192 analysis subjects in the “Other, Don’t want to answer, No answer” category. Classifying them to multiple position categories would reduce the number of subjects for each category and thereby the category was omitted in this table.

Figure 8-2 and Figure 8-3 show the relationship between problem awareness and whether a respondent is on a limited term contract or not, and whether a respondent is on short-time working terms or not, respectively. Looking at the female and male categories in Table 8-2 and Table 8-3, stronger awareness was identified among respondents who are not on a limited term contract in the former, and among those who are not on short-time working terms in the latter, respectively. On the other hand, in the “Other, etc.” category, stronger awareness was identified among respondents who are on a limited term contract, and there was little difference in the awareness between those who are on short-time working terms and those who are not.

Respondents who are on a limited term contract or short-time working terms are less likely to be incorporated into organizations within the University over the long term or for long hours, which would reduce opportunities to experience problematic situations. An opposite trend observed among those in the “Other, etc.” category suggests that sexual minority respondents who are on a limited term contract tend to be exposed to problems.

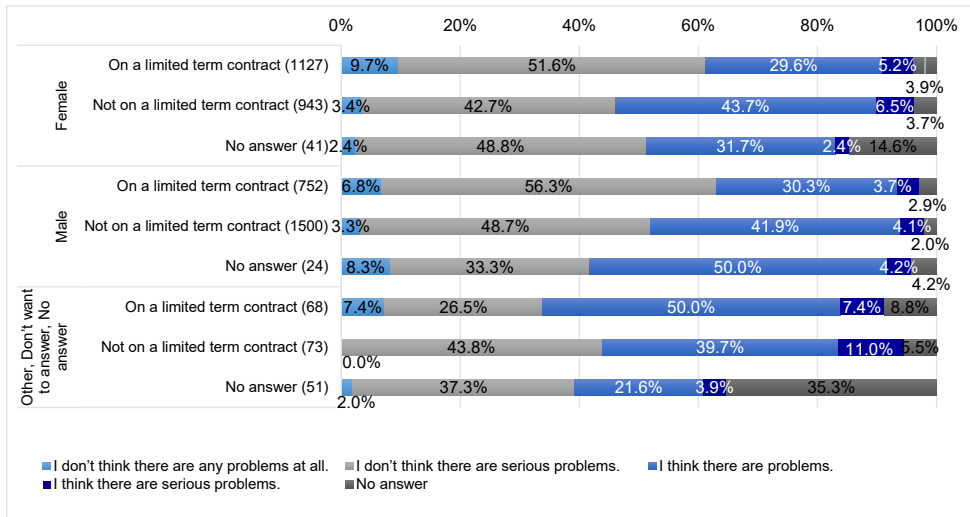


Figure 8-2 Three gender categories × whether a respondent is on a limited term contract × whether there are problems at the University of Tokyo

Note: The analysis subjects were faculty and staff, P=0.000 for all categories

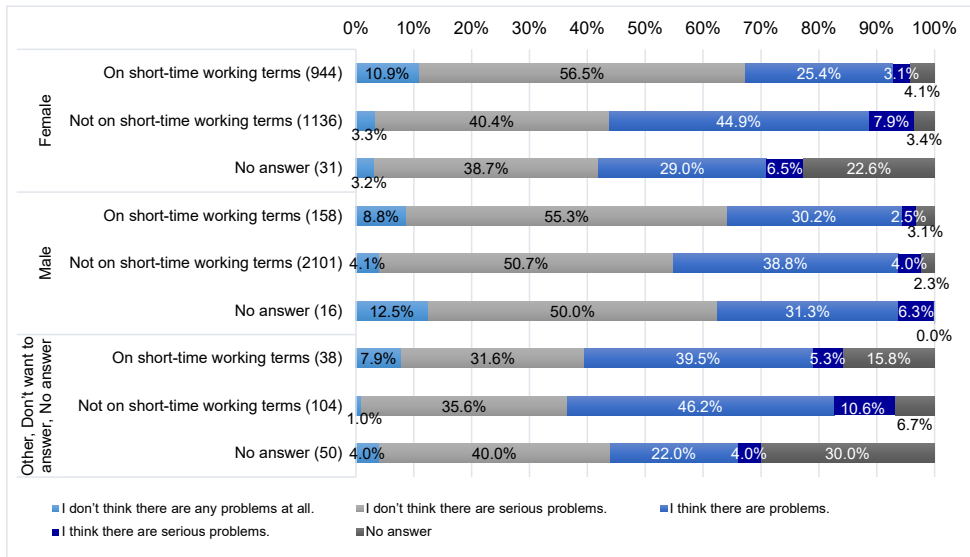


Figure 8-3 Three gender categories × whether a respondent is on short-time working terms × whether there are problems at the University of Tokyo

Note: The analysis subjects were faculty and staff, p=0.000 for female, p=0.054 for male, p=0.002 for Other, etc.

Figure 8-4 shows differences in problem awareness according to whether or not a respondent is of foreign nationality. While female respondents of foreign nationality showed a slightly strong awareness of problems, male respondents who are not of foreign nationality showed a slightly strong awareness. In the “Other, etc.” gender category, although it should be noted that subjects of foreign nationality are limited in number, 66.7 percent selected “I think there are problems” and 16.7 percent “I think there are serious problems,” indicating a remarkably strong awareness. It is considered that multiple minority attributes are likely to cause problematic situations.

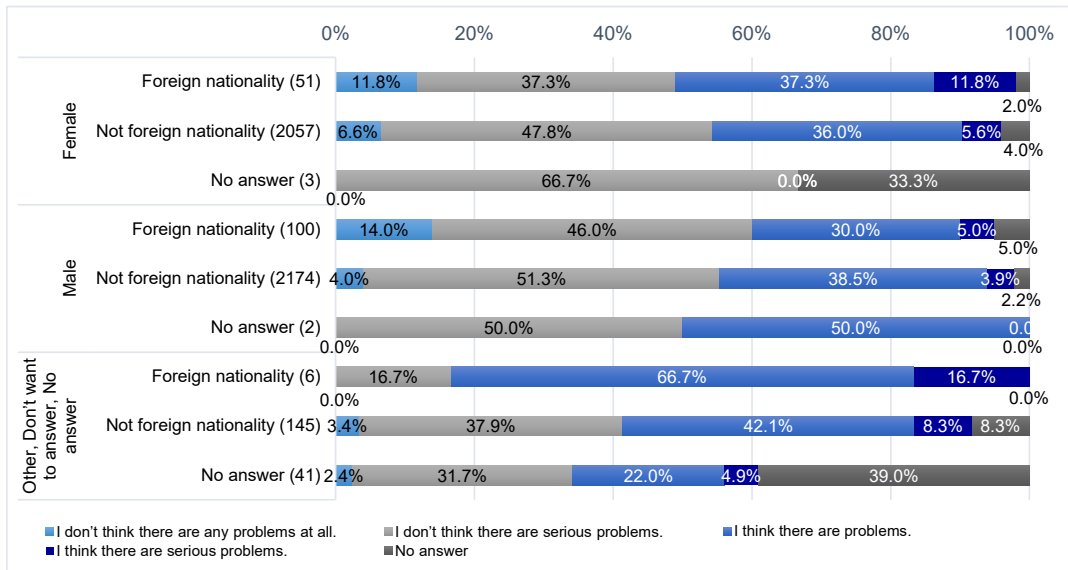


Figure 8-4 Three gender categories × whether a respondent is of foreign nationality or not × whether there are problems at the University of Tokyo

Note: The analysis subjects were faculty and staff, $p=0.058$ for female, $p=0.001$ for male, $p=0.000$ for Other, etc.

Figure 8-5 shows respondents' problem awareness according to the presence or absence of sexual harassment experiences, and Figure 8-6 shows their problem awareness according to the presence and absence of consultation experiences (which correspond to either “I have been consulted about such a case” or “I have witnessed/heard about such a case”). Unsurprisingly, respondents who have sexual harassment/consultation experience showed a stronger awareness in all gender categories.

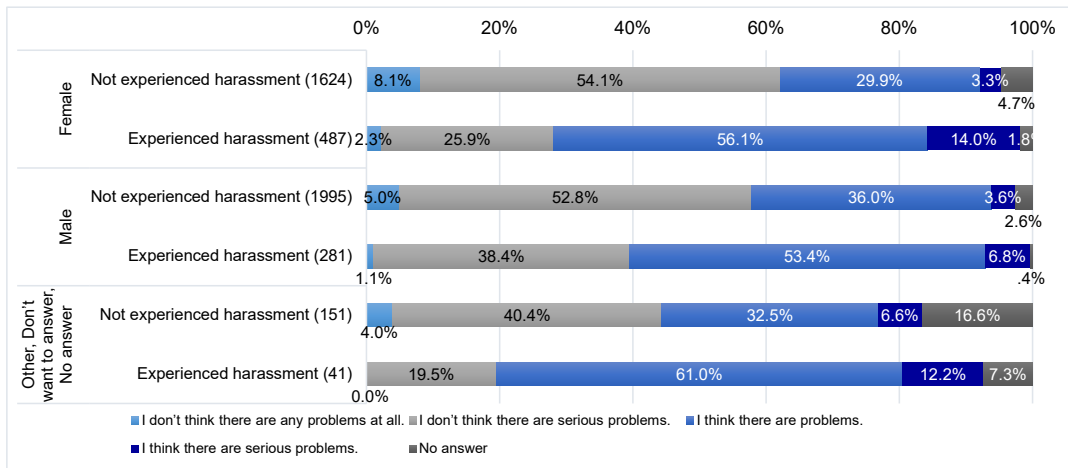


Figure 8-5 Three gender categories × the presence or absence of sexual harassment experiences × whether there are problems at the University of Tokyo

Note: The analysis subjects were faculty and staff, p=0.000 for female and male, p=0.004 for Other, etc.

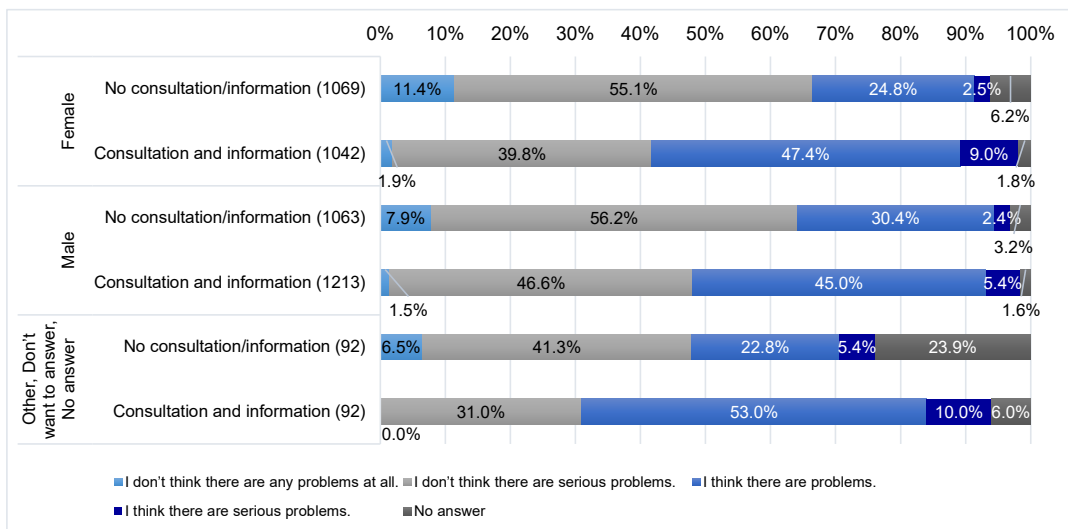


Figure 8-6 Three gender categories × whether or not consulted/informed × whether there are problems at the University of Tokyo

Note: The analysis subjects were faculty and staff, p=0.000 for female and male, p=0.557 for Other, etc.

Table 8-12 shows the results of the ordinal logistic regression analysis with the variables mentioned above as independent variables and with problem awareness as a dependent variable. Although a remarkable difference in problem awareness was not identified among the gender categories in Table 8-8 above, Table 8-12 indicates that there is a strong awareness among female respondents and those in the “Other, etc.” category. When controlling other factors, we could hardly recognize the relationship between age group/whether on a limited term contract/whether a respondent is of foreign nationality and problem awareness. A positive relationship with the number of years of continuous service and a negative relationship with whether on short-time working terms were found only in female respondents. It is common to male and female that strong

awareness exists among professors, but in women, this exists also among associate professors and lecturers. Looking at the size of coefficients, such effect of position is reflected more strongly among females than the presence or absence of sexual harassment experiences.

Table 8-12 Results of ordinal logistic regression analysis with the problem awareness of faculty and staff as a dependent variable

| Independent variable | The analysis subjects were faculty and staff | | | |
|---|--|-------------|-------------|--|
| | All | Female | Male | Other, Don't want to answer, No answer |
| | B | B | B | B |
| Gender (Standard: male) | | | | |
| Female | 0.305 *** | | | |
| Other, Don't want to answer, No answer | 0.594 *** | | | |
| Age group (Standard: aged 60 or above, no answer) | | | | |
| 20s | 0.247 | 0.158 | 0.207 | 1.259 |
| 30s | 0.198 + | 0.235 | 0.086 | 0.704 |
| 40s | -0.064 | -0.192 | -0.001 | 0.596 |
| 50s | -0.168 + | -0.300 + | -0.112 | 0.637 |
| The number of years of continuous service | 0.017 ** | 0.024 ** | 0.009 | 0.003 |
| Position (Standard: project faculty and staff, project academic support staff, no answer) | | | | |
| Professor | 0.537 *** | 1.104 *** | 0.500 *** | -0.287 |
| Associate professor | 0.348 ** | 1.351 *** | 0.129 | -0.138 |
| Lecturer | 0.543 * | 1.199 * | 0.453 | -0.517 |
| Assistant professor, assistant | -0.057 | -0.057 | 0.030 | -1.269 |
| Administrative staff | 0.033 | 0.071 | 0.159 | -0.356 |
| Technical staff | -0.321 * | -0.132 | -0.473 * | 0.487 |
| Medical staff | 0.000 | 0.000 | 0.000 | 0.000 |
| Term (Standard: not on a limited term contract) | | | | |
| On a limited term contract | -0.135 + | -0.015 | -0.255 + | 0.203 |
| On short-time working terms (Standard: not on short-time working terms) | | | | |
| On short-time working terms | -0.497 *** | -0.495 *** | -0.080 | -0.555 |
| Foreign nationality (Standard: not Foreign nationality) | | | | |
| Foreign nationality | -0.113 | 0.005 | -0.301 | 0.895 |
| Harassment experiences (Standard: not experienced) | | | | |
| Experienced harassment | 0.923 *** | 1.085 *** | 0.604 *** | 1.082 * |
| Consultation and information | 0.774 *** | 0.850 *** | 0.655 *** | 1.138 ** |
| Threshold | | | | |
| [Q13 = 1] | -5.377 *** | -7.105 *** | -4.194 *** | -6.410 * |
| [Q13 = 2] | -2.044 ** | -3.869 *** | -0.714 | -2.965 |
| [Q13 = 3] | 0.850 | -0.959 | 2.290 * | -0.145 |
| Nagelkerke coefficient of determination | 0.150 | 0.232 | 0.086 | 0.206 |
| Model χ^2 squared value | 617.171 *** | 462.135 *** | 169.214 *** | 32.823 ** |
| N | 4400 | 2021 | 2215 | 164 |

Note: +: p<0.10, *: p<0.05, **: p<0.01, ***: p<0.001.

3. Measures the University of Tokyo should implement

This section examines the awareness of students and faculty/staff about the measures the University of Tokyo should implement.

Table 8-13 shows the percentages for each of the items selected by student or faculty/staff member and by gender. Figures listed in bold represent the highest percentages in the relevant items that showed a significant difference in selection percentages among the gender categories.

Looking first at students, in total, “gender-related education” and “full dissemination of the University’s counseling services” showed high percentages at nearly 50 percent, followed by “improvement of counseling services” (38.6%), “raise awareness on sexual violence and discrimination” (34.8%), and “increase the number of female students” (34.4%), each being selected by more than one third of

the students. Comparing selection percentages between gender categories, “gender-related education” showed the highest percentage at 54.9 percent among female respondents. The items of “increase the number of female students” and “promote more women to executive or management positions” were also selected by relatively many female respondents. Among male respondents, measures on counseling services, such as “full dissemination of the University’s counseling services” (51.5%) and “improvement of counseling services” (40.1%) showed relatively high percentages, whereas the percentages of increasing/ promoting female faculty and staff were at the 10 percent mark. In the “Other, etc.” category, the percentage of those who selected “Other” was slightly high.

Table 8-13 Student/faculty and staff × three gender categories × measures the University should implement (select up to three options)

The analysis subjects were students/ faculty and staff, Student/faculty and staff × three gender categories × Q14

| Student/Faculty and staff | Three gender categories | Measures the University should implement | | | | | | | Other | N |
|---------------------------|---|---|---|---|--|--|--|---|-------------|--------|
| | | Raise awareness on sexual discrimination and violence in the University community such as holding a workshop on sexual consent. | Advertise that the University offers counseling service on sexual harassment problems and make sure that everyone knows about it. | Incorporate gender related education in the student curriculum and training programs for faculty and staff. | Improve counseling services, for instance by increasing the number of counselors with professional expertise and experience. | Increase the number of female faculty members. | Promote more women to executive or management positions. | Increase the number of female students. | | |
| Student | Female (%) | 35.7 | 41.6 | 54.9 | 35.8 | 31.1 | 29.0 | 34.4 | 3.8 | (2221) |
| | Male (%) | 34.6 | 51.5 | 46.9 | 40.1 | 18.4 | 15.9 | 34.9 | 3.5 | (4834) |
| | Other, Don't want to answer, No answer(%) | 32.1 | 35.1 | 47.5 | 35.7 | 19.0 | 21.6 | 27.2 | 10.8 | (305) |
| | Total (%) | 34.8 | 47.8 | 49.4 | 38.6 | 22.2 | 20.1 | 34.4 | 3.9 | (7360) |
| | | p=0.396 | p=0.000 | p=0.000 | p=0.001 | p=0.000 | p=0.000 | p=0.023 | p=0.000 | |
| Faculty and staff | Female (%) | 30.5 | 43.9 | 60.8 | 48.1 | 26.6 | 35.4 | | 6.2 | (2111) |
| | Male (%) | 33.0 | 55.9 | 51.1 | 49.5 | 26.8 | 26.0 | | 5.1 | (2276) |
| | Other, Don't want to answer, No answer(%) | 27.6 | 31.8 | 46.4 | 38.5 | 21.4 | 30.2 | | 10.9 | (192) |
| | Total (%) | 31.6 | 49.4 | 55.4 | 48.4 | 26.5 | 30.5 | | 5.8 | (4579) |
| | | p=0.093 | p=0.000 | p=0.000 | p=0.014 | p=0.251 | p=0.000 | | p=0.002 | |

Note: The item “increase the number of female students” was not included in the questionnaire for faculty and staff.
 Figures listed in bold represent the highest answer percentages in the relevant columns that showed a significant difference.

As for faculty and staff, in total, “gender-related education” showed the highest percentage at 55.4 percent, followed by the items of full dissemination/improvement of the University’s counseling services, which were selected by as much as nearly half of the faculty and staff respondents. The selection percentage of the item “promote more women to executive or management positions” was higher among faculty and staff than among students. This result may reflect that this is a high-interest item for faculty and staff who will be affected by such promotion.

The trend of responses by gender is similar to that of students except for “increase the number of female faculty members” that showed almost no difference between female and male respondents. This is because for faculty and staff, the percentage of “increase the number of female faculty members” was slightly lower among female and slightly higher among male respondents compared to students.

With regard to measures the University should implement, differences by whether respondents have deep awareness of problems through sexual harassment experiences is considered to be more important than differences by attributes. As such, we separated the responses according to whether or not respondents have sexual harassment experiences and showed the results in Table 8-14 (Student) and Table 8-15 (Faculty and staff), respectively. As for both students and faculty/staff, the respondents who don't have sexual harassment experiences tend to select the items of full dissemination/improvement of the University's counseling services.

Table 8-14 Three gender categories × sexual harassment experiences × measures the University should implement (select up to three options) [Student]

The analysis subjects were students, three gender categories × sexual harassment experience × Q14

| | | Measures the University should implement | | | | | | | | |
|--|--------------------------------|---|---|---|--|--|--|---|------------|--------|
| Gender | Sexual harassment experiences | Raise awareness on sexual discrimination and violence in the University community such as holding a workshop on sexual consent. | Advertise that the University offers counseling service on sexual harassment problems and make sure that everyone knows about it. | Incorporate gender related education in the student curriculum and training programs for faculty and staff. | Improve counseling services, for instance by increasing the number of counselors with professional expertise and experience. | Increase the number of female faculty members. | Promote more women to executive or management positions. | Increase the number of female students. | Other | N |
| Female | Not experienced harassment (%) | 36.8 | 45.7 | 52.8 | 38.8 | 29.9 | 29.0 | 31.4 | 2.6 | (1553) |
| | Experienced harassment (%) | 33.1 | 32.2 | 59.9 | 28.7 | 33.8 | 28.9 | 41.3 | 6.6 | (668) |
| | Total (%) | 35.7 | 41.6 | 54.9 | 35.8 | 31.1 | 29.0 | 34.4 | 3.8 | (2221) |
| | | p=0.091 | p=0.000 | p=0.002 | p=0.000 | p=0.069 | p=0.944 | p=0.000 | p=0.000 | |
| Male | Not experienced harassment (%) | 35.0 | 53.4 | 45.3 | 41.4 | 18.3 | 16.1 | 34.1 | 3.3 | (4093) |
| | Experienced harassment (%) | 32.1 | 41.0 | 55.9 | 32.8 | 18.5 | 15.2 | 39.3 | 4.9 | (741) |
| | Total (%) | 34.6 | 51.5 | 46.9 | 40.1 | 18.4 | 15.9 | 34.9 | 3.5 | (4834) |
| | | p=0.125 | p=0.000 | p=0.000 | p=0.000 | p=0.928 | p=0.583 | p=0.007 | p=0.034 | |
| Other, Don't want to answer, No answer | Not experienced harassment (%) | 33.0 | 38.1 | 43.7 | 34.0 | 17.2 | 22.3 | 26.5 | 9.3 | (215) |
| | Experienced harassment (%) | 30.0 | 27.8 | 56.7 | 40.0 | 23.3 | 20.0 | 28.9 | 14.4 | (90) |
| | Total (%) | 32.1 | 35.1 | 47.5 | 35.7 | 19.0 | 21.6 | 27.2 | 10.8 | (305) |
| | | p=0.606 | p=0.000 | p=0.039 | p=0.315 | p=0.214 | p=0.653 | p=0.671 | p=0.187 | |

Note: Figures listed in bold represent the highest answer percentages in the relevant columns that showed a significant difference.

Table 8-15 Three gender categories × sexual harassment experiences × measures the University should implement (select up to three options) [Faculty and staff]

The analysis subjects were faculty and staff, three gender categories × sexual harassment experiences × Q14

| | | Measures the University should implement | | | | | | | |
|--|--------------------------------|---|---|---|--|--|--|-------------|--------|
| Gender | Sexual harassment experiences | Raise awareness on sexual discrimination and violence in the University community such as holding a workshop on sexual consent. | Advertise that the University offers counseling service on sexual harassment problems and make sure that everyone knows about it. | Incorporate gender related education in the student curriculum and training programs for faculty and staff. | Improve counseling services, for instance by increasing the number of counselors with professional expertise and experience. | Increase the number of female faculty members. | Promote more women to executive or management positions. | Other | N |
| Female | Not experienced harassment (%) | 29.3 | 46.9 | 61.3 | 50.6 | 24.9 | 34.5 | 4.6 | (1624) |
| | Experienced harassment (%) | 34.3 | 33.9 | 59.1 | 39.8 | 32.2 | 38.6 | 11.3 | (487) |
| | Total (%) | 30.5 | 43.9 | 60.8 | 48.1 | 26.6 | 35.4 | 6.2 | (2111) |
| | | p=0.036 | p=0.000 | p=0.385 | p=0.000 | p=0.001 | p=0.095 | p=0.000 | |
| Male | Not experienced harassment (%) | 32.6 | 57.1 | 50.8 | 50.6 | 27.1 | 26.2 | 4.7 | (1995) |
| | Experienced harassment (%) | 35.6 | 47.7 | 53.4 | 41.3 | 25.3 | 24.2 | 7.8 | (281) |
| | Total (%) | 33.0 | 55.9 | 51.1 | 49.5 | 26.8 | 26.0 | 5.1 | (2276) |
| | | p=0.324 | p=0.003 | p=0.414 | p=0.003 | p=0.524 | p=0.470 | p=0.023 | |
| Other, Don't want to answer, No answer | Not experienced harassment (%) | 27.2 | 31.1 | 45.0 | 35.8 | 21.2 | 31.1 | 11.3 | (151) |
| | Experienced harassment (%) | 29.3 | 34.1 | 51.2 | 48.8 | 22.0 | 26.8 | 9.8 | (41) |
| | Total (%) | 27.6 | 31.8 | 46.4 | 38.5 | 21.4 | 30.2 | 10.9 | (192) |
| | | p=0.788 | p=0.713 | p=0.481 | p=0.129 | p=0.916 | p=0.595 | p=0.785 | |

Note: Figures listed in bold represent the highest answer percentages in the relevant columns that showed a significant difference.

As for students who have sexual harassment experiences, a selection percentage was high for gender-related education in all gender categories. The percentage of “increase female students” was relatively high in the female and male categories.

On the other hand, as for female faculty and staff who have sexual harassment experiences, selection percentage was relatively high for “raise awareness on sexual violence and discrimination” and “increase the number of female faculty members.” As for male faculty and staff who have sexual harassment experiences, an apparent difference was not observed in selection percentages among the items.

In addition, the percentage of “other” was slightly high among those who have sexual harassment experiences in the female and male categories in both students and faculty/staff, suggesting they believe measures other than the selection provided are needed.

We collected substantially meaningful descriptions, excluding “I don’t know,” from the free-form answers for “Other” and obtained 282 descriptions from students and 261 from faculty and staff. The results of classifying these descriptions can be seen in Table 8-16.

**Table 8-16 Answers to the open-ended question on necessary measures “Other”
classified by whether a respondent is a student or faculty/staff member**

| | (Number of opinions) | |
|---|----------------------|-------------------|
| | Student | Faculty and staff |
| Toughen up penalties and notify people about it | 49 | 30 |
| Education, training, raising awareness, changing perception | 40 | 35 |
| Corrective action for extracurricular activities | 34 | 9 |
| Call for support from external specialists | 25 | 8 |
| Improvement of post-consultation action | 19 | 45 |
| Clarification of harassment | 13 | 15 |
| Respect for men | 13 | 11 |
| Avoidance of emphasis on gender | 12 | 9 |
| Inclusion of third-party bodies | 11 | 14 |
| Improvement of facilities and equipment | 3 | 5 |
| Increase the number of women and sexual minorities | 2 | 27 |
| Periodic implementation of surveys | 1 | 3 |
| Combined measures or measures that are not classified into any of the above | 60 | 50 |
| Total | 282 | 261 |

When there is a clear difference in the numbers of descriptions between students and faculty/staff, the larger number is indicated in bold. Listing categorized descriptions by students in order of the number of descriptions in each category, “toughen penalties and notify people about it” was the most common description, followed by “education, training, raising awareness, changing perception,” “improving extracurricular activities,” and “reaching out beyond the University.” A difference in the number of descriptions provided by respondents was seen between students and faculty/staff for all of these descriptions except for “education, training, raising awareness, changing perception.”

As for faculty and staff, “improving support after consultation” was the most common description, followed by “education, training, raising awareness, changing perception,” “toughen penalties and notify people about it,” “increasing female and sexual minority students and faculty/staff.” There was a difference in the number of descriptions provided between students and faculty/staff for “improving support after consultation” and “increasing female and sexual minority students and faculty/staff.”

These descriptions were provided only by those who selected “Other” and the number of descriptions in each category is very few compared to the number of all respondents of the survey. Thus, you should be careful not to put too much emphasis on this result. However, the findings that students are asking for more strict measures against problematic situations, whereas faculty and staff are asking for reliable support after consultation, will become part of information to be referred to in considering future measures.

If you would like to know about specific descriptions, please see the following chapter. Chapter 9 examines the responses to the free answer questions regarding the examples of sexual harassment as well as opinions and requests.

4. Conclusion

This Chapter examined the responses of students and faculty/staff regarding problem awareness and measures for the University of Tokyo. Nearly half of all student respondents, and the majority of female students/those in the “Other, etc.” category, have recognized that the University of Tokyo has problems. Likewise, a little over 40 percent of all faculty and staff respondents, and more than 70 percent of female faculty respondents, have recognized that the University of Tokyo has problems. These are not low percentages. The University of Tokyo should take the results of the responses seriously.

This awareness was stronger among students who continue studies from undergraduate program to the graduate school in the University of Tokyo, as well as among faculty and staff with longer years of continuous service. This suggests that they could recognize problematic situations because they have been in the University over a long period of time. The awareness of problems was also strong among undergraduate students who have mostly participated in club/circle activities and students of doctoral program who are mainly engaged in laboratory work. It is inferred from this result that multiple places where harassment or discrimination is prone to occur are scattered separately within the campus.

The strong awareness of problems among female students from all-female high schools suggests that a gap in environment between their former schools and the University of Tokyo makes them feel the peculiarities of the University of Tokyo more clearly.

On the other hand, it was confirmed that the awareness is relatively weak among all male respondents, students in the NS, students who entered graduate school from college/university other than the University of Tokyo, international students, and those on short-time working terms. We cannot jump to the conclusion that this means there aren't any problems in reality. It may be interpreted that this is because for those who are able to enjoy a majority status in the University of Tokyo or have a low level of belonging in the university, it is hard to notice problematic situations.

As just described, there are many differences in problem awareness among the members of the University of Tokyo. This means that it's difficult to build a consensus on what the reality is or in which direction to go.

With regard to measures for current problems, many of the members admitted the necessity of education and training. But regarding resolution by consultation, while male members and those who didn't experienced sexual harassment emphasize it, female members and those who experienced sexual harassment have low expectations of it, indicating that their expectations for the possibility of resolution by consultation is not high. Increasing or promoting female faculty and increasing female students were supported by about 30 percent of female respondents, but meanwhile, the percentage of male students who supported increasing or promoting female faculty was only at the 10-percent mark. Though they are few in number, statements that men should be more respected than they are seen among answers to the open-ended question on measures.

As with problem awareness, there were variations in opinions on measures. Probable measures that may easily achieve a shared understanding would be the expansion of education and training on gender for both students and faculty/staff, which was the

most supported measures. Also, as with this report, it is indispensable to continuously provide information that offers an overview of the situation inside the campus as much as possible going forward.

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

Summary

- 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/school course,” “during a club or 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 (abuse of authority) 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.”

1. About the Chapter

This chapter shows the classification results of responses on student survey and faculty and staff survey to two open-ended questions asking about their sexual harassment experiences and for their opinions as well as examples of their actual answers. The wording of the two questions is as shown below.

Question about sexual harassment experiences: “If there is anything else you would like to share about your experience related to sexual discrimination, harassment, or violence on or off the campus, please feel free to write about it here. If you would like to consult about your experience or report on any incidents, please contact the

offices below.” (F9 of the student survey and F7 of the faculty and staff survey)
Question about opinions: “If you have any opinions to share about sexual discrimination, harassment, or violence on campus or about this survey, please write it here.” (F10 of the student survey and F8 of the faculty and staff survey)
We excluded answers like “nothing in particular” and “none,” and classified the remaining answers based on their details.
To the open-ended question asking about sexual harassment experiences, many respondents wrote more than one experience. These experiences were counted as separate cases. Their experiences included not only cases where they were the victims, but also cases they saw or heard. We coded each case for the four items of “when the harassment occurred,” “where the harassment occurred,” “the perpetrator,” and “the form of the harassment.” Due to the open-ended nature, many cases lacked descriptions for at least one of the four items. Even the cases having descriptions for all the four items varied in concreteness. We coded the cases in a way that reflects the descriptions to the greatest extent possible.
Since the response to the open-ended question asking for their opinions were more complicated and diversified, we coded them for the element most stressed (the element written most or in the beginning) in one response.
Section 2 discusses students’ answers to the open-ended questions, and Section 3 discusses faculty and staff’s answers to the open-ended questions. Due to a vast number of open-ended answers and a vast volume of descriptions, the following sections show mainly examples of common answers.

2. Students’ Answers to the Open-ended Questions

2.1 Answers to the Open-ended Questions on Experiences of Sexual Harassment

In the student survey, of all the 7,360 respondents, 676 wrote something in response to the question about experiences of sexual harassment. Of these respondents, 567 respondents (7.7% of the total respondents), excluding those who gave an answer like “nothing in particular,” gave accounts of their experiences of sexual harassment. As a result of counting more than one experience of a respondent as separate cases, we obtained a total of 686 cases. Of which, 423 were provided by female students, 206 by male students, 21 by “other” students, and 36 by students who “don’t want to answer” their gender. A majority of the cases were provided by female students.
Table 9-1 shows the coding results of students’ accounts of when the harassment occurred by gender. Although many cases did not include a specific time, among those with specific descriptions, “graduate student” (answers not mentioning a master’s or doctoral program) was the most common answer for both female and male students. When combining this answer with “master’s program student” and “doctoral program student,” 64 cases occurred to female graduate students and 26 cases occurred to male graduate students.
The second most common answer was “Junior Division student” for both female and male students. When combining this answer with “Senior Division student” and “undergraduate student” (answers not mentioning a Junior or Senior Division), 62 cases occurred to female undergraduate students and 25 cases occurred to male undergraduate students.

Since other common answers, such as “working,” “high school student or before,” and “student at another university,” are not experiences at the University of Tokyo, Tables 9-2 and 9-3 show examples of accounts of experiences as a “graduate student” (including “master’s program student” and “doctoral program student”) and an “undergraduate student” (including “Junior Division student” and “Senior Division student”). We excluded “job hunting,” because, in most cases, the respondents were enrolled at the University, but the perpetrators were outside the University. Some of the following examples of answers omit part of the descriptions to prevent the respondents from being identified. Obvious misspellings and omitted letters have also been corrected.

Table 9-1 Classification of students’ accounts of when the harassment occurred (F9)

| | Female | Male | Other | Don’t want to answer | Total |
|-------------------------------|------------|------------|-----------|----------------------|------------|
| Graduate student | 50 | 22 | 0 | 1 | 73 |
| Junior Division student | 43 | 14 | 2 | 2 | 61 |
| Senior Division student | 13 | 10 | 3 | 2 | 28 |
| Working | 18 | 10 | 0 | 0 | 28 |
| High school student or before | 14 | 8 | 0 | 0 | 22 |
| Student at another university | 14 | 3 | 0 | 0 | 17 |
| Master’s program student | 12 | 4 | 0 | 0 | 16 |
| Undergraduate student | 6 | 1 | 0 | 1 | 8 |
| Job-hunting | 6 | 2 | 0 | 0 | 8 |
| Doctoral program student | 2 | 0 | 0 | 0 | 2 |
| No description | 245 | 132 | 16 | 30 | 423 |
| Total | 423 | 206 | 21 | 36 | 686 |

Table 9-2 Examples of students’ accounts of experiences as a “graduate student”

| Gender | Descriptions |
|--------|--|
| Female | I saw sexual harassment. At a drinking party in my laboratory at the University, a faculty member from another university sat a junior student belonging to the same laboratory next to him, putting his arm around her shoulders and fondling her thighs and arms. He was drunk. I knew that he was influential in his academic society and was told by my instructor/supervisor not to go against him, so I could not ask him to stop it. The party ended without anyone asking him to stop it. The next day I asked her if she was all right. She said that it was her fault because she too became off guard when she was drunk. |
| Female | I sometimes talk with researchers (male) in my professional relationship. Some of those with a long professional relationship, such as those in the same research field, press me to come to their homes, send me clothes without my request, or ask me about my underwear. Considering my position (in the same academic society and in the professional relationship), I cannot report such cases to the university and have no choice but to endure them with frustration. |
| Female | An instructor/supervisor in my laboratory started to have excessive physical contact with one of the female students in the laboratory, neglecting his research guidance responsibility. Some students in the laboratory who witnessed such |

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| | physical contact left school, feeling uncomfortable and depressed, or changed the direction on their research. |
| Female | I felt uncomfortable with my instructor/supervisor, who sometimes told me not to be pregnant, probably because he just did not want me to leave the seminar. |
| Female | On an anonymous BBS, I was attacked by unwarranted slanders, such as “she secured a research fellowship for young scientists from the Japan Society for the Promotion of Science by taking advantage of her sex appeal as female” and “she intentionally wears clothes that show her cleavage.” |
| Male | When a student who was sexually harassed by her senior student asked for help from a faculty member in charge of harassment prevention, the faculty member neglected the case, insisting that he/she would not be involved in matters between students. |
| Male | This is not what I experienced directly, but I sometimes felt that graduate students coming from other universities (they are often looked down on by students graduating from this university, irrespective of their actual academic ability) are prone to be unjustly treated and if they are women. I am mentioning this problem in the hope that the university will discuss and take action against such disadvantages based on students’ compound elements. |

Table 9-3 Examples of students' accounts of experiences as an "undergraduate student"

| Gender | Descriptions |
|--------|--|
| Female | When I entered a tent of a clubs/circles after my admission procedures, I was groped by a male student of the club/circle (another male student stopped him). Honestly, I was disillusioned not only by such male students of the University of Tokyo, but also by men in general, because I had such an uncomfortable experience on the first day of my university life after coming all the way to Tokyo. |
| Female | At club/circles' parties welcoming new members after my admission procedures, I was quite shocked to learn that some of the clubs/circles recruited only male members, blatantly ignoring me and other female students (partly because I had not known that they wanted only male members). In addition, many circles, even if they did not explicitly say that they did not want female U-Tokyo students, listed only the names of other universities as the schools of their female members on their leaflets, so I gave up joining such circles. |
| Female | When I was an undergraduate student, a faculty member asked me if I had a boyfriend and asked me out on a date after a class. |
| Female | I see it a problem that in the class placement for Junior Division students at the College of Arts and Sciences, the University divides students in such a way that the number of female students is evenly distributed within the same language course. Under this system, female students of science can make only a few female friends. I am afraid that this situation could cause anxiety for female applicants for the University of Tokyo. I sometimes hear opinions like "assigning a small number of female students evenly to each class is beneficial to many male students, not to female students," and "I want classes with many female students even if there are more classes without female students." I am also somewhat dissatisfied with the lack of sufficient explanation about the University's practice of assigning only female students to each class in small numbers (for example, whether the University takes into account the differences between students' gender on the family registry and gender identity). |
| Female | I think that social media posts, particularly Twitter posts, by male students at University of Tokyo are horrible. I actually saw a male classmate repeatedly muttering that he wanted to have sexual intercourse with a female classmate and rape her, mentioning her physical characteristics. I know another male student who persistently sent a certain female student insulting reply messages, such as "women should not come to university" and "you should get married in a hurry." I also know other male students who uploaded their sexual experiences at sex trade shops on the class's shared drive or talked about uncomfortable obscene matters on social media that they knew female students also used. I feel that the morals of male students are generally low. |
| Male | It is common for male students to rank their female classmates. I feel that female and other minority students tend to agree with the majority unwillingly, following their logic and tendencies. I want to somehow correct the weird competitiveness spreading to students who survived the entrance exam war. |
| Male | A student told me that acts like sexual harassment by senior students are more likely to occur at orientation camps and clubs/circles' parties welcoming new members. In classes with only a few female students, they seem to have no one to ask for help. While the University should avoid excessive interference in such activities in accordance with the principle of student autonomy, it should consider the ratio of male to female students and the number of female students when organizing classes and raise the awareness of freshmen and sophomores about sexual harassment during the period welcoming new students. |

Table 9-5 shows the coding results of students' accounts of where the harassment occurred. The most common answer was "in a lab/seminar class/school course," a small group or space that serves as a basic unit of education and research. There were 61 female student cases and 28 male student cases. Other common answers were "during a club or circle/extracurricular activity" (49 female student cases and 14 male student cases), "a social gathering for a meal or drink" (27 female student cases and 10 male student cases), and "in a classroom/during a class" (23 female student cases and 12 male student cases). These cases include those which occurred off the campus of the University of Tokyo. For these top four location categories, Tables 9-6 to 9-9 show examples of students' accounts.

Table 9-5 Classification of students' accounts of locations where the harassment occurred (F9)

| | Female | Male | Other | Don't want to answer | Total |
|--|--------|------|-------|----------------------|-------|
| In a lab/seminar class/school course | 61 | 28 | 2 | 4 | 95 |
| During a club or circle/extracurricular activity | 49 | 14 | 1 | 3 | 67 |
| A social gathering for a meal or drink | 27 | 10 | 0 | 1 | 38 |
| In a classroom/during a class | 23 | 12 | 1 | 1 | 37 |
| On social media/other media | 14 | 13 | 1 | 1 | 29 |
| At a company off campus | 18 | 7 | 0 | 1 | 26 |
| On the campus | 15 | 5 | 1 | 1 | 22 |
| At a specific facility on the campus | 11 | 6 | 1 | 1 | 19 |
| In public transportation/a car | 12 | 5 | 0 | 2 | 19 |
| During a class | 10 | 3 | 0 | 1 | 14 |
| On the streets | 5 | 4 | 0 | 1 | 10 |
| At an event/symposium/academic conference | 7 | 2 | 0 | 1 | 10 |
| During a circle or study camp/in accommodations for a camp | 4 | 5 | 0 | 0 | 9 |
| At an elementary or secondary educational institution | 2 | 6 | 0 | 0 | 8 |
| At another university | 5 | 2 | 0 | 0 | 7 |
| Overseas/at an overseas educational institution | 5 | 1 | 0 | 0 | 6 |
| In a document/procedure/system | 1 | 2 | 1 | 1 | 5 |
| During an extracurricular program | 2 | 1 | 0 | 0 | 3 |
| In a common space for students | 0 | 0 | 2 | 1 | 3 |
| Near the campus | 3 | 0 | 0 | 0 | 3 |
| Near my home | 3 | 0 | 0 | 0 | 3 |
| During research or a practicum class off campus | 1 | 0 | 0 | 1 | 2 |
| In my hometown | 1 | 0 | 0 | 0 | 1 |
| No description | 144 | 80 | 11 | 15 | 250 |
| Total | 423 | 206 | 21 | 36 | 686 |

Table 9-6 Examples of students' accounts of experiences "in a lab/seminar class/school course"

| Gender | Descriptions |
|--------|--|
| Female | I felt very uncomfortable when a faculty jokingly asked me out for a date. I also felt very uncomfortable when the faculty member talked to me with his hand on my back probably because he wanted to appear friendly. I just let it go without worrying as a bad joke, but I still feel uncomfortable with him. |
| Female | I have heard that a female senior repeatedly received sexual LINE messages from a doctoral student in the same laboratory. Because he was in a supervisory position, |

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| | she could not block his LINE messages or ask for help for fear of retaliation. When harassment occurs, the harasser does not suffer anything while the victim has no choice but to leave the laboratory or give up and suffer in silence. I want the University to take some action to prevent such situations from occurring. |
| Female | In my science laboratory with many male members, I often hear male faculty members make remarks that trivialize or subordinate women (I think they are just worried about women without any intentions). Some male students in my laboratory seem to have grown up with the habit of objectifying female students. |
| Female | Since I was the only female student in my laboratory for the master's program, I sometimes felt that I was pressed to play the role expected of women in daily life and conversations. I felt that I had no one who stood by me when I objected to mildly sexist remarks. I believe that such stress could have been alleviated if there was a female faculty or staff member. |
| Male | There are a lot of "physically" female people, including the faculty members, graduate students, and administrative staff in my laboratory, who unconsciously express the thought from the middle of the Showa period that "you are a man, so you have to work harder and get a good job to support your family." They seem to think that there is nothing wrong with the thought because it is the norm for them. They seem to be completely unaware that the "men should work outside the home" mentality developed by the bubble economy period is pressing men to play their gender roles. Other women around me generalize the characteristics of their own life that "women are busy with housework, childcare, and research." This situation may be attributable to the very high percentage of female researchers and research subjects in my research field. Such sexism against men and female chauvinism are the norm around me. |

Table 9-7 Examples of students' accounts of experiences "during a circle/extracurricular activity"

| Gender | Descriptions |
|--------|---|
| Female | It seems to me that sexual discrimination and violence by male students coming from boys' schools are particularly horrible. I do want the University to know that many female students in my year have been hurt by the abusive language of such male students from boys' schools. Please help us. When I asked male members in my club/circle to stop repeatedly asking me about my romantic relationship and sexual life, they did not stop talking dirty at all, saying, "talking dirty was the most important in communication at boys' schools" and "follow our rules because this club/circle is like a boys' school." This is why I quit the club/circle. One of my female friends hates to be persistently asked out for a date by a male classmate. I also have another female friend who studies gender issues seriously. She was made to cry by male students from boys' schools who insulted her, saying that studying gender issues was disgusting. The most terrible thing is that many students are unaware of this situation. It is said that bystanders generate bullying and discrimination, but in this case, the situation is even worse as it has been exacerbated by those who are unaware of it. It seems difficult to improve the situation. |
| Female | It all comes down to clubs/circles that do not accept female U-Tokyo students and the beauty and handsome U-Tokyo contests. (1) About clubs/circles that do not accept female U-Tokyo students: I think it unfair as a female U-Tokyo student that some clubs/circles do not accept female U-Tokyo students because they narrow the range of choices for leading a fulfilled college life. This problem is not limited to the female U-Tokyo students. A tennis club/circle has a ritual called "selection" in late March. The club/circle does not accept new members after the ritual. The ritual prevents students who do not know this custom from having a chance to join the club/circle. The ritual also rejects male students who are not |

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| | handsome or funny even if they are eager to play tennis in the club/circle after the “selection.” It is very shameful for us to have students in the University of Tokyo who manage clubs/circles under such systems that make many students unhappy. (2) About the beauty and handsome U-Tokyo contests: I have often heard a rumor that the advertisement study circle asks sexual questions to and sexually harasses candidates in the finalist selection process. This rumor caused controversy at this year’s contests, too. Although the contests are mere events in the campus festival, their organizer should be considerate to all the students involved because they deal with sensitive issues represented by appearance and are conspicuous as they take the name of “the University of Tokyo.” |
| Female | Even some circles that accept female U-Tokyo students discriminate in favor of men without good reason when giving posts and authority. Even some clubs/circles that accept female U-Tokyo students have sexual discrimination. |
| Male | A junior member of my club/circle talked about his experience with me. When she was preparing online to welcome new members after posting a Zoom link on social media, a malicious man, who disguised himself as a woman, sneaked into a practice session only by female members and exposed his sexual organ in front of the camera. |

Table 9-8 Examples of students’ accounts of experiences “a social gathering for a meal or drink”

| Gender | Descriptions |
|--------|--|
| Female | I was once sexually assaulted by a senior student of the University. I could not tell anyone about it, thinking that it was my fault for getting drunk and falling asleep and fearing that telling someone about it would damage my future relationship with him. I think many women may think in this way. |
| Female | At a drinking party, I was told by a professor and senior students to stand up and tell them what type of man I liked and whether I had a boyfriend. (Both male and female) students were not allowed to sit down unless they talked about it. There were other faculty members at the party, but none of them warned the professor as he was professor. In a few days after the party, one of the faculty members laughingly said to me, “the professor was just drunk.” He made me feel really bad. I really hated the atmosphere where the professor should be tolerated just because he was a professor. |
| Female | A drunken male student hugged me. |
| Male | A female student was sexually harassed by a male faculty member at a drinking session. She was angry. |

Table 9-9 Examples of students’ accounts of experiences “in a classroom/during a class”

| Gender | Descriptions |
|--------|---|
| Female | When I was working as a teaching assistant in a class, some undergraduate students expressed many opinions like “women quit their jobs and become housewives after all,” “if I become a househusband after having a child, I will feel embarrassed about how others see me,” “mothers are to blame for the homosexuality of their children,” and “I don’t want my children to be homosexual.” Since they did not seem to think expressing such opinions was a problem, I was worried about how stereotypical the gender views of other students were. I strongly feel those with such a mindset should change it because some of students of the University of Tokyo will hold an important post in the government. |
| Female | In class, a faculty member said, “boys must work hard, but girls don’t need to work hard because it isn’t a thing for girls.” |
| Female | It does not concern gender, but a faculty member of the University of Tokyo blatantly made a fool of me in class. The faculty member, who was picky about |

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| | students, kicked the desks of students he did not like and verbally abused them without good reason. I felt very uncomfortable with his obvious favoritism toward students he liked as he talked to them in a coaxing voice. |
| Male | In classrooms, I was asked several times by my classmates whether I had used sexual services. They asked me the question so loudly that many students, including female students, were able to hear the question. I told them not to ask a question like that in a classroom. It seems common to me that senior male students invite junior male students to go together to a sex trade shop. I understand that each person has a different view about sex work, but I am wondering if persistently inviting those who do not want to go to a sex trade shop is appropriate. I know that sexual services are not a rare topic between men, but men should talk about them only within a circle of close friends. For the record, I do not mean to reject the sex trade or sex workers. |

Table 9-10 Classification of students' accounts of who the perpetrator was (F9)

| | Female | Male | Other | Don't want to answer | Total |
|---|------------|------------|-----------|----------------------------|------------|
| Male student | 78 | 14 | 1 | 3 | 96 |
| Faculty member | 31 | 19 | 3 | 5 | 58 |
| Student (student at the University of Tokyo) | 22 | 12 | 4 | 3 | 41 |
| Male | 26 | 6 | 1 | 3 | 36 |
| Instructor/Supervisor | 20 | 11 | 1 | 2 | 34 |
| Senior student/alumnus | 20 | 10 | 1 | 0 | 31 |
| Company employee | 19 | 9 | 0 | 1 | 29 |
| Pervert/suspicious person | 22 | 2 | 0 | 2 | 26 |
| Male faculty member | 17 | 7 | 0 | 0 | 24 |
| University organization | 7 | 6 | 3 | 1 | 17 |
| Partner/boyfriend or girlfriend | 11 | 0 | 0 | 1 | 12 |
| Female student | 2 | 8 | 0 | 0 | 10 |
| Class faculty member | 4 | 3 | 0 | 1 | 8 |
| Staff member | 4 | 4 | 0 | 0 | 8 |
| Guest from outside the University/faculty member from another university | 6 | 2 | 0 | 0 | 8 |
| International student/foreigner | 5 | 2 | 0 | 0 | 7 |
| Female faculty member | 5 | 2 | 0 | 0 | 7 |
| Assistant professor/researcher | 5 | 2 | 0 | 0 | 7 |
| Parent | 4 | 2 | 1 | 0 | 7 |
| Female | 0 | 5 | 0 | 1 | 6 |
| Student from a boys' school | 3 | 2 | 0 | 0 | 5 |
| Researcher | 5 | 0 | 0 | 0 | 5 |
| Counsellor | 2 | 1 | 0 | 1 | 4 |
| Myself | 1 | 3 | 0 | 0 | 4 |
| School faculty member | 1 | 2 | 0 | 1 | 4 |
| Relatives, family member other than parents | 3 | 0 | 0 | 0 | 3 |
| Student at another university | 1 | 1 | 0 | 0 | 2 |
| No description | 99 | 71 | 6 | 11 | 187 |
| Total | 423 | 206 | 21 | 36 | 686 |

Table 9-10 shows the coding results of students' accounts of who the perpetrator was. The details of the description of perpetrators varied from respondent to respondent; some respondents wrote the gender of the perpetrator while others did not. We coded the answers specifying the gender of the perpetrator separately from those not specifying the gender. The most common answer was "male student," who was mentioned

in 96 cases (78 female student cases, 14 male student cases, 1 “other” student case, and 3 student cases who “don’t want to answer” their gender). When combining this answer with “student (student at the University of Tokyo)” (41 cases), “female student” (10 cases), and “student from a boys’ school” (5 cases), there were 152 cases of perpetrators. The number of the answer “senior student/alumnus” (31 cases) was also not small. We coded the answers specifying that the perpetrator was a student at another university as “student at another university,” separately from the above 152 cases. Although these cases did not specify the university of the perpetrator, a majority of them are presumed to be students at the University of Tokyo based on the context of the descriptions. Other perpetrators were “faculty member” (58 cases) (31 female student cases, 19 male student cases, 3 “other” student cases, and 5 student cases who “don’t want to answer” their gender). When combining this answer with “instructor/supervisor” (34 cases), “male faculty member” (24 cases), “class faculty member” (8 cases), “female faculty member” (7 cases), and “assistant professor/researcher” (7 cases), perpetrators were faculty members in 138 cases. Separately from these cases, there were 8 cases of “staff member” and 4 cases of “counselor.” Labeling these two groups of perpetrators “student” and “faculty member,” respectively, Tables 9–11 and 9–12 show examples of students’ accounts of perpetrators in the two groups.

Table 9–11 Examples of students’ accounts of experiences where the perpetrator was a “student”

| Gender | Descriptions |
|--------|---|
| Female | Some of male students of the University of Tokyo unconsciously harass female students as if they had never faced any discrimination (of course, there are many male students who do not). They are nasty because they are familiar with gender issues and falsely believe that they always act right. It is common for someone new to suddenly grasp my hand or hug me at drinking parties. I was even choked by being put in a headlock once. The man may have just wanted to play a prank on me, and others were just laughing, but I was very scared, of course. |
| Female | My desk was in an office where there were posters of anime girls in swimwear affixed to the wall. I never felt welcome there and I slowly stopped going to my office and the department. |
| Female | Especially when I was a Junior Division student at the College of Arts and Science, there was an atmosphere that tolerated male students blatantly mentioning the appearances and sexual characteristics of female students. I was shocked and found it difficult to study in that atmosphere. I believe the fact that female students are a tiny minority has helped create such an atmosphere. |
| Female | When the rent subsidy program for female students started, I received a rash of bussing from male students on social media, for example, “why only female students?” and “it’s not fair.” |
| Female | A male student told me he knew my PIN number. It was scary and disgusting. |
| Male | When I was an undergraduate student, a female classmate not in any romantic relationship repeatedly touched my body for months. Once I kept a distance from her, she started to slander me. I asked advice from some people I knew, but they (both men and women) told me I should feel happy as a man and urged me to hit on other women. (I do not want you to get me wrong. They were normally not sexists. They were good friends, senior students, and junior students who were usually sensible and kind.) This experience destroyed my relationship with them and undermined my trust in them. |
| Male | When there were only male students in events like orientation camps for freshmen |

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| | and drinking parties with students, I often saw some male students ranking the appearances of female students. As their conversations were despicable and intolerable, I could not stand being there. I was sometimes even forced by other male students to show my ranking. I felt guilty about hurting someone if I gave in, but I was worried that I might destroy the atmosphere if I refused to show my ranking or objected to such conversations. |
| Other | Twitter accounts who declare they are students at the University of Tokyo frequently insult a sexual minority and women (whether intentionally or not). |
| Don't want to answer | Several students in my laboratory of the University sexually harassed me in a locked room where there is no one else. More specifically, they blatantly talk about my body (for example, staring at my breasts and buttocks and other parts of my body and then telling me that they are staring or telling me that they wish to see my body), touch and hold my arms and legs, and talk about my clothes and makeup. They are physically close to me and change their attitude only when there is no one else. If I ignore them, they resent me and spread bad rumors about me. |

Table 9-12 Examples of students' accounts of experiences where the perpetrator was a "faculty member"

| Gender | Descriptions |
|--------|---|
| Female | A faculty member forced me to have a sexual relationship. He later stalked me. The University should not allow him to teach classes. |
| Female | When I was talking with my instructor/supervisor, he asked me when I would have a baby. When I could not answer a question from my instructor/supervisor at a meeting, he said to me, "you keep silent because you can take refuge in a marriage even if you can't answer my question, don't you?" |
| Female | An assistant professor in my laboratory told me that female workers were not as good as male workers. A professor in my laboratory made fun of the appearance of a female applicant for a graduate school entrance examination, saying she looked like a sex worker. |
| Female | My instructor/supervisor's gender is female and same gender with me, and she asks students whether they have a partner and whether they plan to get married as part of her guidance. This female instructor/supervisor often talked about my figure. All the students in my laboratory know that she treats students differently by gender (she tends to be tougher on female students and is relatively tender on male students). |
| Female | When I prepared my research materials and showed them to a faculty member, he sarcastically said to me, "I knew women are not as good as men." He underrated the knowledge and skills I worked hard to acquire as "you are a woman." On the other hand, he praised my male classmates for their hard work. He also persistently asked me about my dating experience at a drinking party. I repeatedly answered I was not interested in dating somebody, but he kept on asking me questions like "who is your type among these guys?" "don't you think about anything more than dating?" and "why don't you want to raise a child as a woman?" |
| Male | An instructor/supervisor in my laboratory started to have excessive physical contact with one of the female students in the laboratory, neglecting his research guidance responsibility. Some students in the laboratory who witnessed such physical contact left school, feeling uncomfortable and depressed, or changed the direction on their research. |
| Male | When I worked on my research for graduation, my instructor/supervisor harassed me by yelling at me, telling me to report the progress of the research in the middle of the night and on holidays. I asked for help from a member of the student affairs committee, but the member advised me to clearly ask him to stop harassing me and did not investigate my allegation. I could not stop harassing me for fear |

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|----------------------|--|
| | that he would yell at me again or downgrade me if I did so. |
| Don't want to answer | At a presentation meeting on campus, I saw a faculty member making a discriminatory and insulting remark that had nothing to do with the presentation against a student. Two other faculty members were present there, but they did not stop him (they turned their eyes away from the faculty member), and the presentation ended. Though he might have been completely unaware of the problem with what he said to the student, the two other faculty members must have been aware. I know such harassing remarks are common to other universities, but I was very disappointed to hear such harassing remarks at the University of Tokyo and see the indifference of the two other faculty members. I feel sorry for the student, who might have been traumatized by the act of violating human rights. |

Table 9-13 shows the coding results of students' accounts of how the harassment occurred. Students' answers varied considerably and were not concentrated in any particular categories, but were distributed evenly. The category item "sexual harassment" in the table consists of accounts that used only the term "sexual harassment" without other specific descriptions. Minor everyday discrimination called "microaggression" and "unintentional sexism" in addition to serious sexual offenses accounted for a majority of the accounts. There were 26 accounts of academic harassment or power harassment that is not sexual or gender harassment. Since there are many category items, Table 9-14 shows examples of students' accounts for 13 category items that include 20 or more accounts.

Table 9-13 Classification of students' accounts of how the harassment occurred

| | Female | Male | Other | Don't want to answer | Total |
|--|------------|------------|-----------|----------------------------|------------|
| Exclusion/discriminatory treatment of a certain gender or sexuality | 28 | 19 | 1 | 4 | 52 |
| Coercive requests to play a gender/stereotypical role | 41 | 5 | 3 | 2 | 51 |
| Bringing up/assessing/making fun of a person's physical appearance and characteristics | 29 | 7 | 2 | 4 | 42 |
| Sex crime (e.g. forcible sexual intercourse, secret photographing and filming, molesting, revenge porn, and exhibitionism) | 31 | 7 | 0 | 3 | 41 |
| Insulting/ridiculing/discriminating against a certain gender or sexuality | 21 | 15 | 3 | 0 | 39 |
| Sexual remark/conversation/joke | 24 | 8 | 3 | 2 | 37 |
| Meddling in my privacy/forcing me to talk about private matters | 16 | 17 | 0 | 1 | 34 |
| Physical contact | 20 | 11 | 0 | 0 | 31 |
| Power harassment/academic harassment | 13 | 12 | 0 | 1 | 26 |
| General harassment | 17 | 9 | 0 | 0 | 26 |
| Unbalanced gender ratio/taking lightly or ignoring a minority | 21 | 3 | 2 | 0 | 26 |
| Stalking/persistent contact | 18 | 7 | 0 | 0 | 25 |
| Asking for a date/showing affection/making sexual advances | 19 | 3 | 0 | 0 | 22 |
| Sexual harassment | 6 | 7 | 1 | 2 | 16 |
| Unnecessary mention of gender | 10 | 4 | 1 | 1 | 16 |
| Spreading personal information or rumors about me/outing | 6 | 8 | 0 | 0 | 14 |
| Sex (without consent)/one-night stand | 10 | 2 | 1 | 0 | 13 |
| Sexual photos | 7 | 4 | 0 | 1 | 12 |
| Lack of understanding of gender/diversity/inclusion | 8 | 1 | 3 | 0 | 12 |
| Inappropriate response to requests for advice or help/secondary harm | 6 | 3 | 0 | 1 | 10 |
| Psychological abuse/slander | 2 | 3 | 0 | 3 | 8 |
| Pointing out that women are given special treatment | 7 | 0 | 0 | 0 | 7 |
| Treating someone favorably or unfavorably | 3 | 4 | 0 | 0 | 7 |
| Having a dominant attitude or dominating the situation | 5 | 1 | 0 | 0 | 6 |
| Problems with systems/organizations/information | 4 | 1 | 1 | 0 | 6 |
| Making advances/picking up | 4 | 0 | 0 | 2 | 6 |
| Age discrimination | 6 | 0 | 0 | 0 | 6 |
| Lack of consideration for the physiological characteristics of a certain gender | 4 | 0 | 0 | 1 | 5 |
| Generalizing about "female students at the University of Tokyo"/looking down on them | 4 | 0 | 0 | 1 | 5 |
| Ethnic discrimination/racism | 3 | 1 | 0 | 1 | 5 |
| Indifference/indirect involvement of a third party or bystander | 1 | 1 | 0 | 2 | 4 |
| Forcing me to participate in an event unrelated to studies or research | 1 | 2 | 0 | 0 | 3 |
| Sexual gaze | 3 | 0 | 0 | 0 | 3 |
| Neglecting guidance responsibility | 1 | 2 | 0 | 0 | 3 |
| Pointing out that it is discriminatory | 0 | 3 | 0 | 0 | 3 |
| No experience due to the COVID-19 pandemic | 0 | 3 | 0 | 0 | 3 |
| Associating someone with gender issues | 2 | 0 | 0 | 0 | 2 |
| Forcing opinions/acts out of kindness | 1 | 0 | 0 | 1 | 2 |
| Religious discrimination | 0 | 2 | 0 | 0 | 2 |
| Remark taking me lightly | 1 | 1 | 0 | 0 | 2 |
| Being falsely accused | 1 | 1 | 0 | 0 | 2 |
| Forcing a certain relationship | 1 | 0 | 0 | 0 | 1 |
| Treating me as an eccentric person | 1 | 0 | 0 | 0 | 1 |
| Making a noise/getting heavily drunk | 0 | 1 | 0 | 0 | 1 |
| Making a sexual gesture | 1 | 0 | 0 | 0 | 1 |
| Discrimination by disease | 0 | 1 | 0 | 0 | 1 |
| Discrimination by academic background | 0 | 1 | 0 | 0 | 1 |
| Other | 16 | 26 | 0 | 3 | 45 |
| Total | 423 | 206 | 21 | 36 | 686 |

Table 9-14 Examples of students' accounts of how the harassment occurred

| Gender | Descriptions |
|---|--|
| Exclusion/discriminatory treatment of a certain gender or sexuality | |
| Female | When I visited a club/circle in the beginning of my student life at the University of Tokyo, I found that the club/circle consisted of only male U-Tokyo students and other universities' female students. Though I was not directly refused to join the club/circle, I felt like an outsider and didn't feel like joining it. I do not know about the history of the circle, but it seemed to me that its members had no intention of rejecting female U-Tokyo students. Even if the University asks such intercollegiate clubs/circles to accept female U-Tokyo students, it will be still difficult for us to join them. |
| Female | I frequently feel that male students are elites at the University of Tokyo, and female students are treated like being subordinate to them (of course, few people openly show such an attitude). Why do female students have to volunteer to do the dishes for coffee breaks after seminar classes? Why are we asked about whether we want to get married in the future when we talk about our future courses? I understand gender roles to some extent because it is true that men and women are biologically different, but gender divisions remain strong at the University. |
| Male | Workshops and internship programs limited to female students are discrimination against male students. I understand that the University took affirmative action, but I feel that such workshops and internship programs have deprived male students of opportunities. Since they are offered by Graduate Schools, the gender-based eligibility requirements should be abolished. |
| Coercive requests to play a gender/stereotypical role | |
| Female | I am annoyed by female faculty members who expect female graduate students to have motherhood and accept and embrace the selfishness of young male graduate students. I tolerate their expectations as acts out of kindness, but I want them to understand that such expectations are a kind of gender harassment. |
| Female | Though it is difficult to show specific examples, it seems to me that many (male) students have stereotypes about women like "women are to be like this." I sometimes feel suffocated because they ignore the diversity of our gender identities and ways of life. There are a few female students here, but I hope that more male students will understand our female's diversity. |
| Other | I am a woman, but I often think I may be nonbinary. As I have some doubts about my femininity, I try to be androgynous. My instructor/supervisor jokingly advises me to be feminine. When I asked him not to treat me as a woman too much, he told me that he would treat me like a male student. I was speechless to hear that because I do not like people who treat men and women differently. |
| Bringing up/assessing/making fun of a person's physical appearance and characteristics | |
| Female | Many men treat women differently by their appearances. They don't hesitate to rank the appearances of women even if they are there. They often talk dirty, and there is something like a tradition that they have to use indecent language. But I tried to understand that is how men communicate with each other and how the world goes. I think that many women put up with such men without complaining. I have given up. Especially, indecent customs and culture are widespread in Japan. While talking about someone's appearance is a taboo overseas, Japanese like talking about it. Behind these customs may be our cultural homogeneity. |
| Female | When I was a freshman, a man told me that men did not like my look and clothes. He frustrated me because I believe we dress to express ourselves, not to delight men, and he judged me based on whether I looked attractive to men. |
| Don't want to answer | When I was a freshman, I happened to know that a few male students in my class ranked my female classmates. Since then, I have felt uncomfortable with our male students. Since there were only a few girls in my class, I was worried that if I had spoken up about the problem, I might have divided the class between boys and |

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|---|---|
| | girls. For this reason, I did not tell it to anyone, including girls in other classes, and put up with it for one and a half years. Now I am a senior, I sometimes feel that the environment where female students are significantly outnumbered has made it difficult for female students who are aware of problems to speak up about them. I sincerely hope that new students who entered their dream of the University of Tokyo after overcoming many difficulties will not feel like me. |
| Sex crime (eg. forcible sexual intercourse, secret photographing and filming, molesting, revenge porn, and exhibitionism) | |
| Female | When I was in a bathroom on campus after a class, a man took a sneak video of me. He followed me into the bathroom and was filming me with his smartphone over the door of the stall. I saw myself reflected on the screen of his smartphone because he was filming me with the front camera for some reason. The scene is too horrible to leave my mind. He ran away when I shouted to him, "what are you doing?" |
| Male | My girlfriend of the university was sexually assaulted by one of male students of the university. |
| Male | I often hear stories about sexual violence against female members of intercollegiate clubs/circles at training camps, drinking parties, and members' homes after drinking parties. |
| Insulting/ridiculing/discriminating against a certain gender or sexuality | |
| Female | In front of other people, I was told by a male faculty member of the University things that may discourage women from becoming researchers, like "while there is a grant program for female researchers, only a few women can meet the application requirements" and "women can't work their required working hours in the first place (for such reasons as their family circumstances)." |
| Female | This is an example of potential prejudice: At a meeting of my laboratory, a young faculty member openly said about how to write a thesis, "the introduction should be understandable even to your mothers, but don't worry about your fathers because they may be able to understand technical things." I believe that one of the reasons why Japanese women are still slow to make advances in society is that such remarks have imprinted women's inferiority on the minds of female students. I think that potential prejudice at the place of education is the most serious. |
| Male | I am gay. I have come out as gay only to part of my friends. Almost every day, I hear someone make fun of specific sexuality as jokes. I need to lie about my sexuality whenever someone talks about romances, so I feel my small frustration has been building up. |
| Sexual remark/conversation/joke | |
| Female | When I walk on campus, I sometimes hear male students talk about sexual services (they are just passersby I do not know). I do not know them at all, but honestly, I feel disgusting only by hearing such talks on campus. I believe that such talks are tolerated on campus because 80 percent of the students of the University of Tokyo are male. Men can probably talk about such things without paying attention to women around them because women are a minority. All the students of the University need to be educated about this subject. |
| Female | In a classroom for an online course, I saw a group of male students loudly talking dirty and roaring with laughter, knowing there were female students and male students who were not interested in such talks. |
| Other | Though this may not be harassment, I am uncomfortable with many sexual topics and jokes (very direct jokes) included in daily conversations in male communities. |
| Meddling in my privacy/forcing me to talk about private matters | |

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|------------------|---|
| Female | My most uncomfortable experience was when I was forced to tell how and when I had sex for the first time at a drinking party of my club/circle. I had a hard time as I was told to say it because everyone else had said it. |
| Male | I feel uncomfortable about seeing instructor/supervisors ask their students about their partners in detail. Instructor/supervisors should not ask questions like this. |
| Male | I am gay, but I have not come out. When I am asked whether I have a partner, for example, at a seminar class or club/circle's drinking party (I am often asked such questions), I have no choice but to come out as gay or lie. If I come out as gay, I am afraid that I may face discrimination. If I lie, I will deny my own identity, which involves great pain. I want the University to tell students to avoid asking others about their partners and sexual orientation at seminar classes and clubs/circles' drinking parties. |
| Physical contact | |
| Female | At a drinking party of the club/circle, I was hugged from behind by one of the senior members of the club/circle in a place where others could not see us. |
| Female | At a party, I saw a drunken faculty member touching the hands or hips of several students. None of the students showed displeasure. Rather, they all seemed happy. I do not know whether his act falls within harassment, but it was very shocking. |
| Female | My friend told me that one male Todai professor held a female student's hands during his office hour. He asked her while holding her hands, "Is it cold outside?" And she hated him from that on. |

| Power harassment/academic harassment | |
|---|--|
| Female | I think that there are cases of so-called academic harassment. At a graduation thesis review meeting, a faculty member said to me in a sharp tone, “we finally have a reasonable thesis.” His heartless words hurt me a lot, and I had not gotten over the experience for a while. I do not think that such heartless words without good reason or instructional intent are necessary for academic activities. If he speaks such words, he should give us guidance about how to write a thesis. I think it is unacceptable to say something accusatory words to us in a public forum without necessary support before establishing a relationship of mutual trust with us. |
| Female | In my seminar classes, the faculty members frequently make fun of students’ ability (saying things like “don’t you have common knowledge like this?”). My patience is about to snap at this attitude. |
| Male | During a research meeting, I was loudly lectured about a trivial problem in front of all the participants. I had to deal with such a person who could not do more than keep saying things like “your research is not interesting” without grounds. |
| General harassment | |
| Female | While sexual and academic harassments toward female students are less common among male faculty members these days, they are more observed among female faculty members. Simply increasing female faculty members will not solve harassment problems. |
| Female | I am disappointed at the University’s attitude toward harassment. I appreciate the University’s various efforts to tackle harassment issues, including this survey, but I feel that our organizations definitely vary in their engagement in harassment issues and do not share a sense of crisis. |
| Male | A female graduate student told me about her disgusting experience of harassment by her supervisor. I was very surprised to learn that even the University of Tokyo had such a problem. |
| Unbalanced gender ratio/taking lightly or ignoring a minority | |
| Female | When I was a Junior Division student at the College of Arts and Science, I was the only female student in my class and had uncomfortable experiences in the orientation camp. For example, prizes prepared by sophomores included sexual goods, and I was told to go to the center in a group photo session. Even when I was a Senior Division student, a faculty member irritated me by calling only me “●●-chan” in class. I do not think that I will feel happier if there are more than one female student in my class, but the current ratio of male to female students will make it almost impossible for female students of science at the University of Tokyo to graduate without unpleasant experience. |
| Female | I felt very unpleasant when I read dirty talks in the LINE group of my class, where I was the only female student, but I could not say anything because I found it stressful to tell the boys to stop it. I also had a hard time in compulsory PE classes in the Junior Division because I had to take classes with male students. |
| Female | I felt uncomfortable when my instructor/supervisor said in a seminar class that he had become a researcher to be popular with women. He did not change his attitude toward students based on their gender, but I think he said it to male students (or ignored female students). I indirectly talked back to him that it was not right, but I should have made it clearer. |
| Stalking/persistent contact | |
| Female | Though I have not shown affection, many male students keep asking me out or keep sending me LINE messages as if they knew they could have a date with any woman by keeping asking her out. I just try to be nice to them as a person, but I am fed up with their false belief that I am interested in them. Particularly after the COVID-19 pandemic started, more male students repeatedly sent me LINE messages, which disgusted me. I asked my friends at the University of Tokyo for advice, but |

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| | I felt hopeless because male friends supported the male students while female friends said things like “why not if you are popular?” |
| Male | A temporary male faculty member repeatedly sent a female student long e-mails and asked her to dinner. |
| Asking for a date/showing affection/making sexual advances | |
| Female | A faculty member asked me by e-mail to come to the laboratory room for a one-on-one interview. After giving me some feedback about my reports, the faculty member kept talking about things not related to my research and even asked me if I had a boyfriend. The faculty member also asked me to dinner off campus several times by e-mail and in person. I did not know whom to ask for help. In the end, I decided not to tell anyone about it for fear of getting into trouble by asking for help. It was a waste of time to think over how to turn him down. |
| Female | When a male international student wanted to hold my hands and kiss me, I had trouble saying no. Language and cultural differences made it more difficult for me to deal with him. |
| Female | What annoys me most is that there are more men in a higher position than you might think who falsely believe I like them just because I try to be dutiful to them for the hierarchical relationship. I suspect that there are many men, especially at the University of Tokyo, who are impolite or believe that they can behave somewhat dominantly against someone who did them a favor. Before understanding gender issues, they may need to understand how they should deal with people. |

2.2 Answers to the Open-ended Questions on Opinion

This section discusses students’ answers to the open-ended questions on opinion. As shown in the beginning of this chapter, F10 in the student survey asked students to give their opinions: “If you have any opinions to share about sexual discrimination, harassment, or violence on campus, or about this survey, please write it here.”

Respondents gave various opinions. Of all the 7,360 respondents, 1,019 wrote something in response to this question. Of these respondents, 952 respondents (12.9% of the total respondents) wrote their opinions, excluding those who gave an answer like “nothing in particular.” Of the 952 respondents, 365 were women, 530 were men, 18 were “other” students, 36 were students who “don’t want to answer” their gender, and 3 did not answer their gender.

We classified their opinions into broad categories and further classified them into subcategories. Table 9-15 shows the coding results. Their opinions were classified into seven broad categories.

The broad category with most opinions was “feedback on the survey” (314 opinions), followed by “comments to bring attention to problems on the campus” (234 opinions) and “suggestions and requests” (199 opinions). The following tables show examples of students’ opinions in each subcategory in the order of the broad categories listed in Table 9-15.

Table 9-15 Classification of students' opinions (F10)

| | | (Number of opinions) | | | | | |
|--|---|----------------------|------------|-----------|----------------------|-----------|------------|
| Broad category | Subcategory | Gender | | | | | Total |
| | | Female | Male | Other | Don't want to answer | No answer | |
| Suggestions and requests | Education and Training | 44 | 32 | 0 | 1 | 0 | 77 |
| | Overall initiative | 16 | 14 | 2 | 2 | 0 | 34 |
| | Public relations/university-wide awareness and knowledge | 8 | 10 | 1 | 1 | 0 | 20 |
| | Punishments and investigations | 7 | 12 | 0 | 0 | 0 | 19 |
| | Places/environments | 5 | 8 | 1 | 0 | 0 | 14 |
| | counseling system | 3 | 11 | 0 | 0 | 0 | 14 |
| | Care | 2 | 1 | 0 | 0 | 0 | 3 |
| | Research | 0 | 0 | 0 | 1 | 0 | 1 |
| | Other | 5 | 11 | 0 | 1 | 0 | 17 |
| | Total | | | | | | 199 |
| Comments to bring attention to problems on the campus | Low awareness | 27 | 20 | 1 | 4 | 0 | 52 |
| | Low percentage of women | 22 | 25 | 0 | 1 | 0 | 48 |
| | Extracurricular activities | 13 | 27 | 1 | 3 | 0 | 44 |
| | Other harassment and discrimination | 14 | 19 | 0 | 0 | 0 | 33 |
| | Systems and organizations | 11 | 9 | 1 | 1 | 0 | 22 |
| | counseling system | 10 | 5 | 1 | 2 | 0 | 18 |
| | "No problem" | 5 | 7 | 0 | 0 | 0 | 12 |
| | Facilities/equipment | 4 | 1 | 0 | 0 | 0 | 5 |
| | Other | 5 | 11 | 0 | 2 | 0 | 18 |
| | Total | | | | | | 234 |
| Descriptions of experiences | By faulty members | 4 | 6 | 0 | 0 | 0 | 10 |
| | By students | 5 | 2 | 0 | 0 | 0 | 7 |
| | Experiences of effective response | 4 | 1 | 0 | 0 | 0 | 5 |
| | By staff members | 3 | 0 | 0 | 0 | 0 | 3 |
| | Other | 5 | 0 | 0 | 0 | 0 | 5 |
| | Total | | | | | | 30 |
| Comments to bring attention to problems off the campus | Overall social issues in Japan | 11 | 10 | 0 | 0 | 0 | 21 |
| | Elementary and secondary education | 3 | 8 | 0 | 0 | 0 | 11 |
| | Part-time work | 1 | 1 | 0 | 0 | 0 | 2 |
| | Other | 1 | 0 | 0 | 0 | 0 | 1 |
| | Total | | | | | | 35 |
| Comments to bring attention to male or female issues | Discrimination against men/excessive special treatment of women | 4 | 15 | 0 | 1 | 0 | 20 |
| | Men's experiences of harassment | 1 | 9 | 0 | 0 | 0 | 10 |
| | Same-gender harassment | 2 | 4 | 0 | 0 | 0 | 6 |
| | Harassment by women | 1 | 1 | 0 | 0 | 0 | 2 |
| | Total | | | | | | 38 |
| Feedback on the survey | Criticism and doubts about questions | 49 | 142 | 5 | 12 | 3 | 211 |
| | Support for the survey | 33 | 32 | 2 | 1 | 0 | 68 |
| | Request for publication of survey results | 8 | 8 | 1 | 0 | 0 | 17 |
| | Imbalance in respondents | 4 | 8 | 1 | 0 | 0 | 13 |
| | Other | 3 | 2 | 0 | 0 | 0 | 5 |
| | Total | | | | | | 314 |
| Beliefs/arguments/impressions | Gender | 9 | 24 | 0 | 1 | 0 | 34 |
| | Harassment | 6 | 16 | 1 | 1 | 0 | 24 |
| | Sexual minority | 1 | 6 | 0 | 1 | 0 | 8 |
| | Sexual issues | 0 | 2 | 0 | 0 | 0 | 2 |
| | Other | 6 | 10 | 0 | 0 | 0 | 16 |
| | Total | | | | | | 84 |
| Total | | 365 | 530 | 18 | 36 | 3 | 952 |

The broad category "suggestions and requests" include many opinions that overlap with open-ended answers given in the option "other" to Q14 about measures taken by the University of Tokyo, which were discussed in Chapter 8. The subcategory with most opinions is "education and training" (77 opinions), followed by "overall initiative" (34 opinions), "public relations/university-wide awareness and knowledge" (20 opinions), and "punishments and investigations" (19 opinions). Table 9-16 shows examples of the opinions in the broad category.

Table 9-16 Examples of students' opinions classified as "suggestions and requests"

| Gender | Descriptions |
|-------------------------------|---|
| Education and Training | |
| Female | Women are harassed by men who believe that "I'm a university student, so this kind of behavior is acceptable" or "we're friends, so this is not sexual harassment" or who are unaware of their male chauvinism. For this reason, unless the University educates all students about gender bias through compulsory subjects, we will not be able to reduce harassment. |
| Female | All freshmen need to go through intensive gender education after entering the University. It is meaningless if we only watch a video. We may not understand how harassment hurts people unless we are harassed. |
| Female | The University's active appointment of women as faculty members is a very good thing, but a considerable proportion of women are insensitive to harassment. Compared to students at women's universities, the female faculty members and students at the University of Tokyo have become more accustomed to being harassed, for better or worse. It seems to me that they are not only more insensitive to harassment than ordinary people, but also inclined to unintentionally harass others if they are not careful. I have long hoped that the University will provide training in harassment to both male and female university community members (particularly faculty members and graduate students). |
| Female | When I was a student at an overseas university, all of us were required to take an intensive online course about gender issues and sexual consent and pass a test at the end of the course. The course dealt with homosexual couples, female harassment of males, and various forms of partnership. The University of Tokyo should first introduce such a course that can help students review their basic values about gender issues and harassment. |
| Male | I want the University to make gender education compulsory for students. I entered the University of Tokyo from a boys' high school. I saw and heard about many cases of sexual discrimination and harassment, though I did not see any sexual violence, in the orientation camp, club/circle visits, and other events right after the entrance. As a man, I was not in the position of being sexually discriminated against or harassed, but I felt uncomfortable seeing such behaviors. Nevertheless, I tried to get used to such an environment, thinking that this was how men and women are together and what university students are like. I might have harassed someone during a few years after that. Watching the recent debates on gender issues, however, I thought better of getting used to it and reflected on my words and actions. Those who do not tolerate sexual harassment are influenced by a larger group of those who do to falsely believe that they are wrong and end up trying to agree with the majority. As a result, they sometimes suffer from the differences between what they believe and what they actually say and do. For this reason, unless all our students correctly understand gender issues, not only sexual harassment victims, but also those who do not tolerate sexual harassment will suffer. If gender issue classes start, I think they should be dialogue-type lectures. One-way lectures may make some students feel forced to accept certain moral values. Some of those who do not tolerate sexual harassment cannot express well about what is acceptable and what is not. The lectures should also help solving their frustrations. |
| Male | I want the University to give faculty members opportunities, such as case studies, to discuss and review harassment. |
| Don't want to answer | I am aware that I have been really fortunate enough to be free from gender-related direct disadvantages throughout my life. On the other hand, I know that the society is not free from various forms of harassment and sexual discrimination and violence. I consider it a problem that not all harassers are |

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| | aware of their violence or problematic behaviors. I hope that the University will start intensive gender education for all students as soon as possible. |
| Overall initiative | |
| Female | I hope that efforts like this survey will enable all the University of Tokyo's community members to accurately understand the reality of sexual discrimination and harassment on and off campus and study or work without fear of sexual discrimination and harassment. Japan is one of the least advanced countries for gender issues. The University of Tokyo, still dominated by masculine ideas, can be said to be the epitome of our society. I hope that we will be free from uncomfortable experiences, whether major or minor, on campus as soon as possible. |
| Female | I want the University to work harder to tackle sexual discrimination, violence, and harassment. |
| Male | <ul style="list-style-type: none"> • I am afraid that harassment problems will not be solved unless external instructions and intervention by university authorities or independent organs with written authority because the self-remedial functions of individual university organizations (such as laboratories and clubs/circles) have limits. It is also essential to take care of victims who have no choice but to leave their organizations (helping them find other laboratories or circles). Now is the time for the University to enhance a systematic approach to harassment prevention instead of trivializing it to an issue of mindset. • If the University becomes publicly known for its negligence in addressing harassment issues and allows students to graduate being disappointed at on-campus harassment issues, it will suffer from unmeasurable losses. The University, whether willing or not, will need to seek understanding from the public and interact with the public. How hard the University may stress the importance of learning academic knowledge, it will face their criticism of self-contradiction if they have or have heard about experiences of harassment at the University. They may even refuse to try to understand us. This kind of logic may be necessary to give a sense of crisis to faculty and staff members who do not need to be worried about being harassed. |
| Public relations/university-wide awareness and knowledge | |
| Female | Since I had often heard the news of universities' failure to deal with on-campus harassment cases, I was very worried that even if I asked a counseling section for help, they might try to protect the faculty member who harassed me and the university organization, and had difficulty finding the courage to ask for help. (Contrary to my worries, they responded with care to my concern from my viewpoint, so I now strongly feel that I was right to ask for help.) Students will find it easier to ask for help if the university website shows some anonymous and abstract examples of how harassment cases were handled and settled by the counseling section. |
| Female | I have never experienced, seen, or heard about any harassment on campus, so I do not know whether there are any students who have experienced harassment on campus (I believe this is why this survey is being conducted). I think there are many female students like me. I want the University to clarify the reality of harassment on campus and share it with us. |
| Male | I think that it is effective in preventing sexual violence, discrimination, and harassment on campus if the University shows in detail how and how often such cases occurred. While it is of course important for the University to promote university-wide understanding and awareness of the problems, it also needs to change the environment and systems to prevent the problems. |
| Punishments and investigations | |
| Female | I think the University seems too tolerant toward its faculty members. I suspect that the tolerance has covered up many cases. I want the University to thoroughly implement basic measures, such as penalties. Please do not allow cover-ups. For this |

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| | purpose, the organ responsible for addressing harassment should become independent and have some more authority. |
| Female | increase the punishment of sexual harassment |
| Male | It is completely unknown how and whether the University handled the sexual violence and crimes covered by newspapers. Unless the University imposes tougher punishment, the morals of the University of Tokyo will be questioned. To enable female students to study without worries, the University must explain punishment and show its commitment on its website. |

Listed below are concrete requests other than many common opinions and requests shown in Table 9-16.

- Counseling section where students feel free to ask for advice about sexual matters
- Psychological care of victims
- Counseling system where international students can ask for help in foreign languages (their native languages)
- Counseling system using LINE or other social media
- Counseling section for a sexual minority
- Section for reporting
- Response by outside lawyers and other independent organs and others.

The second broad category is “comments to bring attention to problems on the campus.” The subcategory with most opinions in this broad category is “low awareness” (52 opinions), followed by “low percentage of women” (48 opinions), “extracurricular activities” (44 opinions), and “other harassment and discrimination” (33 opinions).

Table 9-17 Examples of students’ opinions classified as “comments to bring attention to problems on the campus”

| Gender | Descriptions |
|---------------|--|
| Low awareness | |
| Female | Elderly male faculty members have a poor understanding of sexual harassment. Though they learned about sexual harassment through a sexual harassment program, they do not understand why sexual harassment should not be tolerated and end up unintentionally harassing students. Another problem is the campus atmosphere that tolerates harassment by such faculty members. In a previous class, I felt uncomfortable hearing the faculty member give a sexual joke. There were many male students in the classroom, who laughed at the joke without showing any concern (this is just my impression). A considerable percentage of male students seem to look down on female students (though some students do not). They have sexist views without questioning them. Even if I question such views, they talk back to me by mentioning the theory of evolution and income gaps between men and women. Whenever I bring up such a topic to the men, they seem to feel blamed and uncomfortable and will not listen to me. |
| Female | The University of Tokyo is really abnormal. I had not had an experience like this until I entered the University of Tokyo. Male students of science are shy? Or geeks and not good at communication? So what? Their arguments cannot be an excuse. Persons at the University commit crimes, hurt others, and such incidents shock foreigners. Can Japan’s highest institution of learning leave this situation? I think both students and faculty members have a deep-rooted bias against women. I am often asked to speak well of the University to attract more female students because I am a woman. On such occasions, I always say loudly, “girls shouldn’t come to such university!” This is because I feel there will be an increasing number of victims unless the current situation does not change. |

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| | Anyway, I want people inside and outside the University of Tokyo to know our reality. |
| Female | When a class dealt with gender issues, the indifference of some male students stood out (though relatively). Every day I realize that gender equality, though publicly advocated, has not taken root at all, but I was disappointed to see such male students because I had believed that the male students at the University of Tokyo must have been highly aware of the importance of gender equality. As long as sexist views exist and remain unconsciously tolerated, I think the problems mentioned in this survey will not disappear. I think we need to have a kind of mechanism to make changes from inside the University of Tokyo, while involving society. |
| Male | I am not familiar with this issue, but I suspect that harassment between students and in clubs/circles (like the story of the famous novel " <i>Kanojowa atamaga waruikara</i> [Because she is not smart], etc.") may be attributable to harassers' psychological problems (such as sex addiction) (for example, men may expect women of femininity or feel dominant over or superior to women just because they have been expected of masculinity, and vice versa). In this case, I think that we need not only to provide gender education, but also to solve such psychological problems of the students. This is not an issue of poor awareness of the genders of others or a false belief in gender superiority, but a deep-rooted issue based on backgrounds and values of "his own belief that each gender must play their respective roles." In addition, some men take direct action based on their physical superiority against women, such as molestation and rape. On the other hand, I think that female expectations for men (such as so-called "three highs" [height, high income, and graduation from a high university]) may also be a type of harassment. It seems to me that such female expectations reflect a female belief in "what women should be." Harassment that occurs in this way is unlikely to come up to the surface, so it is difficult to be solved. Therefore, I think we cannot solve fundamental problems only by punishing harassers, and systems that just aim to punish harassers will not eradicate harassment. Having said that, if I am asked what to do, I can only say it is a difficult problem. Those who are generally considered to have an advanced educational background, especially the students at the University of Tokyo, seem to expect too much of themselves (this may be true of only the students around me or my prejudice). I feel that their excessive expectations for themselves affect their mindset, and this mindset further affects others, or the other gender, in the form of harassment. This mechanism also seems to be true of academic harassment and power harassment. |
| Male | I know five students at the University of Tokyo who repeat remarks and actions that may be considered sexual harassment. Since even a person like me who doesn't have many friends knows several harassers, I am afraid that we may have a large number of students like them at the University of Tokyo overall. When they asked me for advice about romance, they seemed to be unaware that their words and actions had sexually harassed and frightened women. I suspect that their insufficient experience in communicating with women may be indirectly responsible for their behaviors. (As far as I know, male students like them who sexually harass women all come from six-year secondary schools for boys.) |
| Low percentage of women | |
| Female | This is not sexual violence, but I am frequently the only woman in classes, club/circle activities, and other occasions on campus, feeling lonely and isolated. I sincerely hope that the University will make more efforts to increase female students and faculty members. |
| Female | Some professors I have talked with before believed that the low percentage of women was attributable to their ability, not to social structures, or had an unconscious bias against women. I strongly hope that not only students, but also |

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| | faculty members will have an accurate understanding of gender issues so that we will not have such matters. Since science-related courses have a particularly low percentage of women, I have seen some male students sexually harass female students without caring about how they might be seen by others for several times. To improve this situation, the University should keep working to increase female students and faculty members. |
| Female | I have to stress that especially, there are many men who speak and act without paying attention to women at the University of Tokyo. I believe that the unbalanced ratio of men to women at the University is related to such men's habitual discrimination against women. While it may be difficult for the University to immediately increase female students and faculty members in an ordinary way due to the current social circumstances, I think the University may be able to increase the percentage of women in an effort to correct the unbalanced ratio. The University should ultimately aim to have a 1:1 ratio of male to female applicants and a 1:1 ratio of male to female students and faculty members without changing its current hiring and entrance examination policies. |
| Male | Since men are a majority here, some people, even students, occasionally talk as if they forgot about the possibility there may be female participants. Though I believe they have no malicious intent, it is frustrating. With more female students, we will not have such an experience. |
| Extracurricular activities | |
| Female | Whenever I see or hear about photo books of the beautiful female students, clubs/circles not accepting our female students, or our beauty contests at the University of Tokyo, I am reminded that stereotypes about women and values emphasizing female appearances remain deeply rooted in this university. |
| Male | In today's society, which advocates respect for sexual diversity, we should address our tacit acceptance of that beauty and handsome contests taking the name of the University of Tokyo as a serious problem. |
| Male | Most people seem to be conscious of harassment in public places. However, some undergraduate students behave terribly within their clubs/circles or in intercollegiate clubs/circles. They sexually discriminate, bully their junior students, and anonymously slander someone online. I think there needs to be education for freshmen. |
| Other harassment and discrimination | |
| Female | This falls within power harassment, too. Though this is not talked about often, graduate students have difficulty staying in their laboratories if they are disliked by their supervisors. Those who are eager to obtain a doctoral degree have no choice but to suffer in silence or put up with any harassment. Otherwise, they cannot obtain a doctoral degree. In addition, those who want to have a job at this university are worried that if they have issues with their supervisors, they may antagonize their supervisors (and the academic societies to which the supervisors belong to and this university) and face disadvantages in finding a job. That is why they have no choice but to silently bear unreasonable harassment. |
| Male | Though I have not experienced any sexual harassment, I am afraid that power harassment and academic harassment are seriously rampant here. They are very cruel because they are less likely to come up to the surface and force students to bear them. Many victims of such harassment have given up on their research without asking anyone for help. All of us do not want to antagonize professors. All of us work to graduate while putting up with such harassment. I think that academic harassment and power harassment are not separate from sexual harassment, but closely related to it. I want the University to take integrated measures against harassment. Of course, there are many cases where students are far more to blame for or have a terrible attitude to learning, so I think that the University needs to investigate each case carefully. It will not be an easy task. |

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| Male | Since the title of this survey is “Survey on Awareness and Status of Diversity at The University of Tokyo,” I am doubtful about the significance of this diversity survey as it focuses only on gender diversity. I do understand that gender diversity is one of major problems at the University of Tokyo, but we seem to have problems with ethnic and religious diversity, too. In fact, I have seen discriminatory remarks and treatment by faculty members against international students in undergraduate classrooms and laboratories. |
|------|---|

In this broad category, I listed below some concrete problems pointed out in subcategories not shown in Table 9-17.

- The University does not compensate or show consideration for victims.
- The University does not provide single-sex locker rooms, changing rooms, and lounges, etc.
- Buildings are not barrier-free.
- The words and designs of the University’s leaflets, notices, and websites are inappropriate.
- In the Junior Division, classes and in-class groups are organized in a way that distributes female students evenly.
- Female students have to take compulsory PE classes together with male students.
- Laboratories have a closed culture.
- Some university document forms have an unnecessary gender section to fill in.

The third broad category is “descriptions of experiences,” which has 30 opinions. Since we discussed this broad category in detail in connection with F9 question in Section 2.1, we omit the examples of students’ opinions in this broad category. The fourth broad category is “comments to bring attention to problems off the campus,” which had a total of 35 opinions consisting of “overall social issues” (21 opinions), “elementary and secondary education” (11 opinions), “part-time work” (2 opinions), and “other” (1 opinion). Since the University of Tokyo cannot address these problems, we also omit the examples of students’ opinions in this broad category.

The fifth broad category is “comments to bring attention to male or female issues,” which had a total of 38 opinions, mainly given by male students. This broad category is further classified into subcategories of “discrimination against men/excessive special treatment of women” (20 opinions), “men’s experiences of harassment” (10 opinions), “same-gender harassment” (6 opinions), and “harassment by women” (2 opinions). Since this broad category does not have many opinions, Table 9-18 shows examples of students’ opinions in these subcategories together.

Table 9-18 Examples of students' opinions classified as "comments to bring attention to male or female issues"

| Gender | Descriptions |
|--------|---|
| Male | I want the University to focus on discrimination against men, too. The University should know that excessive affirmative action has caused respect for women at the expense of men. I feel very annoyed as the University seems to be forcing men in our generation to clean up past female discrimination problems. |
| Male | If a university aggressively corrects a low proportion of women or men resulting from fair selection, for example, in the number of new students (a majority of whom happen to be male without any preferential treatment of male examinees in entrance examination scores) and the number of faculty members (who are employed through a fair selection process), male examinees and applicants suffer disadvantages. I do not know why such male disadvantages are tolerated in our society, but they should not be tolerated. These days, I often see apparent preferential treatment of women, such as "xx for female students" and female quotas in faculty members' appointment (I have never heard of such quotas at the University of Tokyo). Such preferential treatment of women is not good. |
| Male | To be honest, there is a kind of gender extremism. It is no wonder that some laboratories will not accept women in the end. |
| Male | While it is important to discuss women's human rights, we need to consider it a problem that sexual harassment of men is tacitly tolerated at this university. |
| Male | I hope that the University will understand it is meaningless to prevent only sexual harassment between men and women because there is also same-gender sexual harassment. |
| Male | This is my personal experience, but female faculty members are more likely to favor students they like and give better grades to such students. For this reason, the University should not rush to increase the number of female faculty members. |

The sixth broad category is "feedback on the survey." In this broad category, "criticism and doubts about questions" is the subcategory with most opinions (211 opinions), followed by "support for the survey" (68 opinions), "request for publication of survey results" (17 opinions), "imbalance in respondents" (13 opinions), and "other" (5 opinions).

Since a majority of opinions classified as "criticism and doubts about questions" are concrete and include many findings that will help our future survey design and implementation, we list such opinions below (for the details of the question mentioned below, see the Questionnaire (Student) in Appendix 3 provided at the end of this report).

- Requiring respondents to enter their personal IDs when they enter the survey screen has a problem from the perspective of anonymity.
- The questions are too narrow, compared to the survey title.
- Answers to the Q1 questions are influenced by social norms and cannot reflect the reality.
- The items of the Q1 questions seem to approve of harassment and discrimination.
- I cannot answer Q1-3 unless the male-female ratio of examinees is shown.
- It is unknown whether the "differences between men and women" mentioned in Q1-4 are biological or social differences.
- In Q1-8, "misunderstanding," "false claim," and "malice" are different concepts from each other.
- It is unknown whether "stay away from" in Q1-9 means "don't want to be sexually harassed" or "don't like discussing sexual harassment issues."
- It is unknown whether "two categories of men and women" in Q1-11 are biological or social categories.
- The setting of situations for the Q1 to Q4 questions is not clear.
- Answers to the Q2 questions are influenced by the subjectivity of those who were suffered

by harassment. It is also difficult to answer the questions because it is not clear whether they ask about respondents' opinions or social norms.

- The explanations about the terms “sexual orientation” and “gender identity” used in the Q2 questions are inaccurate.
- It is unknown how we should answer the Q2 questions if a behavior does not fall within sexual harassment but falls within power harassment.
- In the option (g) for the Q2 questions, “meal” and “date” have different implications.
- The subject and object of the option (h) for the Q2 questions are unknown.
- The options for the Q3 questions need to include “cannot convey the message” and “do not feel uncomfortable.”
- The questions Q9 to Q11, which ask respondents about their most upsetting experience, trivialize problems.
- The options for Q13 need to include “I don't know.”
- It is not clear what problems the options for Q14 aim to address.
- It is unknown why the answer “female” comes before the answer “male” in F1 question (gender). It is also unknown whether the gender is a biological or social gender.
- F2 question (age) should be a multiple-choice question.
- F3 question (faculty/graduate school) and F4 question (grade) have a problem from the perspective of anonymity.
- It is unknown why the options “school for girls” come before the options “school for boys” in F6 question (high school). The options do not consider the privacy of transgender students.
- Many questions assume that women are victims.
- I wonder why the option “family” is separated from the option “partner” in F8 question (residence).
- It is difficult for students in a sexual minority to answer questions including the term “heterosexual.”
- The survey should ask students about their experiences in their current faculties or graduate schools.
- There are no questions about experiences of harassing people, uncomfortable everyday experiences, online harassment, academic harassment, power harassment, and various forms of discrimination.
- There are too many questions.
- Some questions reminded me of my experience of harassment.
- It is difficult to answer questions using a smartphone.
- As a student who entered the university in FY2020, I have not experienced university life on campus yet due to the COVID-19 pandemic.

and so on.

Most of the opinions in the subcategories “support for the survey” and “request for publication of survey results” thanked us for the survey or wanted us to make public survey results. For this reason, we omit the examples of students' opinions in these subcategories. Most of the opinions in the subcategory “imbalance in respondents” pointed out that answers would not reflect the reality because only students conscious of gender issues would answer. For this reason, we also omit the examples of students' opinions in this subcategory.

The last broad category “beliefs/arguments/and impressions” had a total of 84 opinions consisting of “gender” (34 opinions), “harassment” (24 opinions), “sexual minority” (8 opinions), “sexual issues” (2 opinions), and “other” (16 opinions). Though the opinions in this broad category varied, Table 9-19 shows examples of students' opinions to clarify part of their views.

Table 9-19 Examples of students' opinions classified as "beliefs/arguments/and impressions"

| Gender | Descriptions |
|----------------------|---|
| Female | I think it is right to criticize sexual discrimination, but we should prevent people from going to extremes by severely criticizing the beauty and handsome contests at the University of Tokyo and gender choices of only men and women that are not considered by those concerned as harassment. |
| Male | In a sustainable society, we need to give birth to and raise children. We should always watch out for movements to expand gender and sexual harassment issues in a direction that discourages students from finding a future marriage partner in their university lives because such movements are not beneficial to society. |
| Male | This is my personal view, but I think it is inevitable that we have far fewer female students, considering that there are no men's universities, but there are many women's universities across the country. Unless current situations above are improved, it will be difficult to improve the ratio of male to female students. |
| Male | As far as I am concerned, there are definitely biological gender differences. The concept of gender was basically born from these biological differences. It is common for men to make advances to women. Claiming such advances as sexual harassment is correct if they are too much or inappropriate for the relationship between the man and woman, but may make interpersonal relationships difficult. While sexual issues, such as illicit love affairs and sexual harassment, are sensitive in the U.S. and other foreign countries, I have heard that such issues were common in Japan in the good old days of the Showa era. As far as I know, there is nobody around me who considers such issues wrong. Since such issues are sensitive and do not seem to be seriously viewed in the university life, I do not think that there is any need to dare to discuss sexual harassment. If sexual harassment occurs in a rigid master-servant relationship, like the relationship between students and professors, of course, that is a different story. |
| Don't want to answer | The University of Tokyo seems to be stuck in a weird ideology. In the society in general, which disapproves of dividing gender roles, many men still have a work-centered life while many women have a life centered around housekeeping and childcare. In fact, many want to lead such a life. In addition, many women want to be a housewife if their family is affluent enough. The female brass of the University of Tokyo is naturally career-oriented, but they should be aware that they are a minority in our society. |
| Male | I think sexual discrimination and harassment is not a serious issue. Only a small number of people are making a fuss about it. Most harassment cases will be settled if those harassed say no to those harassing them. If harassers threaten victims, they will be criminals. I do not see the reason why we should protect those who make harassment allegations against someone without asking him or her to stop the act. It will make everyone happier if we enable the weak to do what they should do instead of protecting them. It is foolish to restrict our freedom over something so trivial. |
| Male | Though diversity is important, including gender diversity, we should deeply understand the strengths and significance of the University of Tokyo, which provides higher education almost exclusively in Japanese in the country with an almost homogeneous population. I think that there are only a few countries in the world that can provide graduate and higher education and do cutting-edge research in their first languages other than English. I am against the unexplained move to promote the diversity of the University of Tokyo based on such data as the ratio of men and women, the ratio of Japanese to international students, and the percentage of classes in English. I hope that the University will promote diversity with firmly understanding the cultural and other backgrounds. |

3 Faculty and Staff's Answers to the Open-ended Questions

This section discusses faculty and staff's free answers. Like the analysis of the students' survey in the section above, we show examples of their open-ended answers of sexual harassment experiences in Section 3.1 and examples of open-ended answers on their opinions in Section 3.2 with coding results.

3.1 Answers to the Open-ended Questions on Experiences of Sexual Harassment

In the faculty and staff survey, of the total 4,579 respondents, 588 wrote something in response to F7 question about experiences of sexual harassment. Of these respondents, 485 respondents (10.6% of the total respondents), excluding those who gave an answer like "nothing in particular," gave accounts of their experiences of sexual harassment. As a result of counting more than one experience of a respondent as separate cases, we obtained a total of 598 cases.

Of the 598 cases, 431 were by female respondents, 137 by male respondents, 4 by "other" respondents, 23 by respondents who "don't want to answer" their gender, and 3 by respondents who did not answer their gender. The percentage of cases provided by female respondents was larger than that in the student survey.

Like F9 question in the student survey, we show the coding results of faculty and staff's accounts of when the harassment occurred, where the harassment occurred, who the perpetrator was, and how the harassment occurred and, as necessary, examples of their accounts of experiences.

Table 9-20 shows the coding results of faculty and staff's accounts of when the harassment occurred. The most common answer was "working on the campus" for both genders. We omit the examples of the answers for this category.

Table 9-20 Classification of faculty and staff's accounts of when the harassment occurred (F7)

| | Female | Male | Other | Don't want to answer | No answer | Total |
|------------------------------------|--------|------|-------|----------------------------|-----------|-------|
| Working on the campus | 275 | 87 | 3 | 13 | 2 | 380 |
| Student at the University of Tokyo | 17 | 3 | 0 | 0 | 0 | 20 |
| Working off the campus | 13 | 2 | 0 | 1 | 0 | 16 |
| Working at another university | 7 | 6 | 0 | 0 | 0 | 13 |
| Previous workplace | 10 | 1 | 0 | 0 | 0 | 11 |
| High school student or before | 6 | 3 | 0 | 0 | 0 | 9 |
| Student at another university | 6 | 0 | 1 | 0 | 0 | 7 |
| Job-hunting | 2 | 0 | 0 | 0 | 0 | 2 |
| Off the campus | 1 | 1 | 0 | 0 | 0 | 2 |
| No description | 94 | 34 | 0 | 9 | 1 | 138 |
| Total | 431 | 137 | 4 | 23 | 3 | 598 |

Table 9-21 shows the coding results of faculty and staff's accounts of where the harassment occurred. The most common answer was "in an office on the campus" (101 cases), followed by "in a lab/ seminar class/school course" (74 cases), "on the campus" (69 cases), and "a social event/social gathering for a meal or drink" (63 cases). These four places accounted for a majority of the places of harassment.

Table 9-21 Classification of faculty and staff's accounts of where the harassment occurred (F7)

| | Female | Male | Other | Don't want to answer | No answer | Total |
|---|------------|------------|----------|----------------------------|-----------|------------|
| In an office on the campus | 80 | 18 | 0 | 3 | 0 | 101 |
| In a lab/seminar class/school course | 57 | 15 | 2 | 0 | 0 | 74 |
| On the campus | 45 | 20 | 0 | 3 | 1 | 69 |
| A social event/social gathering for a meal or drink | 50 | 12 | 0 | 1 | 0 | 63 |
| In a workplace off the campus | 18 | 2 | 0 | 1 | 0 | 21 |
| At a specific facility/organization on the campus | 9 | 8 | 0 | 0 | 0 | 17 |
| At another university | 11 | 2 | 0 | 0 | 0 | 13 |
| In public transportation/a car | 9 | 2 | 0 | 1 | 0 | 12 |
| On social media or other media/in letters | 4 | 3 | 0 | 2 | 0 | 9 |
| At an event/symposium/academic conference | 3 | 3 | 0 | 0 | 0 | 6 |
| At a meeting | 4 | 0 | 0 | 2 | 0 | 6 |
| At an elementary or secondary educational institution | 4 | 2 | 0 | 0 | 0 | 6 |
| In a classroom/during a class | 2 | 1 | 1 | 0 | 0 | 4 |
| On the streets | 3 | 1 | 0 | 0 | 0 | 4 |
| Near my home | 4 | 0 | 0 | 0 | 0 | 4 |
| During a business trip/at a hotel stayed at for a business trip | 2 | 1 | 0 | 0 | 0 | 3 |
| In a document/procedure/system | 1 | 1 | 0 | 1 | 0 | 3 |
| During training | 2 | 0 | 0 | 0 | 0 | 2 |
| Over the telephone | 1 | 0 | 0 | 0 | 0 | 1 |
| Overseas/at an overseas educational institution | 1 | 0 | 0 | 0 | 0 | 1 |
| During a club or circle/extracurricular activity | 1 | 0 | 0 | 0 | 0 | 1 |
| Overall social issues in Japan | 1 | 0 | 0 | 0 | 0 | 1 |
| At home | 1 | 0 | 0 | 0 | 0 | 1 |
| At a place for research | 1 | 0 | 0 | 0 | 0 | 1 |
| No description | 117 | 46 | 1 | 9 | 2 | 175 |
| Total | 431 | 137 | 4 | 23 | 3 | 598 |

Table 9-22 shows examples of accounts related to the four places.

Table 9-22 Examples of faculty and staff's accounts of where the harassment occurred

| Gender | Descriptions |
|---|---|
| In an office on the campus | |
| Female | When I asked male staff for work-related advice during my working hours, I was frequently touched around my thighs by them. On LINE, some asked me about my sexual experience or asked me out for sex or a date in a roundabout way. Some even tried to ask me about where I lived. They were in a higher position. Considering their connections and on-campus influence, I kept silence for fear that I might be unfavorably treated on the campus if they spread bad rumors about me. I was fortunate that I did not suffer any actual harm other than such words and touches. |
| Female | One of my female colleagues was pestered by a male clerical worker in the same section, who made advances toward her in person and by e-mail and even threatened to go to her home. She asked for help from her supervisor, but the supervisor did not take any action for her. In the end, she quit. |
| Female | A male colleague took my pictures without my consent. He stopped taking my pictures after I asked him not to do so several times. It seemed that he was finally aware of his problem after he was warned about his behavior by his supervisor and other female colleagues who were also pestered by him. |
| Male | When I asked my superior to wait for my reply to his offer of a job until I discussed it with my family, he threatened to force heavier duties on me if I neglected my work. |
| In a lab/seminar class/school course | |

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| Female | In a laboratory, the professor and some students edited obscene photos together, and some staff bullied students with sexual expressions. This problem had been covered up for more than ten years. I can hardly understand why it had been covered up for such a long time just because those involved were brilliant. I am glad that the problem was finally solved, but there seem to be many people who still think that those with a good track record should be tolerated. As universities are places for education, the University should engage decent persons in educating students to live up to its name. |
| Female | My professor repeatedly made negative comments about my appearance. He laughingly said them. In addition, people around me responded that it was ridiculous for me to take his comments seriously because he just joked. This had been a painful memory for a long time. |
| Male | Currently, a harassment problem has gotten complicated in my major. Though I do not think it is a big problem, the harassed person took it very seriously. I am not only confused by the differences in our awareness, but also disturbed by the problem in my daily work. |
| Other | In my laboratory, I saw a direct violence by an associate professor choking a student and slamming the head of a postdoctoral fellow against the wall. He also often used abusive language like “go to hell!” All the members of the laboratory were reluctant to protest against him. In another laboratory, the professor and his secretary had an illicit relationship, which generated a tense atmosphere. I do not think that cases like these are rare. |
| On the campus | |
| Female | I have many experiences of sexual violence, discrimination, and harassment through my years of studying and working at the University of Tokyo. I was hurt by these experiences. What is worse, some male members of the university whom I talked to about my experiences or asked about what to do gave me words containing secondary harm like “it’s your fault to see him alone,” “you should appreciate being fussed over,” “why don’t you accuse him if you can’t forgive him?” and “a man’s life is over if he is accused of sexual harassment.” I strongly believe that we need to change our awareness of sexual violence, discrimination, and harassment as well as reduce such cases. |
| Female | I think some faculty members seem to mistakenly believe that they can make advances to female clerical staff or make us feel happy by making advances to us because they are in a higher position. Once we accept their offer, they repeatedly ask us out afterward. I want the University of Tokyo to educate professors not to believe that they are special and deserve respect even in a non-academic setting. |
| Female | My views are not directly related to sexual harassment, though having continuous awareness on this topic definitely help to suppress harassers. My main problem in UTokyo is that older Faculty members either knowingly or not knowingly do not trust the brain of female students and faculty members. They do not promote young females to higher positions. This should be repeatedly put on the table and organize promotions to hire more female faculty. Japan is far behind of many many countries in terms of females holding higher positions. As a rare female faculty I feel this discrimination very painfully and this is the only shameful experience I have in UTokyo. Men faculty prefers to ignore this reality. |
| Male | I think faculty members who can sexually harass people tend to roughly treat undergraduate students and clerical staff as well as be sexually violent because they are rude to others by nature. They must have not had the most basic communication education essential for working adults. The University of Tokyo should add a policy of not employing those who cannot respect others as a fourth policy to the existing three policies. At the same time, the University should take drastic steps like commenting on the policy under the president’s name in |

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|---|---|
| | major newspapers. Otherwise, the University will not be able to eliminate sexual harassment here. |
| A social event/social gathering for a meal or drink | |
| Female | This was when I was new here. At a farewell and welcome party, I was really shocked when an elderly manager repeatedly touched my arms, though gently. Since he was my superior, I could not blatantly give him a displeased look and pretended not to mind it. It was a very unpleasant experience. I did not think that it was serious enough to ask someone for help, but I felt that our university had an outdated workplace culture that allowed such acts to happen. |
| Female | At a social event after an off-campus workshop, a male professor from this university said that he did not want female students to his laboratory for their graduation research. He was not criticized by any male professors from this university or other universities who participated in the event. |
| Female | At a drinking party, a faculty member tried to ask a male student, who was dating a female student in the same laboratory, about the sex with her. I heard this story from a student who saw him asking the question. |
| Male | At a drinking party of my major, I was treated as gay just because I was single. |

Table 9-23 shows the coding results of faculty and staff's accounts of who the perpetrator was. The most common answer was "staff member/superior/colleague" (including those whose gender was not specified and those who worked other than at the University of Tokyo) (75 cases). When combining this answer with "male staff member/superior/colleague at the University of Tokyo" (40 cases) and "female staff member/superior/colleague at the University of Tokyo" (10 cases), perpetrators in 125 cases were staff members, superiors, or colleagues at University of Tokyo. The second most common answer was "faculty member at the University of Tokyo" (those whose gender was not specified) (55 cases). When combining this answer with "male faculty member at the University of Tokyo" (38 cases) and "female faculty member at the University of Tokyo" (5 cases), perpetrators in 98 cases were faculty members at the University of Tokyo. There were 29 cases where the perpetrator was a student at the University of Tokyo, including "male student at the University of Tokyo" (15 cases), "student/student at the University of Tokyo" (13 cases), "student from a boys' high school" (1 case). In addition, there were 37 non-human cases of "university's organization/system/document."

Table 9-24 shows examples of faculty and staff's accounts by classifying these cases into the categories of "staff member," "faculty member," "student," and "organization/system/document."

Table 9-23 Classification of faculty and staff's accounts of who the perpetrator was (F7)

| | Female | Male | Other | Don't want to answer | No answer | Total |
|---|--------|------|-------|----------------------|-----------|-------|
| Staff member/superior/colleague | 56 | 15 | 0 | 4 | 0 | 75 |
| Faculty member at the University of Tokyo | 38 | 15 | 2 | 0 | 0 | 55 |
| Male staff member/superior/colleague at the University of Tokyo | 33 | 5 | 1 | 1 | 0 | 40 |
| Male faculty member at the University of Tokyo | 34 | 3 | 0 | 1 | 0 | 38 |
| University's organization/system/document | 23 | 10 | 0 | 3 | 1 | 37 |
| Male | 24 | 5 | 0 | 1 | 0 | 30 |
| Male student at the University of Tokyo | 18 | 1 | 0 | 0 | 0 | 19 |
| Pervert/suspicious person | 12 | 2 | 0 | 1 | 0 | 15 |
| Company employee | 11 | 1 | 0 | 2 | 0 | 14 |
| Student/student at the University of Tokyo | 5 | 8 | 0 | 0 | 0 | 13 |
| Counsellor/contact person | 9 | 4 | 0 | 0 | 0 | 13 |
| Female staff member/superior/colleague at the University of Tokyo | 8 | 1 | 0 | 1 | 0 | 10 |
| Myself | 3 | 6 | 0 | 0 | 0 | 9 |
| Female | 5 | 1 | 0 | 2 | 0 | 8 |
| Faculty member at another university | 4 | 2 | 1 | 0 | 0 | 7 |
| Female faculty member at the University of Tokyo | 2 | 3 | 0 | 0 | 0 | 5 |
| Male faculty member at another university | 1 | 4 | 0 | 0 | 0 | 5 |
| Elderly person | 2 | 2 | 0 | 1 | 0 | 5 |
| Person outside the University of Tokyo | 2 | 2 | 0 | 0 | 0 | 4 |
| Male student | 2 | 1 | 0 | 0 | 0 | 3 |
| School faculty member | 3 | 0 | 0 | 0 | 0 | 3 |
| Graduate from the University of Tokyo | 1 | 2 | 0 | 0 | 0 | 3 |
| Male company employee | 2 | 0 | 0 | 0 | 0 | 2 |
| Female company employee | 2 | 0 | 0 | 0 | 0 | 2 |
| Female student | 0 | 2 | 0 | 0 | 0 | 2 |
| Partner/boyfriend or girlfriend | 2 | 0 | 0 | 0 | 0 | 2 |
| Student at an elementary or secondary educational institution | 1 | 1 | 0 | 0 | 0 | 2 |
| Male staff member/superior/colleague at another university | 1 | 0 | 0 | 0 | 0 | 1 |
| Student from a boys' school | 1 | 0 | 0 | 0 | 0 | 1 |
| Relative/family member | 1 | 0 | 0 | 0 | 0 | 1 |
| Foreigner | 1 | 0 | 0 | 0 | 0 | 1 |
| Customer | 1 | 0 | 0 | 0 | 0 | 1 |
| No description | 123 | 41 | 0 | 6 | 2 | 172 |
| Total | 431 | 137 | 4 | 23 | 3 | 598 |

Table 9-24 Examples of faculty and staff's accounts of who the perpetrator was

| Gender | Descriptions |
|-----------------------|---|
| Staff member | |
| Female | I was followed by my superior off the campus, who sent me a disgusting e-mail. |
| Female | I was stalked by a male staff member of our university. It took a long time to settle this problem. Since I had been stalked by him for a very long time, my psychological damage was huge. Now I realize that I was depressed at that time. It frustrates me to look back on the time I sacrificed and the labor I spent for this problem. |
| Female | Most of those in a high position with decision-making authority are elderly men. Even if a woman makes a harassment claim, some of them cannot recognize that her claimed experience is harassment. I feel the suffocating pressure of gender roles every day. |
| Other | It is not good that male staff members are having sexual conversations. |
| Faculty member | |
| Female | I felt very uncomfortable to know that the professor to whom I reported listed the addresses of sexual websites on a shared computer. |

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|------------------------------|---|
| Female | Some faculty members, who are usually gentle, lose all restraint when they get drunk. The University should ensure that all faculty and staff members understand being drunk cannot be an excuse. |
| Female | At a drinking party joined by students, a male faculty member said that he could date Student A but could not date Student B by mentioning their names. |
| Male | I have discussed about gender discrimination at the University of Tokyo with a few full-time professors. Most of them think this is a real problem. However, one individual expressed strong views that this was not a real issue at the University and that the new measures were simply a nuance. My impression is that some senior faculty members are resisting to badly needed policy changes regarding gender discrimination in our University. |
| Student | |
| Female | It seems that at least the extreme imbalance of male/female ratio of students (depending on faculties) allows some male students to openly talk dirty and force other male students to talk dirty and share their interests. It should be important for all students to be aware that such homosocial male bonding is sexual harassment and suppression of other men present there even if no female students are there. |
| Female | A student I know at the University of Tokyo repeatedly insulted women on social media (such as "women are not smart"), and his followers (mainly men) amused themselves by praising him, instead of criticizing him. |
| Male | I do not think that in an environment where there are many students, such as classrooms and laboratories, faculty members can completely control the behavior of all the students, but there are a few influential students who sometimes generate a casual atmosphere. Problems of sexual harassment sometimes disappear spontaneously because faculty members, research staff, and students do not have many opportunities to talk about sexual harassment, and students leave in a few years. This is not different from a settlement of sexual harassment problems, but I think that faculty members need to learn how to deal with sexual harassment problems. |
| Organization/system/document | |
| Female | We have only a few class hours of gender education at the University of Tokyo. I know that gender education programs in Western countries are better because I went to Australia and Canada to study. We should have more class hours of gender education at the University of Tokyo. We should also have more researchers on gender issues. It will be a great idea to have a specialized organ for gender issues like a research institute for gender issues. I do not know why we do not have such a research institute at the University of Tokyo. It is frustrating. |
| Male | Though I have never been harassed, harassment problems caused by students and faculty members I worked with cost me time and inner peace. The University should ensure that all students and faculty and staff understand harassment annoys not only those harassed, but also people around the victims. When assessing the performance of faculty and staff, the University should reward them for their proper handling of harassment cases. (I am not exaggerating. I am serious.) If the University focuses only on their research achievements without taking such action, they will probably turn a blind eye to harassment. |
| Male | I consider it natural that the University gives special treatment to and is active in increasing female faculty and staff members and students, of whom we do not have enough. However, its efforts to pursue a work-life balance sometimes focus too much on women and do not fully consider male faculty, staff, and students (which have actually annoyed me). To put it in the extreme, it is concerned the University may end up officially approving of the old-fashioned stereotype of "women should do housekeeping while men should work outside the home." |

| | |
|----------------------|--|
| Male | I feel that every Graduate School and every major has sexual discrimination. There is too much preferential treatment for women, isn't it? There are open positions limited for women. And even after they are hired, they can receive a research grant limited for women (as much as 300 million yen for a single academic year). I was told that men could not even apply for the university's travel grant for young researchers. Isn't it prehistoric to give preferential treatment limited to women just because they are female? I have never heard a logical explanation as to why being physically female can be the grounds for preferential treatment. The Equal Employment Opportunity Act pursues equal opportunities, not equal results. |
| Don't want to answer | UmeeT, an online medium of the University of Tokyo, has a section named "female U-Tokyo student." The name "female U-Tokyo student" itself is inappropriate. In addition, some of the titles and contents of articles in the section appear to feature women as a special existence and consume their femininity. I know that we do not have many female students at the University of Tokyo, but it is a great pity because other articles call for working together to improve women's status. |
| Don't want to answer | I do not think that resumes of the University of Tokyo need a gender section. |

Table 9-25 shows the coding results of faculty and staff's accounts of how the harassment occurred. As shown by the table, the most common answer was "power harassment/academic harassment/violence," which suggests that power harassment and academic harassment are as serious as sexual harassment. Although some gave accounts of sexual crimes, many faculty and staff members, like many students, gave accounts of microaggressions, such as "meddling in/prying into my privacy or life events," "coercive requests to play a gender/stereotypical role," and "bringing up/assessing/making fun of a person's physical appearance and characteristics," and experiences classified as "unintentional sexism." Many other accounts were similar to students'.

Accounts not given by students, but given by faculty and staff members were those related to work, occupational duties, or family responsibilities, including "unfair performance assessment/promotion criteria/hiring criteria," "discrimination against non-regular/fixed-term employment," "burden of family responsibility and lack of understanding of family responsibility," "unreasonable operational instructions/workplace rules," "negative attitude toward use of support programs/pregnancy discrimination," "faculty looking down on staff," and "forcing a certain post or role." These accounts were mostly given by female respondents. Table 9-26 shows examples of accounts unique to faculty and staff in all these categories together.

Table 9–25 Classification of faculty and staff’s accounts of how the harassment occurred (F7) [Description]

| | Female | Male | Other | Don't want to answer | No answer | Total |
|--|------------|------------|----------|----------------------|-----------|------------|
| Power harassment/academic harassment/violence | 18 | 22 | 1 | 4 | 1 | 46 |
| Meddling in/prying into my privacy or life events | 29 | 9 | 0 | 1 | 0 | 39 |
| Coercive requests to play a gender/stereotypical role | 29 | 3 | 0 | 0 | 0 | 32 |
| Physical contact | 25 | 6 | 0 | 0 | 0 | 31 |
| Bringing up/assessing/making fun of a person’s physical appearance and characteristics | 23 | 4 | 1 | 2 | 0 | 30 |
| General harassment | 16 | 7 | 0 | 4 | 1 | 28 |
| Insulting/ridiculing/discriminating against a certain gender or sexuality | 25 | 3 | 0 | 0 | 0 | 28 |
| Sex crime (e.g. forcible sexual intercourse, secret photographing and filming, molesting, revenge porn, and exhibitionism) | 17 | 7 | 0 | 1 | 0 | 25 |
| Sexual harassment | 8 | 12 | 0 | 1 | 0 | 21 |
| Sexual remark/conversation/joke | 17 | 2 | 1 | 1 | 0 | 21 |
| Inappropriate response to requests for advice or help/secondary harm/covering up | 14 | 6 | 0 | 0 | 0 | 20 |
| Exclusion/discriminatory treatment of a certain gender or sexuality | 13 | 4 | 0 | 0 | 0 | 17 |
| Asking for a date/showing affection/making sexual advances | 12 | 4 | 0 | 0 | 0 | 16 |
| Psychological abuse/slander | 11 | 3 | 0 | 1 | 0 | 15 |
| Stalking/persistent contact | 15 | 0 | 0 | 0 | 0 | 15 |
| Sexual photos | 9 | 5 | 0 | 0 | 0 | 14 |
| Unfair performance assessment/promotion criteria/hiring criteria | 13 | 1 | 0 | 0 | 0 | 14 |
| Unbalanced gender ratio/taking lightly or ignoring a minority | 10 | 2 | 0 | 1 | 0 | 13 |
| Being falsely accused | 4 | 7 | 0 | 0 | 0 | 11 |
| Discrimination against non-regular/fixed-term employment | 10 | 1 | 0 | 0 | 0 | 11 |
| Burden of family responsibility and lack of understanding of family responsibility | 7 | 0 | 0 | 0 | 0 | 7 |
| Taking harassment acts/experiences lightly | 6 | 1 | 0 | 0 | 0 | 7 |
| Unreasonable operational instructions/workplace rules | 6 | 0 | 0 | 1 | 0 | 7 |
| Asking for sex | 5 | 1 | 0 | 0 | 0 | 6 |
| Having a dominant/oppressive attitude or dominating the situation | 5 | 1 | 0 | 0 | 0 | 6 |
| Negative attitude toward use of support programs/pregnancy discrimination | 6 | 0 | 0 | 0 | 0 | 6 |
| Discrimination against men/excessive special treatment of women | 1 | 4 | 0 | 0 | 1 | 6 |
| Problems with systems/organizations/information/documents | 4 | 0 | 0 | 1 | 0 | 5 |
| Nationality discrimination or racism | 3 | 1 | 0 | 1 | 0 | 5 |
| Lack of understanding of gender/diversity/inclusion | 5 | 0 | 0 | 0 | 0 | 5 |
| Forcing me to participate in an event or drinking party unrelated to work | 2 | 2 | 0 | 1 | 0 | 5 |
| Burden of handling harassment cases | 0 | 5 | 0 | 0 | 0 | 5 |
| Too friendly/close | 5 | 0 | 0 | 0 | 0 | 5 |
| Treating someone favorably or unfavorably | 3 | 1 | 0 | 0 | 0 | 4 |
| Age discrimination | 3 | 1 | 0 | 0 | 0 | 4 |
| Faculty member looking down on staff | 4 | 0 | 0 | 0 | 0 | 4 |
| Forcing a certain post or role | 3 | 1 | 0 | 0 | 0 | 4 |
| Problems with facilities/equipment | 3 | 1 | 0 | 0 | 0 | 4 |
| Burden of efforts to avoid harassing others | 0 | 4 | 0 | 0 | 0 | 4 |
| Associating someone with gender issues | 3 | 0 | 0 | 0 | 0 | 3 |
| Insulting remark that women are given preferential treatment | 3 | 0 | 0 | 0 | 0 | 3 |
| Illicit/romantic relationship at a workplace | 1 | 1 | 1 | 0 | 0 | 3 |
| Giving a sexual gaze/taking photos | 2 | 0 | 0 | 0 | 0 | 2 |
| Criticism/teasing of deviation from gender roles | 2 | 0 | 0 | 0 | 0 | 2 |
| Unnecessary mention of gender | 0 | 0 | 0 | 1 | 0 | 1 |
| Generalizing about “female students at the University of Tokyo”/looking down on them | 0 | 0 | 0 | 1 | 0 | 1 |
| Making advances/picking up | 0 | 1 | 0 | 0 | 0 | 1 |
| Making a sexual gesture | 1 | 0 | 0 | 0 | 0 | 1 |
| Discrimination by or lack of consideration for diseases/disabilities | 0 | 1 | 0 | 0 | 0 | 1 |
| Delusional experience of harassment | 1 | 0 | 0 | 0 | 0 | 1 |
| Unauthorized use of research funds | 1 | 0 | 0 | 0 | 0 | 1 |
| No description | 28 | 3 | 0 | 1 | 0 | 32 |
| Total | 431 | 137 | 4 | 23 | 3 | 598 |

Table 9-26 Examples of faculty and staff's accounts of how the harassment occurred related to occupational duties, or family responsibilities

| Gender | Descriptions |
|--------|---|
| Female | Despite a high percentage of female staff at the University of Tokyo, almost all the heads of faculties and graduate schools are men. This is also true of university executives. It is obvious that the current personnel assessment will not give women chances to play a major role here. The University should clarify a target percentage of female executives and incorporate it in university regulations until its achievement. |
| Female | No one questions that I am assigned a gender equality liaison while there are few women. Since I am married without kids, some male faculty members "kindly" have given me "kind" advice to have babies as early as possible. On the other hand, while I was in infertility treatment, it was very difficult for me to balance my work and research and the infertility treatment. I could not go overseas for research due to my hormone therapy and make research achievements as I wanted, but I was not given consideration for the circumstances in the reappointment process. Every day I feel that I am surrounded by deep-rooted unconscious discrimination rather than I was directly "harassed." |
| Female | Most fixed-term contract workers, such as clerical assistants and project academic support staff, are women. The percentage of women in these positions at the University of Tokyo is very high. These positions are insecure and underpaid. We can say that the University of Tokyo is supported by these staff members. This should be a kind of sexual discrimination. |
| Female | Though in an important full-time position, female fixed-term staff is not treated as indispensable staff if they have more than one little child and a husband with regular employment. This treatment kills my motivation to work. I considered it clearly sexual discrimination when male staff in a similar position was offered employment without a fixed term irrespective of their work performance while I was not. It is a serious problem that there is inequality of opportunity based on differences in gender, family, or other backgrounds. |
| Female | This is not sexual discrimination, but I think the University has a serious problem with its treatment of fixed-term researchers. This problem and sexual discrimination have the same root as both are caused by people with authority. If the problem involves gender differences in treatment, it could develop into sexual discrimination. |
| Female | When I told my pregnancy to my superior, he told me to fulfill my job responsibilities because he could not reduce someone's workload because of her pregnancy. Feeling sorry for any convenience my pregnancy and childbirth might cause to my colleagues, I kept working late at night every day right up until my maternity leave. But I now regret setting such a precedent. I hope that there will be a better understanding of harassment so that pregnant women will not have the same experience. |
| Female | Most managers are male. Female clerical staff does not seem to be expected by their male superiors to fulfill many responsibilities. There are stereotypes about the jobs, attitudes, clothes, and styles of working expected of women by their superiors and colleagues and the general public. They are suffocating us and seem to be restraining sound social and personal growth. In male-dominated Japanese society, women's marriage, childbirth, and childcare have been seen as handicaps in their career development. But I think that they are not handicaps, but can be significant strengths in workplaces and society. (For example, once we have experience of taking care of a child, we become more hesitant about wasting time and can do our work more efficiently. We become more sympathetic to others and can become more cooperative in workplaces and more courteous to customers.) I believe that women will be able to find workplaces and careers that fit their individual |

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| | circumstances and abilities. |
| Female | I know a male faculty member who rebuked another male faculty member for missing a meeting to take care of his child with a fever. |
| Female | My superior, who believed that women were more capable than men, assigned me more work than I could handle on my own and criticized me about my performance of the work. |
| Don't want to answer | This case may fall within power harassment or academic harassment. If my superior requests me to finish some work within a short time, I will accept it as long as he has properly processed what is necessary for the work. On the other hand, if he could not or neglected to process it, I think that his assignment of the work will be harassment. |
| Female | After returning to work from my childcare leave for my first child, at a drinking party, I was told by my immediate male supervisor bad things about a female staff member who took childcare leave twice and another (not me) who took long childcare leave. |
| Female | In front of his female subordinates, my superior repeatedly said, "It's wrong to hire only women because they take maternity leave. What will you do if a section manager takes maternity leave? What is HR thinking?" |
| Female | I am often told that I should quit if I am pregnant or there have been no female staff who kept working after they were pregnant. |
| Female | Faculty members said to me, "Don't boss me around. You're just a clerk." |
| Female | There seem to be many faculty members who have problems with their attitude to clerical staff. |
| Female | Without any incentive for gender equality like the one the University is currently providing to increase female faculty members, they have been assigned heavy responsibilities other than research more often than male faculty members. I had a hard time with such reverse discrimination. |

In answer categories not related to work, occupational duties, or family responsibilities, which are common to students, many faculty and staff members gave work-related accounts, compared to students. Such accounts included "workplace chores are assigned to women," "manual work is assigned to men," "female researchers' abilities are underrated," and "women are seen to be given a post just because they are women."

3.2 Answers to the Open-ended Questions on Opinion

This section discusses faculty and staff's answers to the open-ended questions on opinion. Of the total 4,579 respondents, 749 wrote something in response to the open-ended question on opinions. This section analyzes the opinions of 683 respondents (14.9% of the total respondents), excluding those who gave an answer like "nothing in particular." Like the analysis into students' opinions in Section 2.2, Table 9-27 shows the classification of their opinions into broad categories and subcategories. The broad categories are the same as those shown in Table 9-15 for students. The subcategories, mostly common to those for students, include those only for faculty and staff. Specifically, these subcategories are "increasing the number of women (approval or disapproval)" and "system and structure" under the broad category "suggestions and requests," "academic/research community" under the broad category "comments to bring attention to problems off the campus," and "requests for a more extensive or in-depth survey" under the broad category "feedback on the survey."

Table 9-28 show specific examples of faculty and staff's opinions in each of these subcategories unique to them (the table omits opinions in "academic/ research

community” since there were only two opinions).

Table 9-27 Classification of faculty and staff’s opinions (F8)

| Broad category | Subcategory | Gender | | | | | Total |
|--|---|--------------|------------|----------|----------------------|-----------|------------|
| | | Female | Male | Other | Don't want to answer | No answer | |
| Suggestions and requests | Education and Training | 47 | 17 | 1 | 3 | 0 | 68 |
| | Overall initiative | 11 | 10 | 0 | 0 | 0 | 21 |
| | Public relations/university-wide awareness and knowledge | 21 | 11 | 0 | 0 | 0 | 32 |
| | Punishment or fact-finding | 8 | 8 | 1 | 1 | 0 | 18 |
| | Places/environments | 7 | 2 | 0 | 0 | 0 | 9 |
| | counseling system | 22 | 11 | 0 | 1 | 0 | 34 |
| | Care | 6 | 1 | 0 | 1 | 0 | 8 |
| | Research | 0 | 1 | 0 | 0 | 0 | 1 |
| | Increasing the number of women (approval or disapproval) | 10 | 11 | 0 | 1 | 0 | 22 |
| | Facilities/equipment | 0 | 0 | 0 | 1 | 0 | 1 |
| | System and structure | 5 | 9 | 0 | 1 | 0 | 15 |
| | Other | 4 | 0 | 0 | 0 | 0 | 4 |
| | Total | | | | | | 233 |
| Comments to bring attention to problems on the campus | Frequent discrimination or low awareness | 23 | 8 | 0 | 0 | 0 | 31 |
| | Unbalanced gender ratio | 13 | 6 | 0 | 1 | 0 | 20 |
| | Extracurricular activities | 4 | 4 | 0 | 1 | 0 | 9 |
| | Other harassment and discrimination | 14 | 11 | 0 | 2 | 0 | 27 |
| | Systems and organizations | 13 | 2 | 0 | 2 | 0 | 17 |
| | counseling system | 9 | 4 | 0 | 1 | 0 | 14 |
| | “No problem” | 8 | 1 | 0 | 0 | 0 | 9 |
| | Other | 4 | 0 | 0 | 1 | 0 | 5 |
| | Total | | | | | | 132 |
| Descriptions of experiences | By faulty members | 5 | 2 | 0 | 1 | 0 | 8 |
| | By students | 1 | 2 | 0 | 0 | 0 | 3 |
| | Experiences of effective response | 1 | 0 | 0 | 0 | 0 | 1 |
| | By staff members | 1 | 3 | 0 | 0 | 0 | 4 |
| | Other | 0 | 2 | 0 | 0 | 0 | 2 |
| | Total | | | | | | 18 |
| Comments to bring attention to problems off the campus | Overall social issues in Japan | 4 | 0 | 0 | 0 | 0 | 4 |
| | Elementary and secondary education | 3 | 0 | 0 | 0 | 1 | 4 |
| | Academic/research community | 1 | 1 | 0 | 0 | 0 | 2 |
| | Total | | | | | | 10 |
| Comments to bring attention to male or female issues | Discrimination against men/excessive special treatment of women | 0 | 2 | 0 | 0 | 0 | 2 |
| | Harassment by women | 4 | 2 | 0 | 0 | 0 | 6 |
| | Total | | | | | | 8 |
| Feedback on the survey | Criticism and doubts about questions | 43 | 69 | 0 | 8 | 4 | 124 |
| | Support for the survey | 21 | 12 | 0 | 0 | 0 | 33 |
| | Request for publication of survey results | 3 | 9 | 0 | 0 | 0 | 12 |
| | Imbalance in respondents | 4 | 3 | 0 | 0 | 0 | 7 |
| | Requests for a more extensive or in-depth survey | 12 | 12 | 0 | 3 | 0 | 27 |
| | Other | 2 | 1 | 0 | 0 | 0 | 3 |
| | | Total | | | | | |
| Beliefs/arguments/impressions | Gender | 7 | 7 | 1 | 2 | 0 | 17 |
| | Harassment or discrimination | 12 | 18 | 0 | 1 | 0 | 31 |
| | Other | 10 | 15 | 0 | 3 | 0 | 28 |
| | Total | | | | | | 76 |
| Total | | 363 | 277 | 3 | 35 | 5 | 683 |

Table 9-28 Examples of faculty and staff’s opinions in the subcategories unique to them

| Gender | Descriptions |
|--|--|
| Increasing the number of women (approval or disapproval) | |
| Female | I often feel that not only our faculty and staff, but also young students (particularly male students) are less aware of diversity than expected. This situation disappoints me. I personally think that one of the worst problems with the University of Tokyo, compared to other universities, is the lack of diversity awareness among university community members. To raise the diversity awareness of the entire members, the University should first increase the numbers of female students and faculty members and the number of female executives (the number of female staff members seems to be enough) and work harder to achieve this goal. |
| Female | Stereotypes about gender roles are still deeply rooted in society. As long as the percentage of women at the University is extremely low, we will not be able to make any substantial measures no matter how hard experts may discuss diversity issues. We inevitably lack the viewpoint that we are part of gender issues. Like the spread of remote work in the COVID-19 pandemic, the government should strongly urge universities to raise their proportion of women. Though issues between those with disabilities and those without disabilities and issues between Japanese and foreigners are important diversity issues, we should first seriously address issues between men and women, who each account for half the population. This will be an important first step to address such diversity issues. |
| Female | Management dominated by men has a high risk of neglecting men’s unconscious sexual harassment and contempt for women. It is the quickest solution to raise the percentage of women in those involved in decision-making processes to 30 to 60 percent. |
| Male | To truly eradicate sexual discrimination, we need to raise the percentage of women in professors, faculty deans, and directors to 40 to 60 percent. |
| Female | The University should abolish the female quota for faculty because it does not help women, but rather harms their status. |
| Female | I want the University to stop giving priority to gender in all issues. In particular, academic communities, like the University of Tokyo, should not link social roles with gender. Though the University seems to be planning to increase women to tackle sexual harassment, it is not true that every woman can perfectly avoid harassing others. (I think such a view is also sexist.) Not all harassment comes from contempt for women. Some harassment comes from socially accepted gender differences or roles. For this reason, the University should create an environment where everyone can research or work under the same conditions, irrespective of their gender. |
| Male | Response options include “increase the number of female faculty members” and “increase the number of female executives.” From the perspective of gender equality and the perspective of ability-based assignment, I am afraid that such options targeting a specific gender without showing preconditions may lead to sexual discrimination. Such options targeting a specific gender without showing preconditions, which are related to sexual harassment, may lead to a misunderstanding that they do not contemplate the possibility of female harassment of men. |
| Don’t want to answer | I think, shallow options and solutions, such as “increase the number of female faculty members” and “increase the number of female students,” demonstrate that sexist views still exist. I think we should not jump to such shallow solutions that address only the imbalance, but rather address issues deeply rooted in society. |
| System and structure | |

| | |
|--|--|
| Female | My opinions about sexual violence, discrimination, and harassment at our university: If the University of Tokyo has its official gender center, it will raise our awareness of such issues and make it easier for those harassed or worried and those with someone close to them who has trouble to ask for help. We should have such an organization. |
| Female | This may be different from violence and discrimination, but I hope that we will be entitled to special leave if we form a same-sex partnership. We may be already entitled, but I am still told to ask my faculty or graduate school about the details of our entitlement and feel reluctant to ask for fear that my gender identity may be checked by many unspecified people. If the University makes it clear that we are entitled to special leave, whether I actually take special leave or not, I will feel relieved to know that we are recognized. |
| Male | As a faculty member, I think that assessing our teaching ability is most effective in preventing harassment. We are assessed only for our ability to get competitive research grants and our research achievements. How well we meet students' study needs is not assessed at all. If the University quantifies our teaching ability, shows the numerical values in an easy-to-understand way, and rewards us by giving awards or special allowances (or gives us penalties, such as pay cuts) based on the numerical values, the University can probably eradicate harassment without establishing a counseling room. The University cannot eradicate harassment unless management is determined to drastically improve the culture that those with a good track record of research should be tolerated whatever they do. |
| Male | I do not think that problems like sexual violence are rampant at the University but do think that sexual discrimination may be observed in some fields. Gender is irrelevant to academic activities. However, unless we are equal in fields other than academic activities, we cannot be genuinely equal. For this reason, the University should make structural improvements, such as obligating male staff to take childcare leave and considering whether we, irrespective of our gender, took childcare leave in our performance assessment. The University should introduce more drastic special treatment for female faculty to increase their members. |
| Male | I have a partner of the same sex and want the University to consider treating such partners as spouses in its welfare programs (such as rent subsidies, nursing care and family care leave, and congratulatory or bereavement leave). |
| Male | There should be a system that requires the principal investigator (PI) of each laboratory to take the initiative in taking action against sexual discrimination and harassment. If principal investigators talk about necessary action in front of the members of their laboratories, they can also remind themselves. When principal investigators are only told what to do by management, some may follow it, but others may not follow it, be willing to follow it, or share it within their laboratories. For this reason, there needs to be a system that requires them to take necessary action. Laboratories, where relationships become close, are particularly prone to harassment, and principal investigators may take advantage of their positions to harass others. |
| Requests for a more extensive or in-depth survey | |
| Female | I think the survey should target not only sexual harassment, but also pregnancy discrimination and power harassment. |
| Female | This kind of survey should be continued. They should not only focus on harassment, but also cover biased views and attitudes toward others. |
| Female | In addition to serious problems like sexual violence, the survey should focus on how to create an environment where we can keep learning or working through life stages. And the University should make the results public and reflect them in its efforts to improve our campus environment. For example, the survey should ask us whether we need a childcare support office and what facilities and systems are different in availability among faculties. |

| | |
|--------|---|
| Female | I also think it would be nice to have a survey about other types of harassment, or discrimination, as I also think I experience some power harassment or discrimination because of my nationality. I don't feel that foreign faculty are treated equal to Japanese faculty at the University of Tokyo, in my experience. |
| Female | I believe that this survey is very progressive and significant. I answered this survey as I just happened to notice it. I guess there are many people who do not notice it. If taking part in a survey is voluntary, answers may not accurately reflect the reality. If the University wants to conduct a serious fact-finding survey, it should require students, faculty, and staff to participate in the survey like safety training programs. |
| Male | I want the University to conduct a survey of ethnic discrimination like this survey. |
| Male | I want the University to conduct a survey of academic harassment and power harassment like this survey. I have handled more cases of academic harassment than cases of sexual harassment. |
| Male | This survey is a survey of our awareness of diversity but focuses only on sexual diversity. There should be a survey of other personal characteristics, such as disabilities. |
| Male | This kind of survey should be regularly conducted for the University community members. |

We should first focus on the fact that respondents' opinions are completely divided on "increasing the number of women (approval or disapproval)" as shown in Table 9-28. Those who approve consider the greatly unbalanced ratio of women to men as a problem in the first place. Those who disapprove seem to have a view slightly different from the view of "reverse discrimination against men" as shown in Table 9-18 and are doubtful about taking university-wide measures focused on the gender categories of men and women.

The subcategory "system and structure" included various suggestions. Though varying in feasibility, they included suggestions about systems that are blind spots. The University needs to discuss these suggestions.

The subcategory "requests for a more extensive or in-depth survey" included requests for a survey of other types of harassment and discrimination and periodic surveys. The University also needs to take these requests seriously and discuss them with an eye to meeting them.

4. Conclusion

This chapter has classified accounts of sexual harassment experiences and opinions that students and faculty and staff gave at the end of their questionnaires and shown examples of their actual accounts and opinions. Although the respondents who gave accounts or opinions are only part of all the respondents, their voices are earnest and serve as important sources that give us a glimpse of the reality of the University of Tokyo.

For both students and faculty and staff, there are very serious sexual harassment experiences for some of them, and in addition, everyday microaggressions and "unintended sexism" are broadly existed. Respondents' accounts are not limited to those of sexual harm, but include many accounts of power harassment, academic harassment, and discrimination against sexual minorities and foreigners.

Mainly some male students, faculty, and staff showed a lack of understanding of the situation of women and sexual minorities. There are also accounts of women who harassed or hurt others in some way, which show how complicated the current situation is.

The following Chapter 10 summarizes the findings of all the previous chapters and gives recommendations about what the University of Tokyo should do.

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 subjected to undesirable physical contact or advances, and also around 10 percent of students who identified themselves as “Other” gender had been subjected 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 in 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 answers¹⁾.

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 subjected 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 subjected 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 subjected 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 subjected 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 subjected 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 subjected to undesirable physical contact or advances, and also around 10 percent of students who identified themselves as “Other” gender had been subjected 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 classroom²⁾.
- 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.

Appendix 1 Explanation of Statistical Terms

Explanation of Statistical Terms

Here, we present the explanation of statistical terms used in each chapter in order of first appearance. This is only a brief explanation. For details of the analyses, see specialized books.

| Statistical Term | Explanation | Chapters the term is used |
|------------------------------|--|---------------------------|
| Cross tabulation | Method of aggregating data by crossing two or more questions. This allows you to see the trend of answers to a question at a granular level through answers to other questions. | Chapters 2, 3, 4, 5, 6, 8 |
| Chi-square test | Method of examining differences in frequency and the number of respondents for an answer pattern to a question. This allows you to investigate how much difference there is between the number of actual answers and the number of answers expected as a percentage. | Chapters 3, 4, 8 |
| Residual analysis | Method to be conducted as a post-hoc test after chi-square test. This allows you to show which category's percentage has a significant difference and identify in which cells frequencies were more (fewer). | Chapter 3 |
| P-value adjustment | When making comparisons for multiple groups (multiple comparison procedure), family-wise error rate increases as more comparisons are made if the normal P-value is used. Thus, the P-value obtained by the multiple comparison procedure is adjusted. | Chapter 3 |
| Exploratory factor analysis | Method to explore the common factors (latent factors) behind multiple question items observed. This is used in elucidating the concept of structure or creating scales. | Chapter 3 |
| Cronbach's coefficient alpha | An indicator that quantifies the strength of correlation among multiple variables when adding up those variables. The value of alpha ranges between 0 and 1. The larger the values of alpha, the stronger the correlation becomes, which allows you to add up variables to create synthetic variables. | Chapters 3, 7 |
| Confirmatory factor analysis | Method to examine whether it is possible to explain observed data using a hypothetical (factor) model set. In the case that there is a hypothesis regarding the number of factors or a relationship between items and factors, this method is used to examine the hypothesis. | Chapter 3 |
| Hierarchical | Method whereby a multi-regression analysis is | Chapter 3 |

| | | |
|--------------------------------------|---|---------------|
| multi-regression analysis | conducted, which is used to predict and explain one dependent variable from multiple independent variables, by breaking it into multiple steps. A method of evaluating how important a new variable is to prediction by testing that the explained variance score significantly increases statistically. This is used to examine the relationship among variables as with a multi-regression analysis. | |
| Simple slope test | A post-hoc test to be conducted if interaction terms (product of independent variables for examining interaction effects) are significant. This allows you to examine whether the relationship between independent variables and dependent variables will change by an increase or decrease of a moderator variable (classified in terms of $\pm 1SD$). An interaction effect is a combined effect that occurs when combining dependent variables, which means that the effect of a factor is changed by another factor. For example, when the effect of gender on the awareness of gender and harassment differs depending on the positions of students and faculty/staff, an effect specific to a combination, which is unable to be explained by factor A and factor B alone, can occur on the dependent variable. This effect is called an interaction effect. | Chapter 3 |
| Logistic regression analysis | Among the regression analyses that explain or predict dependent variables with independent variables, this is a predictive method to be used when a dependent variable is a categorical variable (including binary variables that take either 1 or 0 and ordinal variables). This can show the relationship between variables by the coefficient of each independent variable. | Chapters 4, 5 |
| Correspondence analysis | This is a type of categorical data analysis and is used to see relationships among many categories at a glance. The relative positions of attributes and questions are indicated on a graphic. The closer they sit to each other on the graphic, the stronger they are related to each other. If they are far from each other, the relationship between them is weak. | Chapter 7 |
| Ordinal logistic regression analysis | The method to be used when dependent variables of the logistic regression analysis mentioned above are ordinal variables. | Chapters 5, 8 |

Appendix 2 Basic Cross-tabulation Table (Student)

| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
|---|------------------------------|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| Q1 Honest view on the following opinions | | | | | | | |
| Q1_1 Sexual jokes and topics help facilitate human relations. | I agree | 1.2% | 3.4% | 3.0% | 3.4% | - | 2.7% |
| | I somewhat agree | 6.7% | 19.4% | 19.7% | 11.1% | 9.7% | 15.3% |
| | I somewhat disagree | 22.7% | 28.9% | 10.6% | 25.5% | 22.6% | 26.7% |
| | I disagree | 64.5% | 36.6% | 56.1% | 48.6% | 51.6% | 45.6% |
| | I neither agree nor disagree | 4.7% | 11.7% | 10.6% | 10.6% | 6.5% | 9.5% |
| | No answer | 0.1% | 0.1% | - | 1.0% | 9.7% | 0.2% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_2 It is perfectly acceptable that women are expected to be feminine, and men masculine. | I agree | 1.1% | 3.9% | - | 3.8% | 3.2% | 3.0% |
| | I somewhat agree | 7.2% | 14.7% | 1.5% | 5.8% | 12.9% | 12.0% |
| | I somewhat disagree | 19.5% | 26.6% | 10.6% | 13.0% | 25.8% | 23.9% |
| | I disagree | 70.1% | 49.5% | 84.8% | 68.8% | 38.7% | 56.6% |
| | I neither agree nor disagree | 2.0% | 5.1% | 3.0% | 7.7% | 9.7% | 4.2% |
| | No answer | 0.0% | 0.2% | - | 1.0% | 9.7% | 0.2% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_3 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. | I agree | 1.4% | 2.9% | 1.5% | 4.3% | 3.2% | 2.5% |
| | I somewhat agree | 7.7% | 11.2% | 7.6% | 5.3% | 16.1% | 9.9% |
| | I somewhat disagree | 17.9% | 21.6% | 9.1% | 15.9% | 16.1% | 20.2% |
| | I disagree | 71.0% | 58.8% | 78.8% | 64.9% | 41.9% | 62.8% |
| | I neither agree nor disagree | 2.0% | 5.3% | 3.0% | 8.7% | 12.9% | 4.4% |
| | No answer | 0.0% | 0.2% | - | 1.0% | 9.7% | 0.2% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_4 It is natural that differences of ability and aptitude exist between men and women. | I agree | 17.5% | 34.6% | 16.7% | 22.1% | 25.8% | 28.9% |
| | I somewhat agree | 39.7% | 39.4% | 24.2% | 28.8% | 35.5% | 39.0% |
| | I somewhat disagree | 19.9% | 13.5% | 27.3% | 15.9% | 6.5% | 15.6% |
| | I disagree | 19.0% | 8.7% | 25.8% | 25.5% | 12.9% | 12.4% |
| | I neither agree nor disagree | 3.7% | 3.7% | 6.1% | 7.7% | 9.7% | 3.8% |
| | No answer | 0.3% | 0.1% | - | - | 9.7% | 0.2% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_5 It is problematic that some U-Tokyo student clubs/circles refuse membership to female U-Tokyo students. | I agree | 69.6% | 59.0% | 69.7% | 63.9% | 35.5% | 62.4% |
| | I somewhat agree | 16.5% | 21.0% | 19.7% | 13.5% | 25.8% | 19.4% |
| | I somewhat disagree | 6.7% | 8.7% | 3.0% | 5.8% | 6.5% | 8.0% |
| | I disagree | 2.3% | 5.5% | 4.5% | 6.3% | 9.7% | 4.6% |
| | I neither agree nor disagree | 4.7% | 5.4% | 3.0% | 9.6% | 12.9% | 5.3% |
| | No answer | 0.3% | 0.3% | - | 1.0% | 9.7% | 0.3% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_6 Expectations or requirements for a person's work or research will naturally be different depending on whether it is a man or a woman. | I agree | 6.0% | 4.7% | - | 5.3% | - | 5.0% |
| | I somewhat agree | 18.1% | 18.0% | 9.1% | 14.9% | 12.9% | 17.9% |
| | I somewhat disagree | 22.3% | 27.4% | 27.3% | 16.8% | 22.6% | 25.5% |
| | I disagree | 50.2% | 45.9% | 60.6% | 53.8% | 41.9% | 47.5% |
| | I neither agree nor disagree | 3.0% | 3.8% | 3.0% | 7.2% | 12.9% | 3.7% |
| | No answer | 0.3% | 0.2% | - | 1.9% | 9.7% | 0.4% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_7 It is understandable for men to be generally more forceful in a romantic relationship. | I agree | 1.2% | 2.4% | - | 1.9% | - | 2.0% |
| | I somewhat agree | 8.6% | 11.1% | 7.6% | 9.1% | 12.9% | 10.3% |
| | I somewhat disagree | 21.2% | 27.1% | 12.1% | 18.3% | 16.1% | 24.9% |
| | I disagree | 65.7% | 54.0% | 78.8% | 62.5% | 48.4% | 58.0% |
| | I neither agree nor disagree | 3.1% | 5.2% | 1.5% | 6.7% | 12.9% | 4.6% |
| | No answer | 0.2% | 0.3% | - | 1.4% | 9.7% | 0.3% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
|--|---|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| Q1_8 I am concerned about the potential increase of false accusations of sexual harassment due to misunderstanding, false claim, or malice. | I agree | 15.2% | 31.7% | 22.7% | 24.5% | 22.6% | 26.4% |
| | I somewhat agree | 35.3% | 41.0% | 31.8% | 31.3% | 32.3% | 38.9% |
| | I somewhat disagree | 24.1% | 14.6% | 19.7% | 15.4% | 9.7% | 17.5% |
| | I disagree | 16.3% | 6.3% | 24.2% | 15.9% | 9.7% | 9.7% |
| | I neither agree nor disagree | 8.5% | 6.3% | 1.5% | 11.1% | 16.1% | 7.1% |
| | No answer | 0.6% | 0.2% | - | 1.9% | 9.7% | 0.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_9 I'd rather stay away from sexual harassment issues. | I agree | 31.5% | 40.8% | 18.2% | 29.3% | 29.0% | 37.4% |
| | I somewhat agree | 26.9% | 31.5% | 31.8% | 20.2% | 25.8% | 29.8% |
| | I somewhat disagree | 16.3% | 12.9% | 13.6% | 13.5% | 9.7% | 13.9% |
| | I disagree | 16.5% | 6.8% | 28.8% | 15.9% | 6.5% | 10.1% |
| | I neither agree nor disagree | 8.2% | 7.6% | 7.6% | 18.3% | 19.4% | 8.2% |
| | No answer | 0.6% | 0.4% | - | 2.9% | 9.7% | 0.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_10 Romantic relationships between people of the same sex are abnormal. | I agree | 1.4% | 3.0% | - | 2.4% | 6.5% | 2.5% |
| | I somewhat agree | 1.6% | 6.0% | - | 2.9% | 12.9% | 4.6% |
| | I somewhat disagree | 8.8% | 18.4% | 3.0% | 9.6% | 19.4% | 15.1% |
| | I disagree | 84.9% | 67.0% | 95.5% | 78.4% | 48.4% | 72.9% |
| | I neither agree nor disagree | 2.8% | 5.5% | 1.5% | 5.3% | 3.2% | 4.7% |
| | No answer | 0.4% | 0.1% | - | 1.4% | 9.7% | 0.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_11 It is natural that people are divided into two sex categories of men and women. | I agree | 5.5% | 14.4% | 1.5% | 7.7% | 3.2% | 11.3% |
| | I somewhat agree | 12.7% | 22.1% | 3.0% | 7.7% | 25.8% | 18.7% |
| | I somewhat disagree | 23.9% | 25.5% | 9.1% | 18.8% | 16.1% | 24.7% |
| | I disagree | 51.0% | 28.0% | 84.8% | 53.8% | 19.4% | 36.1% |
| | I neither agree nor disagree | 6.7% | 9.8% | 1.5% | 10.6% | 25.8% | 8.9% |
| | No answer | 0.3% | 0.2% | - | 1.4% | 9.7% | 0.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_12 A person should not change the sex he or she was assigned at birth. | I agree | 1.9% | 3.8% | 1.5% | 3.8% | 6.5% | 3.3% |
| | I somewhat agree | 2.4% | 6.4% | - | 5.3% | 6.5% | 5.1% |
| | I somewhat disagree | 15.1% | 23.6% | 3.0% | 12.5% | 25.8% | 20.5% |
| | I disagree | 75.1% | 56.6% | 93.9% | 67.8% | 32.3% | 62.8% |
| | I neither agree nor disagree | 5.1% | 9.3% | 1.5% | 8.7% | 19.4% | 8.0% |
| | No answer | 0.3% | 0.2% | - | 1.9% | 9.7% | 0.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_Do you think the following behaviors constitute sexual harassment? | | | | | | | |
| Q2_1 When a University faculty or staff member does the following a) Asks you to sit next to him/her at a drinking party | I think the behavior is always deemed as sexual harassment. | 17.0% | 12.6% | 18.2% | 17.8% | 9.7% | 14.1% |
| | Can be deemed as sexual harassment. | 65.5% | 66.0% | 62.1% | 63.5% | 45.2% | 65.6% |
| | Cannot be deemed as sexual harassment. | 16.6% | 20.4% | 18.2% | 15.9% | 19.4% | 19.1% |
| | No answer | 0.9% | 1.0% | 1.5% | 2.9% | 25.8% | 1.2% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When a University faculty or staff member does the following b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair | I think the behavior is always deemed as sexual harassment. | 40.2% | 29.9% | 45.5% | 46.6% | 19.4% | 33.6% |
| | Can be deemed as sexual harassment. | 51.8% | 60.8% | 50.0% | 44.2% | 51.6% | 57.5% |
| | Cannot be deemed as sexual harassment. | 7.2% | 8.3% | 3.0% | 6.3% | 3.2% | 7.9% |
| | No answer | 0.8% | 1.0% | 1.5% | 2.9% | 25.8% | 1.1% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When a University faculty or staff member does the following c) Asks you about your private life, including whether you are seeing someone, married, or have a child | I think the behavior is always deemed as sexual harassment. | 21.8% | 17.6% | 37.9% | 33.7% | 12.9% | 19.5% |
| | Can be deemed as sexual harassment. | 60.5% | 63.2% | 53.0% | 53.4% | 45.2% | 62.0% |
| | Cannot be deemed as sexual harassment. | 16.7% | 18.1% | 7.6% | 10.1% | 16.1% | 17.4% |
| | No answer | 0.9% | 1.0% | 1.5% | 2.9% | 25.8% | 1.1% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
|--|---|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| Q2_1 When a University faculty or staff member does the following d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis | I think the behavior is always deemed as sexual harassment. | 70.5% | 62.6% | 78.8% | 69.2% | 45.2% | 65.2% |
| | Can be deemed as sexual harassment. | 21.3% | 29.8% | 18.2% | 22.1% | 19.4% | 26.9% |
| | Cannot be deemed as sexual harassment. | 7.2% | 6.5% | 1.5% | 5.8% | 9.7% | 6.7% |
| | No answer | 0.9% | 1.1% | 1.5% | 2.9% | 25.8% | 1.2% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When a University faculty or staff member does the following e) Stares at parts of your body (such as breast, hip, legs, crotch). | I think the behavior is always deemed as sexual harassment. | 83.7% | 71.9% | 83.3% | 74.0% | 64.5% | 75.6% |
| | Can be deemed as sexual harassment. | 9.3% | 22.6% | 12.1% | 19.2% | 6.5% | 18.3% |
| | Cannot be deemed as sexual harassment. | 6.2% | 4.6% | 3.0% | 3.8% | 3.2% | 5.0% |
| | No answer | 0.8% | 0.9% | 1.5% | 2.9% | 25.8% | 1.1% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When a University faculty or staff member does the following f) Says things like "Girls should be loveable," or "be a man." | I think the behavior is always deemed as sexual harassment. | 61.0% | 44.4% | 69.7% | 61.5% | 29.0% | 50.0% |
| | Can be deemed as sexual harassment. | 29.2% | 44.7% | 25.8% | 29.3% | 38.7% | 39.4% |
| | Cannot be deemed as sexual harassment. | 8.8% | 9.9% | 3.0% | 5.8% | 6.5% | 9.4% |
| | No answer | 0.9% | 1.0% | 1.5% | 3.4% | 25.8% | 1.2% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When a University faculty or staff member does the following g) Asks you out for a meal or a date. | I think the behavior is always deemed as sexual harassment. | 37.6% | 26.7% | 34.8% | 33.7% | 32.3% | 30.3% |
| | Can be deemed as sexual harassment. | 50.3% | 57.4% | 57.6% | 54.8% | 35.5% | 55.1% |
| | Cannot be deemed as sexual harassment. | 11.1% | 14.7% | 6.1% | 9.1% | 6.5% | 13.4% |
| | No answer | 1.0% | 1.1% | 1.5% | 2.4% | 25.8% | 1.2% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When a University faculty or staff member does the following h) H as a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer. | I think the behavior is always deemed as sexual harassment. | 76.0% | 68.0% | 72.7% | 64.9% | 45.2% | 70.3% |
| | Can be deemed as sexual harassment. | 13.9% | 22.4% | 19.7% | 24.0% | 19.4% | 19.8% |
| | Cannot be deemed as sexual harassment. | 9.3% | 8.6% | 6.1% | 8.7% | 9.7% | 8.8% |
| | No answer | 0.9% | 1.1% | 1.5% | 2.4% | 25.8% | 1.2% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When a University faculty or staff member does the following i) Brings up the topic of your sexual orientation or gender identity without your consent. | I think the behavior is always deemed as sexual harassment. | 81.3% | 75.5% | 89.4% | 73.6% | 61.3% | 77.3% |
| | Can be deemed as sexual harassment. | 11.1% | 19.0% | 7.6% | 18.3% | 9.7% | 16.4% |
| | Cannot be deemed as sexual harassment. | 6.8% | 4.5% | 1.5% | 4.8% | 3.2% | 5.2% |
| | No answer | 0.8% | 1.0% | 1.5% | 3.4% | 25.8% | 1.1% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When a University faculty or staff member does the following j) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex | I think the behavior is always deemed as sexual harassment. | 84.1% | 78.1% | 92.4% | 76.9% | 64.5% | 79.9% |
| | Can be deemed as sexual harassment. | 8.5% | 16.2% | 4.5% | 15.4% | 6.5% | 13.7% |
| | Cannot be deemed as sexual harassment. | 6.4% | 4.8% | 1.5% | 3.8% | 3.2% | 5.2% |
| | No answer | 0.9% | 1.0% | 1.5% | 3.8% | 25.8% | 1.2% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When a student in a higher grade or a person of a higher rank than you does the following a) Asks you to sit next to him/her at a drinking party | I think the behavior is always deemed as sexual harassment. | 12.0% | 9.3% | 15.2% | 16.3% | 16.1% | 10.4% |
| | Can be deemed as sexual harassment. | 68.8% | 68.3% | 68.2% | 66.3% | 41.9% | 68.3% |
| | Cannot be deemed as sexual harassment. | 18.2% | 21.2% | 16.7% | 14.4% | 16.1% | 20.0% |
| | No answer | 1.0% | 1.2% | - | 2.9% | 25.8% | 1.3% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When a student in a higher grade or a person of a higher rank than you does the following b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair | I think the behavior is always deemed as sexual harassment. | 32.8% | 24.2% | 40.9% | 38.5% | 25.8% | 27.3% |
| | Can be deemed as sexual harassment. | 58.3% | 66.1% | 56.1% | 51.4% | 45.2% | 63.1% |
| | Cannot be deemed as sexual harassment. | 8.0% | 8.6% | 3.0% | 6.7% | 3.2% | 8.3% |
| | No answer | 0.9% | 1.2% | - | 3.4% | 25.8% | 1.3% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When a student in a higher grade or a person of a higher rank than you does the following c) Asks you about your private life, including whether you are seeing someone, married, or have a child | I think the behavior is always deemed as sexual harassment. | 13.7% | 11.8% | 22.7% | 23.1% | 19.4% | 12.8% |
| | Can be deemed as sexual harassment. | 65.7% | 65.9% | 66.7% | 59.1% | 41.9% | 65.6% |
| | Cannot be deemed as sexual harassment. | 19.4% | 21.1% | 10.6% | 14.4% | 12.9% | 20.3% |
| | No answer | 1.2% | 1.2% | - | 3.4% | 25.8% | 1.3% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When a student in a higher grade or a person of a higher rank than you does the following d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis | I think the behavior is always deemed as sexual harassment. | 48.8% | 46.6% | 54.5% | 54.8% | 51.6% | 47.6% |
| | Can be deemed as sexual harassment. | 41.1% | 44.3% | 42.4% | 35.6% | 12.9% | 42.9% |
| | Cannot be deemed as sexual harassment. | 9.1% | 7.8% | 3.0% | 6.3% | 9.7% | 8.1% |
| | No answer | 1.1% | 1.3% | - | 3.4% | 25.8% | 1.4% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
|---|---|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| Q2_2 When a student in a higher grade or a person of a higher rank than you does the following e) Stares at parts of your body (such as breast, hip, legs, crotch). | I think the behavior is always deemed as sexual harassment. | 80.8% | 66.5% | 81.8% | 71.6% | 61.3% | 71.1% |
| | Can be deemed as sexual harassment. | 11.8% | 27.5% | 15.2% | 20.7% | 9.7% | 22.4% |
| | Cannot be deemed as sexual harassment. | 6.5% | 4.9% | 3.0% | 4.3% | 3.2% | 5.3% |
| | No answer | 0.9% | 1.1% | - | 3.4% | 25.8% | 1.2% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When a student in a higher grade or a person of a higher rank than you does the following f) Says things like "Girls should be loveable," or "be a man." | I think the behavior is always deemed as sexual harassment. | 58.0% | 41.6% | 68.2% | 60.6% | 25.8% | 47.3% |
| | Can be deemed as sexual harassment. | 31.8% | 47.0% | 27.3% | 29.8% | 38.7% | 41.7% |
| | Cannot be deemed as sexual harassment. | 9.1% | 10.2% | 4.5% | 6.3% | 6.5% | 9.7% |
| | No answer | 1.1% | 1.2% | - | 3.4% | 29.0% | 1.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When a student in a higher grade or a person of a higher rank than you does the following g) Asks you out for a meal or a date. | I think the behavior is always deemed as sexual harassment. | 14.2% | 11.0% | 16.7% | 17.3% | 22.6% | 12.3% |
| | Can be deemed as sexual harassment. | 63.3% | 62.2% | 71.2% | 63.9% | 32.3% | 62.6% |
| | Cannot be deemed as sexual harassment. | 21.3% | 25.5% | 12.1% | 15.4% | 16.1% | 23.8% |
| | No answer | 1.2% | 1.2% | - | 3.4% | 29.0% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When a student in a higher grade or a person of a higher rank than you does the following h) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer. | I think the behavior is always deemed as sexual harassment. | 71.6% | 62.1% | 71.2% | 60.1% | 45.2% | 64.9% |
| | Can be deemed as sexual harassment. | 17.1% | 27.4% | 18.2% | 27.4% | 16.1% | 24.1% |
| | Cannot be deemed as sexual harassment. | 10.2% | 9.3% | 10.6% | 9.1% | 9.7% | 9.6% |
| | No answer | 1.1% | 1.2% | - | 3.4% | 29.0% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When a student in a higher grade or a person of a higher rank than you does the following i) Brings up the topic of your sexual orientation or gender identity without your consent. | I think the behavior is always deemed as sexual harassment. | 79.0% | 72.2% | 89.4% | 73.1% | 58.1% | 74.4% |
| | Can be deemed as sexual harassment. | 12.8% | 22.2% | 7.6% | 18.3% | 9.7% | 19.1% |
| | Cannot be deemed as sexual harassment. | 7.1% | 4.5% | 3.0% | 5.3% | 3.2% | 5.3% |
| | No answer | 1.1% | 1.1% | - | 3.4% | 29.0% | 1.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When a student in a higher grade or a person of a higher rank than you does the following j) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex | I think the behavior is always deemed as sexual harassment. | 81.8% | 75.1% | 92.4% | 75.5% | 61.3% | 77.2% |
| | Can be deemed as sexual harassment. | 10.0% | 18.5% | 6.1% | 17.3% | 6.5% | 15.8% |
| | Cannot be deemed as sexual harassment. | 6.8% | 5.0% | 1.5% | 3.4% | 3.2% | 5.5% |
| | No answer | 1.4% | 1.3% | - | 3.8% | 29.0% | 1.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_3 When a student in the same year or lower grade than you does the following a) Asks you to sit next to him/her at a drinking party | I think the behavior is always deemed as sexual harassment. | 8.3% | 6.6% | 10.6% | 12.5% | 12.9% | 7.4% |
| | Can be deemed as sexual harassment. | 62.5% | 60.2% | 66.7% | 61.1% | 41.9% | 60.9% |
| | Cannot be deemed as sexual harassment. | 28.1% | 31.9% | 22.7% | 23.1% | 16.1% | 30.4% |
| | No answer | 1.0% | 1.3% | - | 3.4% | 29.0% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_3 When a student in the same year or lower grade than you does the following b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair | I think the behavior is always deemed as sexual harassment. | 29.3% | 20.9% | 33.3% | 35.6% | 25.8% | 24.0% |
| | Can be deemed as sexual harassment. | 61.2% | 67.5% | 63.6% | 52.4% | 41.9% | 65.0% |
| | Cannot be deemed as sexual harassment. | 8.6% | 10.4% | 3.0% | 8.7% | 3.2% | 9.7% |
| | No answer | 0.9% | 1.3% | - | 3.4% | 29.0% | 1.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_3 When a student in the same year or lower grade than you does the following c) Asks you about your private life, including whether you are seeing someone, married, or have a child | I think the behavior is always deemed as sexual harassment. | 11.8% | 9.6% | 19.7% | 23.6% | 19.4% | 10.8% |
| | Can be deemed as sexual harassment. | 63.6% | 64.6% | 69.7% | 58.7% | 41.9% | 64.1% |
| | Cannot be deemed as sexual harassment. | 23.6% | 24.5% | 10.6% | 14.4% | 9.7% | 23.8% |
| | No answer | 1.0% | 1.3% | - | 3.4% | 29.0% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_3 When a student in the same year or lower grade than you does the following d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis | I think the behavior is always deemed as sexual harassment. | 42.3% | 40.2% | 47.0% | 50.5% | 48.4% | 41.2% |
| | Can be deemed as sexual harassment. | 44.4% | 47.5% | 50.0% | 37.5% | 16.1% | 46.2% |
| | Cannot be deemed as sexual harassment. | 12.4% | 10.9% | 3.0% | 8.7% | 6.5% | 11.2% |
| | No answer | 0.9% | 1.3% | - | 3.4% | 29.0% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_3 When a student in the same year or lower grade than you does the following e) Stares at parts of your body (such as breast, hip, legs, crotch). | I think the behavior is always deemed as sexual harassment. | 78.3% | 62.8% | 80.3% | 67.8% | 51.6% | 67.7% |
| | Can be deemed as sexual harassment. | 14.2% | 30.5% | 16.7% | 24.0% | 16.1% | 25.2% |
| | Cannot be deemed as sexual harassment. | 6.6% | 5.5% | 3.0% | 4.8% | 3.2% | 5.8% |
| | No answer | 0.9% | 1.2% | - | 3.4% | 29.0% | 1.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
|--|---|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| Q2_3 When a student in the same year or lower grade than you does the following f) Says things like "Girls should be loveable," or "be a man." | I think the behavior is always deemed as sexual harassment. | 55.0% | 39.4% | 65.2% | 60.6% | 25.8% | 44.9% |
| | Can be deemed as sexual harassment. | 33.7% | 47.7% | 31.8% | 29.3% | 38.7% | 42.8% |
| | Cannot be deemed as sexual harassment. | 10.2% | 11.6% | 3.0% | 6.7% | 6.5% | 11.0% |
| | No answer | 1.1% | 1.2% | - | 3.4% | 29.0% | 1.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_3 When a student in the same year or lower grade than you does the following g) Asks you out for a meal or a date. | I think the behavior is always deemed as sexual harassment. | 12.8% | 9.1% | 18.2% | 16.3% | 19.4% | 10.6% |
| | Can be deemed as sexual harassment. | 58.8% | 58.0% | 68.2% | 62.0% | 35.5% | 58.4% |
| | Cannot be deemed as sexual harassment. | 27.4% | 31.5% | 13.6% | 18.3% | 16.1% | 29.7% |
| | No answer | 0.9% | 1.3% | - | 3.4% | 29.0% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_3 When a student in the same year or lower grade than you does the following h) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer. | I think the behavior is always deemed as sexual harassment. | 70.7% | 59.3% | 74.2% | 58.7% | 38.7% | 62.8% |
| | Can be deemed as sexual harassment. | 17.7% | 29.5% | 18.2% | 30.3% | 19.4% | 25.9% |
| | Cannot be deemed as sexual harassment. | 10.6% | 9.9% | 7.6% | 8.2% | 9.7% | 10.0% |
| | No answer | 0.9% | 1.3% | - | 2.9% | 32.3% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_3 When a student in the same year or lower grade than you does the following i) Brings up the topic of your sexual orientation or gender identity without your consent. | I think the behavior is always deemed as sexual harassment. | 78.1% | 70.5% | 87.9% | 72.1% | 54.8% | 72.9% |
| | Can be deemed as sexual harassment. | 13.4% | 23.1% | 9.1% | 18.8% | 12.9% | 19.9% |
| | Cannot be deemed as sexual harassment. | 7.6% | 5.2% | 3.0% | 5.8% | 3.2% | 5.9% |
| | No answer | 0.9% | 1.1% | - | 3.4% | 29.0% | 1.2% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_3 When a student in the same year or lower grade than you does the following j) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex | I think the behavior is always deemed as sexual harassment. | 81.2% | 73.6% | 89.4% | 75.5% | 61.3% | 76.1% |
| | Can be deemed as sexual harassment. | 10.6% | 19.6% | 9.1% | 16.8% | 6.5% | 16.7% |
| | Cannot be deemed as sexual harassment. | 7.1% | 5.4% | 1.5% | 3.8% | 3.2% | 5.9% |
| | No answer | 1.1% | 1.3% | - | 3.8% | 29.0% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3 If someone does the following to you, what response will you take? | | | | | | | |
| Q3_1 When your instructor/supervisor does the following to you a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.). | Clearly convey the message that you dislike such behavior. | 18.2% | 20.0% | 25.8% | 24.0% | 9.7% | 19.6% |
| | Implicitly convey the message that you dislike such behavior. | 41.4% | 38.7% | 40.9% | 38.5% | 29.0% | 39.5% |
| | Do not convey the message. | 24.2% | 23.5% | 16.7% | 21.6% | 9.7% | 23.5% |
| | Not applicable. | 15.0% | 16.7% | 16.7% | 13.0% | 12.9% | 16.1% |
| | No answer | 1.2% | 1.1% | - | 2.9% | 38.7% | 1.3% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |
| Q3_1 When your instructor/supervisor does the following to you b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go. | Clearly convey the message that you dislike such behavior. | 25.8% | 24.6% | 24.2% | 34.6% | 22.6% | 25.3% |
| | Implicitly convey the message that you dislike such behavior. | 50.0% | 46.9% | 53.0% | 38.0% | 19.4% | 47.5% |
| | Do not convey the message. | 8.1% | 10.7% | 4.5% | 11.5% | 6.5% | 9.8% |
| | Not applicable. | 14.9% | 16.7% | 18.2% | 13.5% | 12.9% | 16.0% |
| | No answer | 1.2% | 1.2% | - | 2.4% | 38.7% | 1.4% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |
| Q3_1 When your instructor/supervisor does the following to you c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder). | Clearly convey the message that you dislike such behavior. | 45.2% | 43.5% | 50.0% | 49.0% | 22.6% | 44.1% |
| | Implicitly convey the message that you dislike such behavior. | 34.0% | 31.3% | 25.8% | 26.9% | 19.4% | 31.9% |
| | Do not convey the message. | 4.6% | 7.3% | 6.1% | 8.7% | 3.2% | 6.5% |
| | Not applicable. | 14.9% | 16.7% | 18.2% | 13.0% | 12.9% | 16.0% |
| | No answer | 1.3% | 1.2% | - | 2.4% | 41.9% | 1.4% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |
| Q3_2 When faculty or staff member other than your instructor/supervisor does the following to you a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.). | Clearly convey the message that you dislike such behavior. | 28.1% | 29.1% | 30.3% | 33.7% | 12.9% | 28.9% |
| | Implicitly convey the message that you dislike such behavior. | 45.1% | 44.5% | 48.5% | 39.9% | 29.0% | 44.5% |
| | Do not convey the message. | 25.8% | 24.9% | 21.2% | 22.6% | 19.4% | 25.1% |
| | No answer | 1.0% | 1.5% | - | 3.8% | 38.7% | 1.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_2 When faculty or staff member other than your instructor/supervisor does the following to you b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go. | Clearly convey the message that you dislike such behavior. | 38.6% | 35.5% | 34.8% | 43.8% | 22.6% | 36.6% |
| | Implicitly convey the message that you dislike such behavior. | 51.6% | 51.6% | 60.6% | 43.3% | 29.0% | 51.3% |
| | Do not convey the message. | 8.8% | 11.4% | 4.5% | 9.6% | 9.7% | 10.5% |
| | No answer | 1.0% | 1.6% | - | 3.4% | 38.7% | 1.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
|--|---|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| Q3_2 When a faculty or staff member other than your instructor/supervisor does the following to you c) Makes unnecessary and overly familiar physical contact with you(such as holding your hand, touching your back, waist or shoulder). | Clearly convey the message that you dislike such behavior. | 56.6% | 54.0% | 65.2% | 55.8% | 22.6% | 54.8% |
| | Implicitly convey the message that you dislike such behavior. | 34.9% | 35.4% | 28.8% | 33.7% | 25.8% | 35.1% |
| | Do not convey the message. | 7.4% | 9.0% | 6.1% | 7.2% | 9.7% | 8.4% |
| | No answer | 1.1% | 1.6% | - | 3.4% | 41.9% | 1.7% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_3 When a student in a higher grade or a person of a higher rank than you does the following to you a) Makes you feel uncomfortable with verbal remarks(sexual topics, imposition of gender roles, insults, etc.). | Clearly convey the message that you dislike such behavior. | 31.8% | 30.1% | 45.5% | 35.6% | 16.1% | 30.9% |
| | Implicitly convey the message that you dislike such behavior. | 48.9% | 48.5% | 48.5% | 41.8% | 25.8% | 48.3% |
| | Do not convey the message. | 18.4% | 19.9% | 6.1% | 19.2% | 19.4% | 19.3% |
| | No answer | 0.9% | 1.4% | - | 3.4% | 38.7% | 1.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_3 When a student in a higher grade or a person of a higher rank than you does the following to you b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go. | Clearly convey the message that you dislike such behavior. | 33.7% | 31.3% | 40.9% | 37.0% | 19.4% | 32.2% |
| | Implicitly convey the message that you dislike such behavior. | 55.9% | 55.4% | 51.5% | 50.5% | 32.3% | 55.3% |
| | Do not convey the message. | 9.5% | 11.9% | 7.6% | 9.6% | 9.7% | 11.0% |
| | No answer | 0.9% | 1.4% | - | 2.9% | 38.7% | 1.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_3 When a student in a higher grade or a person of a higher rank than you does the following to you c) Makes unnecessary and overly familiar physical contact with you(such as holding your hand, touching your back, waist or shoulder). | Clearly convey the message that you dislike such behavior. | 56.1% | 51.6% | 74.2% | 54.3% | 25.8% | 53.1% |
| | Implicitly convey the message that you dislike such behavior. | 36.1% | 38.5% | 18.2% | 36.1% | 22.6% | 37.5% |
| | Do not convey the message. | 6.8% | 8.4% | 7.6% | 6.7% | 9.7% | 7.9% |
| | No answer | 1.0% | 1.5% | - | 2.9% | 41.9% | 1.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_4 When a student in the same year or lower grade than you does the following to you a) Makes you feel uncomfortable with verbal remarks(sexual topics, imposition of gender roles, insults, etc.). | Clearly convey the message that you dislike such behavior. | 46.6% | 42.5% | 57.6% | 42.3% | 16.1% | 43.8% |
| | Implicitly convey the message that you dislike such behavior. | 40.3% | 40.8% | 34.8% | 41.8% | 29.0% | 40.5% |
| | Do not convey the message. | 12.2% | 15.5% | 7.6% | 12.5% | 16.1% | 14.3% |
| | No answer | 0.9% | 1.3% | - | 3.4% | 38.7% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_4 When a student in the same year or lower grade than you does the following to you b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go. | Clearly convey the message that you dislike such behavior. | 43.4% | 39.5% | 42.4% | 44.2% | 22.6% | 40.7% |
| | Implicitly convey the message that you dislike such behavior. | 48.0% | 47.9% | 50.0% | 44.7% | 29.0% | 47.8% |
| | Do not convey the message. | 7.8% | 11.3% | 7.6% | 8.2% | 9.7% | 10.1% |
| | No answer | 0.9% | 1.3% | - | 2.9% | 38.7% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_4 When a student in the same year or lower grade than you does the following to you c) Makes unnecessary and overly familiar physical contact with you(such as holding your hand, touching your back, waist or shoulder). | Clearly convey the message that you dislike such behavior. | 65.5% | 57.8% | 74.2% | 61.1% | 25.8% | 60.2% |
| | Implicitly convey the message that you dislike such behavior. | 28.5% | 32.8% | 16.7% | 29.3% | 22.6% | 31.2% |
| | Do not convey the message. | 5.1% | 8.0% | 9.1% | 6.7% | 9.7% | 7.1% |
| | No answer | 1.0% | 1.3% | - | 2.9% | 41.9% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q4 Have you ever been subjected to the following behaviors perpetrated by someone who is a member (faculty, staff, graduates, or undergraduates) or an affiliate of The University of Tokyo, on campus or in settings associated with the University (like at social gatherings ("komba") of clubs/circles or seminar members, or at academic conferences)? OR have you ever been consulted by someone who has experienced such behavior, or witnessed or heard about such behavior? (Select all options that apply) | | | | | | | |
| Q4 a) Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. | I have been subjected to such behavior. | 14.4% | 7.8% | 18.2% | 13.9% | 9.7% | 10.0% |
| | I have been consulted about such a case. | 4.6% | 2.5% | 13.6% | 8.2% | 3.2% | 3.4% |
| | I have witnessed/heard about such a case. | 32.2% | 31.2% | 37.9% | 35.6% | 16.1% | 31.6% |
| | I have never experienced or heard about such a case. | 55.0% | 60.0% | 47.0% | 48.1% | 22.6% | 57.9% |
| | No answer | 1.7% | 2.4% | - | 3.4% | 58.1% | 2.4% |
| Q4 b) Have heard sexual topics and obscene jokes in an unwanted way. | I have been subjected to such behavior. | 18.1% | 9.9% | 22.7% | 17.8% | 12.9% | 12.7% |
| | I have been consulted about such a case. | 5.1% | 2.7% | 10.6% | 7.2% | 3.2% | 3.6% |
| | I have witnessed/heard about such a case. | 28.7% | 28.9% | 43.9% | 32.7% | 12.9% | 29.0% |
| | I have never experienced or heard about such a case. | 55.2% | 60.0% | 40.9% | 49.5% | 22.6% | 58.0% |
| | No answer | 1.6% | 2.4% | - | 3.8% | 58.1% | 2.4% |
| Q4 c) Have been avoided by other people because they cannot decide whether you are a man or a woman or been laughed at or teased for being a sexual minority (such as LGBT). | I have been subjected to such behavior. | 1.0% | 0.8% | 16.7% | 3.8% | - | 1.1% |
| | I have been consulted about such a case. | 1.5% | 1.2% | 6.1% | 4.8% | 3.2% | 1.4% |
| | I have witnessed/heard about such a case. | 13.0% | 12.2% | 28.8% | 20.2% | 6.5% | 12.8% |
| | I have never experienced or heard about such a case. | 84.0% | 84.1% | 56.1% | 71.2% | 35.5% | 83.2% |
| | No answer | 1.8% | 2.3% | - | 3.8% | 58.1% | 2.4% |

| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
|---|--|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| Q4 d) Nude/pornographic images or magazines were visibly displayed in a common space such as a club room or research office; or have been present while someone was watching nude/pornographic images on a PC. | I have been subjected to such behavior. | 2.0% | 1.2% | 6.1% | 2.9% | - | 1.5% |
| | I have been consulted about such a case. | 0.6% | 0.5% | 4.5% | 1.0% | - | 0.6% |
| | I have witnessed/heard about such a case. | 5.9% | 7.3% | 12.1% | 10.1% | 3.2% | 7.0% |
| | I have never experienced or heard about such a case. | 90.9% | 89.1% | 81.8% | 82.2% | 38.7% | 89.2% |
| | No answer | 1.7% | 2.3% | 1.5% | 4.3% | 58.1% | 2.4% |
| Q4 e) Have had your personal sexual information exposed online (through SNS, etc.) or spread by rumor. | I have been subjected to such behavior. | 1.2% | 0.9% | 3.0% | 3.4% | 6.5% | 1.1% |
| | I have been consulted about such a case. | 1.1% | 0.8% | 3.0% | 3.4% | - | 1.0% |
| | I have witnessed/heard about such a case. | 11.0% | 11.5% | 22.7% | 15.9% | 6.5% | 11.6% |
| | I have never experienced or heard about such a case. | 85.6% | 85.0% | 72.7% | 75.0% | 29.0% | 84.5% |
| | No answer | 1.8% | 2.4% | 1.5% | 4.8% | 58.1% | 2.5% |
| Q4 f) Have been assigned a certain role based on sex/gender in an educational or research setting; or have been treated differently based on gender/sex at the time of research guidance or career counseling. | I have been subjected to such behavior. | 6.6% | 1.3% | 9.1% | 7.7% | - | 3.1% |
| | I have been consulted about such a case. | 3.3% | 1.4% | 7.6% | 5.3% | - | 2.1% |
| | I have witnessed/heard about such a case. | 16.7% | 10.9% | 24.2% | 19.7% | 6.5% | 13.0% |
| | I have never experienced or heard about such a case. | 75.4% | 84.8% | 63.6% | 68.3% | 32.3% | 81.1% |
| | No answer | 1.8% | 2.4% | 3.0% | 4.8% | 61.3% | 2.5% |
| Q4 g) Have been looked at with an obscene look, have been physically approached too closely, or have been subjected to overly familiar physical contacts. | I have been subjected to such behavior. | 9.4% | 0.9% | 9.1% | 7.2% | - | 3.7% |
| | I have been consulted about such a case. | 4.8% | 2.8% | 7.6% | 6.3% | 3.2% | 3.5% |
| | I have witnessed/heard about such a case. | 14.0% | 14.1% | 18.2% | 16.3% | 6.5% | 14.2% |
| | I have never experienced or heard about such a case. | 75.6% | 81.2% | 68.2% | 70.7% | 32.3% | 78.9% |
| | No answer | 1.8% | 2.4% | 3.0% | 4.8% | 61.3% | 2.5% |
| Q4 h) Have been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails, or been stalked. | I have been subjected to such behavior. | 9.3% | 1.0% | 6.1% | 7.2% | - | 3.7% |
| | I have been consulted about such a case. | 7.0% | 4.0% | 12.1% | 7.2% | - | 5.1% |
| | I have witnessed/heard about such a case. | 17.2% | 17.2% | 27.3% | 16.3% | 6.5% | 17.2% |
| | I have never experienced or heard about such a case. | 70.1% | 77.3% | 63.6% | 70.7% | 35.5% | 74.7% |
| | No answer | 1.7% | 2.4% | - | 4.3% | 58.1% | 2.4% |
| Q4 i) Have been forced to do something or restrained from doing something by a person with whom you had a romantic relationship; or that person came to your residence uninvited. | I have been subjected to such behavior. | 2.7% | 1.1% | 4.5% | 3.4% | - | 1.6% |
| | I have been consulted about such a case. | 3.7% | 2.6% | 6.1% | 5.3% | - | 3.1% |
| | I have witnessed/heard about such a case. | 12.6% | 11.8% | 19.7% | 13.9% | 9.7% | 12.2% |
| | I have never experienced or heard about such a case. | 81.7% | 83.2% | 72.7% | 75.0% | 32.3% | 82.2% |
| | No answer | 1.7% | 2.4% | 1.5% | 4.8% | 58.1% | 2.5% |
| Q4 j) Have been forced to take off your clothes or to go to a sex trade shop. | I have been subjected to such behavior. | 0.1% | 0.4% | - | 0.5% | - | 0.3% |
| | I have been consulted about such a case. | 0.2% | 0.4% | - | 1.0% | - | 0.3% |
| | I have witnessed/heard about such a case. | 2.2% | 3.0% | 1.5% | 5.8% | 3.2% | 2.8% |
| | I have never experienced or heard about such a case. | 95.9% | 94.0% | 97.0% | 88.0% | 35.5% | 94.2% |
| | No answer | 1.7% | 2.4% | 1.5% | 4.8% | 61.3% | 2.5% |
| Q4 k) Have received unwanted hugs or kisses. | I have been subjected to such behavior. | 4.1% | 0.6% | 1.5% | 3.4% | - | 1.8% |
| | I have been consulted about such a case. | 1.6% | 1.1% | 3.0% | 3.4% | - | 1.3% |
| | I have witnessed/heard about such a case. | 6.9% | 6.2% | 9.1% | 8.2% | 3.2% | 6.5% |
| | I have never experienced or heard about such a case. | 87.1% | 90.2% | 90.9% | 82.7% | 35.5% | 88.8% |
| | No answer | 1.8% | 2.4% | - | 4.8% | 61.3% | 2.5% |
| Q4 l) Someone peeped at you or secretly took a photo of you in places such as a toilet or changing room. | I have been subjected to such behavior. | 0.6% | 0.2% | - | 1.4% | - | 0.4% |
| | I have been consulted about such a case. | 0.3% | 0.2% | - | 1.9% | - | 0.3% |
| | I have witnessed/heard about such a case. | 4.2% | 3.4% | 7.6% | 8.7% | 3.2% | 3.8% |
| | I have never experienced or heard about such a case. | 93.7% | 93.8% | 92.4% | 84.1% | 35.5% | 93.2% |
| | No answer | 1.8% | 2.4% | - | 4.8% | 61.3% | 2.5% |
| Q4 m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity. | I have been subjected to such behavior. | 2.0% | 0.2% | 1.5% | 1.4% | - | 0.8% |
| | I have been consulted about such a case. | 0.9% | 1.0% | 3.0% | 3.4% | - | 1.0% |
| | I have witnessed/heard about such a case. | 5.7% | 5.7% | 9.1% | 7.7% | 3.2% | 5.8% |
| | I have never experienced or heard about such a case. | 90.4% | 91.0% | 90.9% | 83.7% | 35.5% | 90.4% |
| | No answer | 1.8% | 2.4% | - | 4.8% | 61.3% | 2.5% |

| Question | Response option | Female N=668 | Male N=741 | Other N=26 | Don't want to answer N=59 | No answer N=5 | Total N=1499 |
|--|---|-----------------|---------------|---------------|---------------------------------|------------------|-----------------|
| Q5 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) In what situation did the event you described in Q4 happen? | | | | | | | |
| | During class or lab experiment | 8.4% | 5.8% | 3.8% | 13.6% | 20.0% | 7.3% |
| | During a seminar class | 1.0% | 1.3% | - | 5.1% | - | 1.3% |
| | Study camp/retreat of a seminar or practicum class | 0.7% | 0.5% | - | 3.4% | - | 0.7% |
| | During individual tutoring | 3.0% | 1.8% | 7.7% | 0.0% | - | 2.3% |
| | During a club/circle camp | 5.4% | 11.2% | - | 1.7% | - | 8.0% |
| | During regular club/circle activity | 13.3% | 24.8% | 11.5% | 10.2% | - | 18.8% |
| | While living in a student dormitory | 1.9% | 2.3% | 3.8% | 1.7% | - | 2.1% |
| | During a social gathering | 33.7% | 31.6% | 38.5% | 28.8% | - | 32.4% |
| | Other situations related to research | 12.7% | 7.3% | 23.1% | 13.6% | 40.0% | 10.3% |
| | Other | 17.2% | 9.2% | 11.5% | 18.6% | - | 13.1% |
| | No answer | 2.5% | 4.2% | - | 3.4% | 40.0% | 3.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q6 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) Position you held at that time. | | | | | | | |
| | Undergraduate student | 63.6% | 75.0% | 61.5% | 61.0% | 20.0% | 69.0% |
| | Graduate student (including research student) | 31.7% | 19.8% | 38.5% | 32.2% | 20.0% | 26.0% |
| | Other | 1.9% | 0.8% | - | 5.1% | - | 1.5% |
| | No answer | 2.7% | 4.3% | - | 1.7% | 60.0% | 3.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q7 (The following questions are for persons who answered "I have been subjected to such behavior" in Q4) The number of people who subjected you to such behavior. | | | | | | | |
| | 1 person | 52.4% | 40.5% | 53.8% | 50.8% | - | 46.3% |
| | 2 persons | 15.6% | 14.4% | 11.5% | 13.6% | - | 14.8% |
| | 3 persons or more | 28.6% | 40.2% | 34.6% | 28.8% | 40.0% | 34.5% |
| | No answer | 3.4% | 4.9% | - | 6.8% | 60.0% | 4.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Question | Response option | Female N=250 | Male N=200 | Other N=14 | Don't want to answer N=9 | No answer N=0 | Total N=604 |
| Q7_1_1 The following questions are for persons who answered "1 person" in Q7. Gender of the person who subjected you to such behavior. | | | | | | | |
| | Male | 94.6% | 79.3% | 78.6% | 66.7% | - | 86.5% |
| | Female | 3.4% | 18.7% | 21.4% | 23.3% | - | 11.2% |
| | Other | 1.4% | 1.3% | - | 10.0% | - | 1.7% |
| | No answer | 0.6% | 0.7% | - | - | - | 0.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | - | 100.0% |
| Q7_1_2 The following questions are for persons who answered "1 person" in Q7. What was the status/position of that person? | | | | | | | |
| | Student in a higher grade than you | 26.3% | 22.3% | 35.7% | 30.0% | - | 24.9% |
| | Student in the same grade as you or a | 39.4% | 49.3% | 35.7% | 30.0% | - | 43.2% |
| | Student in a lower grade than you | 2.3% | 6.7% | 7.1% | 3.3% | - | 4.3% |
| | Instructor/supervisor in a seminar or other classes | 6.9% | 8.7% | 14.3% | 6.7% | - | 7.8% |
| | Faculty members other than your | 9.4% | 8.0% | 7.1% | 20.0% | - | 9.2% |
| | Staff member | 4.6% | 2.3% | - | 3.3% | - | 3.5% |
| | Other | 9.7% | 1.7% | - | 6.7% | - | 5.9% |
| | No answer | 1.4% | 1.0% | - | - | - | 1.2% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | - | 100.0% |

| Question | Response option | Female N=295 | Male N=405 | Other N=12 | Don't want to answer N=25 | No answer N=2 | Total N=739 |
|---|--|-----------------|---------------|---------------|---------------------------------|------------------|-----------------|
| Q7_2_1 The following questions are for persons who answered "2 persons" or "3 persons or more" in Q7. Gender of people who subjected you to such behavior. | | | | | | | |
| | Male | 80.7% | 67.4% | 75.0% | 64.0% | 50.0% | 72.7% |
| | Female | 1.4% | 3.5% | - | 8.0% | - | 2.7% |
| | Male and female | 17.3% | 27.9% | 25.0% | 24.0% | - | 23.4% |
| | Other | 0.3% | 0.7% | - | 4.0% | - | 0.7% |
| | No answer | 0.3% | 0.5% | - | - | 50.0% | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q7_2_2 The following questions are for persons who answered "2 persons" or "3 persons or more" in Q7. What was the status/position of that person? (Select all options that apply) | | | | | | | |
| | Student in a higher grade than you | 51.9% | 52.1% | 83.3% | 52.0% | 50.0% | 52.5% |
| | Student in the same grade as you or a | 65.4% | 72.1% | 41.7% | 72.0% | 50.0% | 68.9% |
| | Student in a lower grade than you | 13.6% | 11.9% | 50.0% | 12.0% | 50.0% | 13.3% |
| | Instructor/supervisor in a seminar or other classes | 7.1% | 3.7% | 16.7% | 24.0% | - | 6.0% |
| | Faculty members other than your | 14.9% | 3.5% | 33.3% | 32.0% | - | 9.5% |
| | Staff member | 4.4% | 1.5% | 25.0% | 12.0% | - | 3.4% |
| | Other | 2.4% | 3.5% | - | 8.0% | - | 3.1% |
| | No answer | 0.3% | 0.7% | - | - | - | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Question | Response option | Female N=668 | Male N=741 | Other N=26 | Don't want to answer N=59 | No answer N=5 | Total N=1499 |
| Q8 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) Were you harassed repeatedly by the person who had subjected you to such behavior ? | | | | | | | |
| | Yes, I was | 38.9% | 20.8% | 30.8% | 45.8% | 20.0% | 30.0% |
| | No, I was not | 59.0% | 76.2% | 69.2% | 50.8% | 60.0% | 67.4% |
| | No answer | 2.1% | 3.0% | 0.0% | 3.4% | 20.0% | 2.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q9 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) How did you respond to such behavior? | | | | | | | |
| | I made clear that I disliked the behavior/I protested. | 15.0% | 8.0% | 11.5% | 16.9% | - | 11.5% |
| | I ignored, avoided, or ran away. | 37.1% | 32.7% | 34.6% | 28.8% | 40.0% | 34.6% |
| | I implicitly or jokingly suggested that I disliked the behavior. | 25.9% | 31.6% | 34.6% | 13.6% | - | 28.3% |
| | I put up with the behavior/I yielded. | 18.3% | 21.7% | 15.4% | 30.5% | 40.0% | 20.5% |
| | Other | 2.1% | 3.0% | - | 6.8% | - | 2.7% |
| | No answer | 1.6% | 3.1% | 3.8% | 3.4% | 20.0% | 2.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q10 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) Did you consult anyone about such behavior you suffered? | | | | | | | |
| | Yes, I did | 43.7% | 10.9% | 26.9% | 35.6% | - | 26.8% |
| | No, I didn't | 54.3% | 85.4% | 73.1% | 62.7% | 60.0% | 70.4% |
| | No answer | 1.9% | 3.6% | - | 1.7% | 40.0% | 2.9% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=292 | Male N=81 | Other N=7 | Don't want to answer N=21 | No answer N=0 | Total N=401 |
|--|---|-----------------|---------------|---------------|---------------------------------|------------------|-----------------|
| Q10_1 (This question is only for persons who answered "Yes, I did" in Q10) Whom did you consult? (Select all options that apply) | | | | | | | |
| | Family member | 34.9% | 24.7% | 14.3% | 19.0% | - | 31.7% |
| | Student in a higher grade than you | 29.8% | 17.3% | 42.9% | 23.8% | - | 27.2% |
| | Student in the same grade as you or a | 71.9% | 76.5% | 100.0% | 57.1% | - | 72.6% |
| | Student in a lower grade than you | 7.2% | 8.6% | 28.6% | 4.8% | - | 7.7% |
| | Friend or acquaintance outside of the University | 27.7% | 23.5% | 57.1% | 38.1% | - | 27.9% |
| | Instructor/supervisor in a seminar or other | 11.0% | 4.9% | 14.3% | 19.0% | - | 10.2% |
| | Faculty member other than your instructor/supervisor | 6.5% | 2.5% | - | 19.0% | - | 6.2% |
| | Staff member | 5.8% | - | - | 4.8% | - | 4.5% |
| | Harassment Counseling Center of The University of Tokyo | 11.3% | 4.9% | - | 14.3% | - | 10.0% |
| | Health Service Center, Student Counseling Center or Komaba Student Counseling Center of The University of Tokyo | 10.3% | 7.4% | - | 19.0% | - | 10.0% |
| | Counsellor in your department | 0.7% | - | - | - | - | 0.5% |
| | Lawyer or other expert or specialized institution | 3.1% | - | - | - | - | 2.2% |
| | Other | 2.4% | - | - | 4.8% | - | 2.0% |
| | No answer | 0.3% | 1.2% | - | - | - | 0.5% |
| Question | Response option | Female N=363 | Male N=633 | Other N=19 | Don't want to answer N=37 | No answer N=3 | Total N=1055 |
| Q10_2 (This question is only for persons who answered "No, I didn't" in Q10) Why didn't you consult anyone? (Select all options that apply) | | | | | | | |
| | I was afraid that the information would be leaked if I consulted someone. | 5.0% | 4.7% | 15.8% | 8.1% | - | 5.1% |
| | I didn't think that anyone would take my story seriously. | 8.0% | 6.5% | - | 24.3% | - | 7.5% |
| | I didn't think that consulting someone would help solve the situation. | 49.0% | 31.6% | 47.4% | 51.4% | 33.3% | 38.6% |
| | I was afraid that there would be negative consequences if I consulted someone. | 15.7% | 8.2% | 21.1% | 27.0% | - | 11.7% |
| | I didn't feel the need to consult anyone. | 58.1% | 76.8% | 63.2% | 48.6% | 66.7% | 69.1% |
| | It was too painful to consult someone. | 12.9% | 6.0% | 26.3% | 21.6% | 33.3% | 9.4% |
| | I was afraid that consulting someone would complicate my relationship with the person who harassed me. | 23.1% | 11.5% | 26.3% | 29.7% | - | 16.4% |
| | Other | 7.2% | 5.1% | 5.3% | 5.4% | - | 5.8% |
| | No answer | 0.6% | 0.5% | - | - | - | 0.5% |

| Question | Response option | Female N=668 | Male N=741 | Other N=26 | Don't want to answer N=59 | No answer N=5 | Total N=1499 |
|--|---|------------------|------------------|-----------------|----------------------------------|-------------------|------------------|
| Q11 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) Effect of the experience on you (select all options that apply) | | | | | | | |
| | I did not experience any particular change. | 45.2% | 71.7% | 38.5% | 37.3% | 20.0% | 57.8% |
| | It affected my research and studies. | 12.9% | 4.6% | 19.2% | 20.3% | - | 9.1% |
| | I changed my career plans. | 5.8% | 2.4% | 11.5% | 5.1% | - | 4.2% |
| | I came to distrust, feel disgust at, or fear other people. | 33.7% | 11.6% | 46.2% | 45.8% | 20.0% | 23.4% |
| | I stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened. | 15.0% | 7.7% | 23.1% | 22.0% | 20.0% | 11.8% |
| | I stopped going to school. | 4.0% | 1.9% | 3.8% | 3.4% | - | 2.9% |
| | I didn't feel like doing anything and stayed at home. | 5.4% | 2.0% | 7.7% | 6.8% | - | 3.8% |
| | I started blaming myself because I thought I was at fault, too. | 11.5% | 2.3% | 15.4% | 13.6% | 20.0% | 7.1% |
| | I couldn't sleep well, lost appetite, or suffered other health problems. | 6.3% | 2.2% | 11.5% | 8.5% | 20.0% | 4.5% |
| | I felt depressed, became aggressive to others, and became emotionally unstable. | 16.0% | 6.5% | 26.9% | 23.7% | 40.0% | 11.9% |
| | I harmed myself or attempted suicide. | 0.9% | - | 3.8% | 5.1% | - | 0.7% |
| | Other | 5.1% | 2.4% | 3.8% | - | - | 3.5% |
| | No answer | 2.7% | 3.6% | - | 1.7% | 40.0% | 3.2% |
| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
| Q12 Have you ever been subjected to sexual discrimination, sexual harassment, or sexual violence from someone other than a member/affiliate of the University of Tokyo outside the campus (e.g. during job hunting or at a part-time job)? | | | | | | | |
| | Yes | 26.7% | 5.4% | 53.0% | 26.0% | 3.2% | 12.8% |
| | No | 72.9% | 94.3% | 47.0% | 73.1% | 58.1% | 86.6% |
| | No answer | 0.5% | 0.4% | - | 1.0% | 38.7% | 0.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Question | Response option | Female N=592 | Male N=259 | Other N=35 | Don't want to answer N=54 | No answer N=1 | Total N=941 |
| Q12_1 (This question is only for persons who answered "Yes" in Q12) The person who subjected you to such behavior and the situation at that time | | 427 responses | 168 responses | 20 responses | 35 responses | 0 responses | 650 responses |
| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
| Q13 Do you think that there are sexual harassment, sexual discrimination or sexual violence-related problems in the University of Tokyo? | | | | | | | |
| | I don't think there are any problems at all. | 7.1% | 7.1% | 1.5% | 1.0% | 12.9% | 6.9% |
| | I don't think there are serious problems. | 39.8% | 47.2% | 27.3% | 38.9% | 25.8% | 44.5% |
| | I think there are problems. | 43.4% | 38.0% | 45.5% | 43.3% | 16.1% | 39.7% |
| | I think there are serious problems. | 8.9% | 6.4% | 25.8% | 14.4% | 3.2% | 7.5% |
| | No answer | 0.9% | 1.3% | - | 2.4% | 41.9% | 1.4% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
|---|---|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| Q14 What measures do you think are particularly urgent or important for the University to implement to prevent sexual harassment, discrimination, and violence? (select up to three options) | | | | | | | |
| | Raise awareness on sexual discrimination and violence in the University community such as holding a workshop on sexual | 35.7% | 34.6% | 39.4% | 32.2% | 16.1% | 34.8% |
| | Advertise that the University offers counseling service on sexual harassment problems and make sure that everyone knows about it. | 41.6% | 51.5% | 40.9% | 35.6% | 19.4% | 47.8% |
| | Incorporate gender related education in the student curriculum and training programs for faculty and staff. | 54.9% | 46.9% | 74.2% | 44.7% | 9.7% | 49.4% |
| | Improve counseling services, for instance by increasing the number of counselors with professional expertise and experience. | 35.8% | 40.1% | 33.3% | 39.9% | 12.9% | 38.6% |
| | Increase the number of female faculty members. | 31.1% | 18.4% | 21.2% | 21.2% | - | 22.2% |
| | Promote more women to executive or management positions. | 29.0% | 15.9% | 21.2% | 25.0% | - | 20.1% |
| | Increase the number of female students. | 34.4% | 34.9% | 27.3% | 30.8% | 3.2% | 34.4% |
| | Other | 3.8% | 3.5% | 9.1% | 12.5% | 3.2% | 3.9% |
| | No answer | 1.4% | 3.7% | - | 4.8% | 71.0% | 3.3% |
| F Information about the respondent | | | | | | | |
| F1 Gender | | | | | | | |
| | Female | 100.0% | - | - | - | - | 30.2% |
| | Male | - | 100.0% | - | - | - | 65.7% |
| | Other | - | - | 100.0% | - | - | 0.9% |
| | Don't want to answer | - | - | - | 100.0% | - | 2.8% |
| | No answer | - | - | - | - | 100.0% | 0.4% |
| | Total | 0.0% | 0.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| F2 Age (half-width numbers entered were categorized) | | | | | | | |
| | Aged 19 or below | 8.3% | 10.3% | 10.6% | 5.3% | - | 9.5% |
| | Aged 20– 24 | 49.5% | 54.6% | 48.5% | 41.8% | - | 52.4% |
| | Aged 25– 29 | 23.2% | 22.8% | 27.3% | 19.2% | 6.5% | 22.8% |
| | Aged 30 or above | 13.9% | 8.5% | 7.6% | 7.2% | - | 10.0% |
| | No answer | 5.1% | 3.8% | 6.1% | 26.4% | 93.5% | 5.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| F3 Discipline | | | | | | | |
| Omitted | | | | | | | |
| F4 School year and program | | | | | | | |
| | First year of undergraduate program | 9.4% | 12.0% | 12.1% | 9.6% | 3.2% | 11.1% |
| | Second year of undergraduate program | 8.5% | 11.5% | 12.1% | 10.1% | 9.7% | 10.5% |
| | Third year of undergraduate program | 8.2% | 9.3% | 7.6% | 7.2% | 3.2% | 8.9% |
| | Fourth year or above of undergraduate program | 11.2% | 12.4% | 9.1% | 11.1% | - | 11.9% |
| | Undergraduate research student, undergraduate auditor, etc. | 0.2% | 0.2% | - | 0.5% | - | 0.2% |
| | First year of master's program | 16.6% | 14.8% | 13.6% | 10.6% | - | 15.1% |
| | Second year or above of master's program | 14.3% | 13.9% | 12.1% | 11.5% | 6.5% | 13.9% |
| | First year of a degree program of professional graduate school | 0.8% | 0.8% | - | - | - | 0.8% |
| | Second year or above of a degree program of professional graduate school | 1.7% | 1.2% | 1.5% | 0.5% | - | 1.3% |
| | First year of doctoral program | 6.3% | 7.2% | 7.6% | 7.7% | 3.2% | 6.9% |
| | Second year of doctoral program | 6.7% | 5.9% | 9.1% | 4.3% | 3.2% | 6.1% |
| | Third year or above of doctoral program | 11.7% | 8.4% | 10.6% | 8.7% | 3.2% | 9.4% |
| | Graduate research student | 2.4% | 1.2% | 3.0% | 2.9% | - | 1.6% |
| | Special auditing student, special research student, etc. in graduate school | 0.3% | 0.1% | - | - | - | 0.2% |
| | Other | 0.1% | 0.2% | - | 1.4% | - | 0.2% |
| | No answer | 1.4% | 0.9% | 1.5% | 13.9% | 67.7% | 1.7% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| F5 Whether a respondent is an international student (a student holding a student status of residence, so-called "student visa") | | | | | | | |
| | Yes, I am | 26.3% | 14.7% | 13.6% | 16.3% | 9.7% | 18.2% |
| | No, I am not | 73.5% | 85.1% | 86.4% | 76.9% | 45.2% | 81.2% |
| | No answer | 0.2% | 0.2% | 0.0% | 6.7% | 45.2% | 0.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
|--|---|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| F6 Former high school | Public school for girls | 3.2% | 0.0% | 3.0% | 1.9% | - | 1.1% |
| | Private school for girls | 26.2% | 0.0% | 10.6% | 9.1% | - | 8.3% |
| | Public school for boys | 0.0% | 7.3% | 6.1% | 4.8% | - | 5.0% |
| | Private school for boys | 0.3% | 29.1% | 7.6% | 16.3% | 16.1% | 19.8% |
| | Public coeducation school | 35.5% | 39.0% | 39.4% | 30.8% | 25.8% | 37.6% |
| | Private coeducation school | 12.9% | 12.4% | 21.2% | 11.5% | - | 12.6% |
| | Overseas high school | 20.6% | 11.0% | 12.1% | 12.0% | 3.2% | 13.9% |
| | Other | 0.5% | 0.7% | - | 2.9% | - | 0.7% |
| | No answer | 0.7% | 0.5% | - | 10.6% | 54.8% | 1.1% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Question | Response option | Female N=1352 | Male N=2589 | Other N=38 | Don't want to answer N=96 | No answer N=5 | Total N=4080 |
| F7 (Question only for graduate students/research students) Alma mater (undergraduate program) | The University of Tokyo | 24.1% | 44.6% | 34.2% | 41.7% | 40.0% | 37.6% |
| | Public college/university other than The University of Tokyo | 19.8% | 18.5% | 26.3% | 18.8% | 20.0% | 19.0% |
| | Private college/university other than The University of Tokyo | 20.6% | 14.5% | 26.3% | 13.5% | 20.0% | 16.6% |
| | Overseas higher education institutions | 34.0% | 21.4% | 13.2% | 22.9% | 20.0% | 25.6% |
| | Other | 0.7% | 0.8% | - | 1.0% | - | 0.8% |
| | No answer | 0.7% | 0.2% | - | 2.1% | - | 0.4% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Question | Response option | Female N=2221 | Male N=4834 | Other N=66 | Don't want to answer N=208 | No answer N=31 | Total N=7360 |
| F8 Persons with whom you are living | I live alone. | 34.4% | 40.7% | 30.3% | 38.0% | 16.1% | 38.5% |
| | I live in the accommodation offered for students. | 9.3% | 9.8% | 13.6% | 7.7% | - | 9.6% |
| | I live with my family. | 47.3% | 44.2% | 43.9% | 38.5% | 22.6% | 44.9% |
| | I live with a friend/partner. | 7.6% | 4.3% | 10.6% | 5.3% | 6.5% | 5.4% |
| | Other | 1.0% | 0.6% | 1.5% | 1.0% | - | 0.7% |
| | No answer | 0.5% | 0.4% | - | 9.6% | 54.8% | 0.9% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| F9 If there is anything else you could not describe sufficiently in the previous questions concerning your experiences of sexual violence, discrimination, or harassment on or off the campus, feel free to write about it to the extent possible. (free answer) | | 351 responses | 280 responses | 18 responses | 27 responses | 0 responses | 676 responses |
| F10 If you have any comments on sexual violence, discrimination, or harassment at the University or on this survey, feel free to write it here. (free answer) | | 379 responses | 583 responses | 18 responses | 36 responses | 3 responses | 1019 responses |

*In a multiple answer-type question, percentages will not add up to 100.0 percent.

Appendix 2 Basic Cross-tabulation Table (Faculty and Staff)

| Question | Response option | Female N=2111 | Male N=2276 | Other N=8 | Don't want to answer N=150 | No answer N=34 | Total N=4579 |
|---|------------------------------|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| Q1 Honest view on the following opinions | | | | | | | |
| Q1_1 Sexual jokes and topics help facilitate human relations. | I agree | 0.5% | 0.5% | - | 0.7% | - | 0.5% |
| | I somewhat agree | 2.2% | 5.0% | - | 2.7% | - | 3.6% |
| | I somewhat disagree | 18.3% | 23.5% | 12.5% | 14.0% | 14.7% | 20.7% |
| | I disagree | 75.1% | 62.1% | 87.5% | 75.3% | 47.1% | 68.5% |
| | I neither agree nor disagree | 3.8% | 8.8% | - | 6.7% | 20.6% | 6.5% |
| | No answer | 0.0% | 0.1% | - | 0.7% | 17.6% | 0.2% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_2 It is perfectly acceptable that women are expected to be feminine, and men masculine. | I agree | 0.4% | 1.7% | - | 1.3% | 5.9% | 1.1% |
| | I somewhat agree | 10.5% | 14.6% | 12.5% | 5.3% | 11.8% | 12.4% |
| | I somewhat disagree | 28.2% | 30.1% | 25.0% | 22.7% | 20.6% | 28.9% |
| | I disagree | 55.0% | 47.0% | 62.5% | 63.3% | 20.6% | 51.1% |
| | I neither agree nor disagree | 5.7% | 6.4% | - | 6.0% | 23.5% | 6.2% |
| | No answer | 0.1% | 0.1% | - | 1.3% | 17.6% | 0.3% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_3 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. | I agree | 1.5% | 2.0% | - | 1.3% | - | 1.7% |
| | I somewhat agree | 7.0% | 6.9% | - | 3.3% | 5.9% | 6.8% |
| | I somewhat disagree | 22.7% | 18.3% | 37.5% | 15.3% | 8.8% | 20.2% |
| | I disagree | 63.6% | 67.5% | 62.5% | 70.7% | 44.1% | 65.6% |
| | I neither agree nor disagree | 5.0% | 5.2% | - | 8.7% | 29.4% | 5.4% |
| | No answer | 0.3% | 0.1% | - | 0.7% | 11.8% | 0.3% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_4 It is natural that differences of ability and aptitude exist between men and women. | I agree | 17.7% | 21.7% | 12.5% | 16.7% | 8.8% | 19.6% |
| | I somewhat agree | 47.3% | 41.9% | 25.0% | 32.7% | 35.3% | 44.0% |
| | I somewhat disagree | 16.9% | 16.7% | 37.5% | 16.7% | 5.9% | 16.8% |
| | I disagree | 12.2% | 13.4% | 25.0% | 21.3% | 8.8% | 13.1% |
| | I neither agree nor disagree | 5.7% | 6.0% | - | 12.0% | 29.4% | 6.2% |
| | No answer | 0.2% | 0.3% | - | 0.7% | 11.8% | 0.3% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_5 Expectations or requirements for a person's work or research will naturally be different depending on whether the person is a man or a woman. | I agree | 2.9% | 2.0% | - | 1.3% | 2.9% | 2.4% |
| | I somewhat agree | 19.8% | 12.6% | 37.5% | 12.7% | 8.8% | 16.0% |
| | I somewhat disagree | 27.5% | 27.2% | 12.5% | 21.3% | 23.5% | 27.1% |
| | I disagree | 45.9% | 54.6% | 50.0% | 53.3% | 29.4% | 50.3% |
| | I neither agree nor disagree | 3.6% | 3.4% | - | 10.0% | 23.5% | 3.9% |
| | No answer | 0.3% | 0.2% | - | 1.3% | 11.8% | 0.3% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_6 It is understandable for men to be generally more forceful in a romantic relationship. | I agree | 0.6% | 0.9% | - | - | - | 0.7% |
| | I somewhat agree | 7.4% | 6.5% | - | 0.7% | 5.9% | 6.7% |
| | I somewhat disagree | 23.4% | 24.9% | 12.5% | 15.3% | 23.5% | 23.9% |
| | I disagree | 64.9% | 63.3% | 87.5% | 74.0% | 38.2% | 64.2% |
| | I neither agree nor disagree | 3.5% | 4.2% | - | 8.0% | 20.6% | 4.1% |
| | No answer | 0.3% | 0.2% | - | 2.0% | 11.8% | 0.4% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_7 I am concerned about the potential increase of false accusations of sexual harassment due to misunderstanding, false claim, or malice. | I agree | 9.4% | 17.0% | 12.5% | 16.7% | 17.6% | 13.5% |
| | I somewhat agree | 34.7% | 41.5% | 12.5% | 21.3% | 20.6% | 37.5% |
| | I somewhat disagree | 26.7% | 21.4% | 25.0% | 24.0% | 5.9% | 23.8% |
| | I disagree | 17.2% | 11.9% | 50.0% | 18.0% | 5.9% | 14.6% |
| | I neither agree nor disagree | 11.1% | 7.8% | - | 18.7% | 38.2% | 9.9% |
| | No answer | 0.9% | 0.4% | - | 1.3% | 11.8% | 0.7% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2111 | Male N=2276 | Other N=8 | Don't want to answer N=150 | No answer N=34 | Total N=4579 |
|--|---|------------------|----------------|--------------|----------------------------------|-------------------|-----------------|
| Q1_8 I'd rather stay away from sexual harassment issues. | I agree | 31.4% | 31.2% | 25.0% | 27.3% | 17.6% | 31.1% |
| | I somewhat agree | 32.7% | 36.2% | 62.5% | 22.7% | 14.7% | 34.0% |
| | I somewhat disagree | 12.2% | 11.2% | 12.5% | 17.3% | 14.7% | 11.9% |
| | I disagree | 10.8% | 9.5% | - | 12.0% | 8.8% | 10.2% |
| | I neither agree nor disagree | 12.3% | 11.6% | - | 18.0% | 32.4% | 12.2% |
| | No answer | 0.6% | 0.4% | - | 2.7% | 11.8% | 0.6% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_9 Romantic relationships between people of the same sex are abnormal. | I agree | 0.8% | 3.6% | - | 1.3% | 2.9% | 2.2% |
| | I somewhat agree | 3.3% | 11.5% | - | 2.7% | 5.9% | 7.4% |
| | I somewhat disagree | 17.1% | 22.8% | 25.0% | 10.0% | 20.6% | 19.8% |
| | I disagree | 72.8% | 52.0% | 62.5% | 72.7% | 38.2% | 62.2% |
| | I neither agree nor disagree | 5.6% | 9.7% | 12.5% | 11.3% | 17.6% | 7.9% |
| | No answer | 0.3% | 0.4% | - | 2.0% | 14.7% | 0.5% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_10 It is natural that people are divided into two sex categories of men and women. | I agree | 5.4% | 10.9% | - | 6.0% | 5.9% | 8.1% |
| | I somewhat agree | 13.9% | 25.3% | 25.0% | 7.3% | 14.7% | 19.3% |
| | I somewhat disagree | 25.8% | 23.1% | - | 18.7% | 14.7% | 24.1% |
| | I disagree | 41.2% | 27.6% | 62.5% | 48.0% | 20.6% | 34.5% |
| | I neither agree nor disagree | 13.3% | 13.0% | 12.5% | 19.3% | 29.4% | 13.5% |
| | No answer | 0.4% | 0.2% | - | 0.7% | 14.7% | 0.4% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q1_11 A person should not change the sex he or she was assigned at birth. | I agree | 1.2% | 4.0% | - | 0.7% | - | 2.6% |
| | I somewhat agree | 4.5% | 10.6% | - | 2.0% | 2.9% | 7.4% |
| | I somewhat disagree | 21.4% | 24.2% | 25.0% | 12.7% | 20.6% | 22.5% |
| | I disagree | 61.1% | 47.5% | 62.5% | 68.7% | 32.4% | 54.3% |
| | I neither agree nor disagree | 11.6% | 13.4% | 12.5% | 15.3% | 26.5% | 12.8% |
| | No answer | 0.3% | 0.3% | - | 0.7% | 17.6% | 0.4% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_ Do you think the following behaviors constitute sexual harassment? | | | | | | | |
| Q2_1 When an executive faculty member or your boss does the following: a) Asks you to sit next to him/her at a drinking party | I think the behavior is always deemed as sexual harassment. | 19.8% | 24.1% | 37.5% | 24.7% | 11.8% | 22.1% |
| | Can be deemed as sexual harassment. | 71.1% | 69.3% | 62.5% | 68.7% | 55.9% | 70.0% |
| | Cannot be deemed as sexual harassment. | 8.7% | 6.5% | - | 5.3% | 8.8% | 7.5% |
| | No answer | 0.5% | 0.1% | - | 1.3% | 23.5% | 0.5% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When an executive faculty member or your boss does the following: b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair | I think the behavior is always deemed as sexual harassment. | 38.5% | 43.5% | 50.0% | 54.7% | 32.4% | 41.5% |
| | Can be deemed as sexual harassment. | 58.5% | 54.0% | 50.0% | 42.0% | 44.1% | 55.6% |
| | Cannot be deemed as sexual harassment. | 2.7% | 2.5% | - | 2.0% | - | 2.5% |
| | No answer | 0.4% | 0.1% | - | 1.3% | 23.5% | 0.4% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When an executive faculty member or your boss does the following: c) Asks you about your private life, including whether you are seeing someone, married, or have a child | I think the behavior is always deemed as sexual harassment. | 24.2% | 29.4% | 62.5% | 43.3% | 20.6% | 27.5% |
| | Can be deemed as sexual harassment. | 68.4% | 65.9% | 37.5% | 51.3% | 55.9% | 66.5% |
| | Cannot be deemed as sexual harassment. | 6.9% | 4.5% | - | 4.0% | - | 5.5% |
| | No answer | 0.5% | 0.1% | - | 1.3% | 23.5% | 0.5% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When an executive faculty member or your boss does the following: d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis | I think the behavior is always deemed as sexual harassment. | 80.7% | 78.2% | 87.5% | 73.3% | 52.9% | 79.0% |
| | Can be deemed as sexual harassment. | 15.8% | 19.1% | 12.5% | 24.0% | 17.6% | 17.7% |
| | Cannot be deemed as sexual harassment. | 3.0% | 2.6% | - | 1.3% | 5.9% | 2.8% |
| | No answer | 0.5% | 0.1% | - | 1.3% | 23.5% | 0.5% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When an executive faculty member or your boss does the following: e) Stares at parts of your body (such as breast, hip, legs, crotch). | I think the behavior is always deemed as sexual harassment. | 88.4% | 80.6% | 75.0% | 78.0% | 50.0% | 83.9% |
| | Can be deemed as sexual harassment. | 8.5% | 17.1% | 25.0% | 18.7% | 26.5% | 13.3% |
| | Cannot be deemed as sexual harassment. | 2.7% | 2.2% | - | 2.0% | - | 2.4% |
| | No answer | 0.4% | 0.0% | - | 1.3% | 23.5% | 0.4% |
| | Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2111 | Male N=2276 | Other N=8 | Don't want to answer N=150 | No answer N=34 | Total N=4579 |
|--|---|------------------|----------------|--------------|----------------------------------|-------------------|-----------------|
| Q2_1 When an executive faculty member or your boss does the following: f) Says things like "Girls should be loveable," or "be a man." | I think the behavior is always deemed as sexual harassment. | 59.2% | 56.9% | 75.0% | 67.3% | 35.3% | 58.2% |
| | Can be deemed as sexual harassment. | 36.8% | 39.8% | 25.0% | 28.0% | 38.2% | 38.0% |
| | Cannot be deemed as sexual harassment. | 3.6% | 3.0% | - | 3.3% | 2.9% | 3.3% |
| | No answer | 0.4% | 0.3% | - | 1.3% | 23.5% | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When an executive faculty member or your boss does the following: g) Asks you out for a meal or a date. | I think the behavior is always deemed as sexual harassment. | 37.8% | 39.9% | 50.0% | 44.7% | 29.4% | 39.0% |
| | Can be deemed as sexual harassment. | 57.7% | 56.4% | 50.0% | 52.0% | 47.1% | 56.8% |
| | Cannot be deemed as sexual harassment. | 4.0% | 3.6% | - | 2.0% | - | 3.7% |
| | No answer | 0.5% | 0.1% | - | 1.3% | 23.5% | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When an executive faculty member or your boss does the following: h) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer. | I think the behavior is always deemed as sexual harassment. | 77.5% | 75.2% | 87.5% | 76.0% | 41.2% | 76.0% |
| | Can be deemed as sexual harassment. | 18.0% | 21.4% | 12.5% | 17.3% | 35.3% | 19.7% |
| | Cannot be deemed as sexual harassment. | 4.1% | 3.4% | - | 5.3% | - | 3.8% |
| | No answer | 0.5% | 0.1% | - | 1.3% | 23.5% | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When an executive faculty member or your boss does the following: i) Brings up the topic of your sexual orientation or gender identity without your consent. | I think the behavior is always deemed as sexual harassment. | 86.3% | 84.8% | 100.0% | 83.3% | 70.6% | 85.4% |
| | Can be deemed as sexual harassment. | 10.5% | 12.8% | - | 13.3% | 5.9% | 11.7% |
| | Cannot be deemed as sexual harassment. | 2.7% | 2.2% | - | 2.0% | - | 2.4% |
| | No answer | 0.5% | 0.1% | - | 1.3% | 23.5% | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_1 When an executive faculty member or your boss does the following: j) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex | I think the behavior is always deemed as sexual harassment. | 87.9% | 85.6% | 100.0% | 84.7% | 64.7% | 86.5% |
| | Can be deemed as sexual harassment. | 8.8% | 12.0% | - | 12.0% | 11.8% | 10.5% |
| | Cannot be deemed as sexual harassment. | 2.7% | 2.2% | - | 2.0% | - | 2.4% |
| | No answer | 0.6% | 0.1% | - | 1.3% | 23.5% | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When your colleague or peer faculty/staff member does the following to you: a) Asks you to sit next to him/her at a drinking party | I think the behavior is always deemed as sexual harassment. | 11.5% | 15.2% | 37.5% | 18.0% | 5.9% | 13.6% |
| | Can be deemed as sexual harassment. | 76.7% | 74.5% | 62.5% | 72.7% | 55.9% | 75.3% |
| | Cannot be deemed as sexual harassment. | 11.2% | 10.0% | - | 7.3% | 14.7% | 10.5% |
| | No answer | 0.6% | 0.3% | - | 2.0% | 23.5% | 0.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When your colleague or peer faculty/staff member does the following to you: b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair | I think the behavior is always deemed as sexual harassment. | 31.3% | 35.9% | 50.0% | 46.0% | 23.5% | 34.0% |
| | Can be deemed as sexual harassment. | 64.9% | 60.5% | 50.0% | 48.7% | 52.9% | 62.1% |
| | Cannot be deemed as sexual harassment. | 3.5% | 3.4% | - | 3.3% | - | 3.4% |
| | No answer | 0.4% | 0.2% | - | 2.0% | 23.5% | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When your colleague or peer faculty/staff member does the following to you: c) Asks you about your private life, including whether you are seeing someone, married, or have a child | I think the behavior is always deemed as sexual harassment. | 17.1% | 21.8% | 50.0% | 31.3% | 20.6% | 20.0% |
| | Can be deemed as sexual harassment. | 73.6% | 71.2% | 50.0% | 60.7% | 55.9% | 71.8% |
| | Cannot be deemed as sexual harassment. | 8.7% | 6.5% | - | 5.3% | - | 7.4% |
| | No answer | 0.7% | 0.5% | - | 2.7% | 23.5% | 0.8% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When your colleague or peer faculty/staff member does the following to you: d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis | I think the behavior is always deemed as sexual harassment. | 70.5% | 69.1% | 75.0% | 62.7% | 44.1% | 69.3% |
| | Can be deemed as sexual harassment. | 25.5% | 27.7% | 25.0% | 34.0% | 26.5% | 26.9% |
| | Cannot be deemed as sexual harassment. | 3.5% | 2.9% | - | 1.3% | 5.9% | 3.2% |
| | No answer | 0.5% | 0.3% | - | 2.0% | 23.5% | 0.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When your colleague or peer faculty/staff member does the following to you: e) Stares at parts of your body (such as breast, hip, legs, crotch). | I think the behavior is always deemed as sexual harassment. | 86.5% | 77.1% | 75.0% | 77.3% | 47.1% | 81.2% |
| | Can be deemed as sexual harassment. | 10.4% | 20.4% | 25.0% | 17.3% | 29.4% | 15.8% |
| | Cannot be deemed as sexual harassment. | 2.8% | 2.4% | - | 2.7% | - | 2.6% |
| | No answer | 0.3% | 0.2% | - | 2.7% | 23.5% | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When your colleague or peer faculty/staff member does the following to you: f) Says things like "Girls should be loveable," or "be a man." | I think the behavior is always deemed as sexual harassment. | 55.8% | 53.2% | 75.0% | 62.0% | 26.5% | 54.5% |
| | Can be deemed as sexual harassment. | 39.5% | 42.8% | 25.0% | 31.3% | 44.1% | 40.8% |
| | Cannot be deemed as sexual harassment. | 4.4% | 3.8% | - | 4.0% | 5.9% | 4.1% |
| | No answer | 0.4% | 0.3% | - | 2.7% | 23.5% | 0.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2111 | Male N=2276 | Other N=8 | Don't want to answer N=150 | No answer N=34 | Total N=4579 |
|--|---|------------------|----------------|--------------|----------------------------------|-------------------|-----------------|
| Q2_2 When your colleague or peer faculty/staff member does the following to you: g) Asks you out for a meal or a date. | I think the behavior is always deemed as sexual harassment. | 25.7% | 27.1% | 25.0% | 26.0% | 20.6% | 26.3% |
| | Can be deemed as sexual harassment. | 67.2% | 66.6% | 75.0% | 70.0% | 41.2% | 66.8% |
| | Cannot be deemed as sexual harassment. | 6.5% | 6.1% | - | 2.0% | 14.7% | 6.2% |
| | No answer | 0.6% | 0.3% | - | 2.0% | 23.5% | 0.7% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When your colleague or peer faculty/staff member does the following to you: h) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer. | I think the behavior is always deemed as sexual harassment. | 77.1% | 73.9% | 87.5% | 72.0% | 47.1% | 75.1% |
| | Can be deemed as sexual harassment. | 18.1% | 22.3% | 12.5% | 20.7% | 23.5% | 20.3% |
| | Cannot be deemed as sexual harassment. | 4.4% | 3.6% | - | 5.3% | 5.9% | 4.1% |
| | No answer | 0.4% | 0.2% | - | 2.0% | 23.5% | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When your colleague or peer faculty/staff member does the following to you: i) Brings up the topic of your sexual orientation or gender identity without your consent. | I think the behavior is always deemed as sexual harassment. | 85.6% | 82.4% | 100.0% | 82.7% | 70.6% | 83.8% |
| | Can be deemed as sexual harassment. | 11.0% | 14.9% | - | 13.3% | 2.9% | 13.0% |
| | Cannot be deemed as sexual harassment. | 3.0% | 2.5% | - | 2.0% | 2.9% | 2.7% |
| | No answer | 0.3% | 0.3% | - | 2.0% | 23.5% | 0.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q2_2 When your colleague or peer faculty/staff member does the following to you: j) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex | I think the behavior is always deemed as sexual harassment. | 86.5% | 83.8% | 100.0% | 82.7% | 64.7% | 84.9% |
| | Can be deemed as sexual harassment. | 10.1% | 13.6% | - | 12.7% | 11.8% | 11.9% |
| | Cannot be deemed as sexual harassment. | 2.8% | 2.4% | - | 2.7% | - | 2.6% |
| | No answer | 0.6% | 0.2% | - | 2.0% | 23.5% | 0.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3 If someone does the following to you, what response will you take? | | | | | | | |
| Q3_1 When an executive faculty member or your boss does the following: a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.). | Clearly convey the message that you dislike such behavior. | 17.0% | 27.4% | 25.0% | 20.7% | 26.5% | 22.4% |
| | Implicitly convey the message that you dislike such behavior. | 54.9% | 50.7% | 50.0% | 46.0% | 32.4% | 52.3% |
| | Do not convey the message. | 27.8% | 21.2% | 25.0% | 32.0% | 11.8% | 24.5% |
| | No answer | 0.4% | 0.7% | - | 1.3% | 29.4% | 0.8% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_1 When an executive faculty member or your boss does the following: b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go. | Clearly convey the message that you dislike such behavior. | 32.2% | 37.7% | 37.5% | 32.7% | 20.6% | 34.8% |
| | Implicitly convey the message that you dislike such behavior. | 61.7% | 54.6% | 62.5% | 56.7% | 47.1% | 57.9% |
| | Do not convey the message. | 5.7% | 7.1% | - | 9.3% | 2.9% | 6.5% |
| | No answer | 0.4% | 0.7% | - | 1.3% | 29.4% | 0.8% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_1 When an executive faculty member or your boss does the following: c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder). | Clearly convey the message that you dislike such behavior. | 53.2% | 57.7% | 50.0% | 53.3% | 35.3% | 55.3% |
| | Implicitly convey the message that you dislike such behavior. | 41.5% | 36.3% | 50.0% | 35.3% | 35.3% | 38.7% |
| | Do not convey the message. | 5.0% | 5.2% | - | 10.0% | - | 5.2% |
| | No answer | 0.3% | 0.7% | - | 1.3% | 29.4% | 0.8% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_2 When your colleague or peer faculty/staff member does the following to you: a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.). | Clearly convey the message that you dislike such behavior. | 33.0% | 39.3% | 25.0% | 35.3% | 29.4% | 36.2% |
| | Implicitly convey the message that you dislike such behavior. | 53.5% | 48.3% | 50.0% | 42.7% | 38.2% | 50.5% |
| | Do not convey the message. | 13.2% | 11.7% | 25.0% | 20.7% | 2.9% | 12.6% |
| | No answer | 0.3% | 0.6% | - | 1.3% | 29.4% | 0.7% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_2 When your colleague or peer faculty/staff member does the following to you: b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go. | Clearly convey the message that you dislike such behavior. | 42.9% | 44.9% | 37.5% | 42.7% | 17.6% | 43.7% |
| | Implicitly convey the message that you dislike such behavior. | 53.4% | 49.6% | 62.5% | 48.7% | 50.0% | 51.4% |
| | Do not convey the message. | 3.4% | 4.9% | - | 7.3% | 2.9% | 4.3% |
| | No answer | 0.3% | 0.6% | - | 1.3% | 29.4% | 0.7% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q3_2 When your colleague or peer faculty/staff member does the following to you: c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder). | Clearly convey the message that you dislike such behavior. | 65.1% | 63.4% | 50.0% | 64.0% | 41.2% | 64.0% |
| | Implicitly convey the message that you dislike such behavior. | 32.3% | 32.0% | 50.0% | 26.0% | 29.4% | 32.0% |
| | Do not convey the message. | 2.4% | 3.9% | - | 8.7% | - | 3.3% |
| | No answer | 0.3% | 0.7% | - | 1.3% | 29.4% | 0.8% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2111 | Male N=2276 | Other N=8 | Don't want to answer N=150 | No answer N=34 | Total N=4579 |
|---|--|------------------|----------------|--------------|----------------------------------|-------------------|-----------------|
| Q4 Have you ever been subjected to the following behaviors perpetrated by someone who is a member (faculty, staff, graduates, or undergraduates) or an affiliate of the University of Tokyo, on campus or in settings associated with the University (like at social gathering of faculty or staff, or social gatherings ("kompa") of seminar members, or at academic conferences, etc.)? OR have you ever been consulted by someone who has experienced such behavior, or witnessed or heard about such behavior? (Over the last five years) (Select all options that apply) | | | | | | | |
| Q4 a) Have been subjected to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. | I have been subjected to such behavior. | 11.7% | 7.3% | 37.5% | 14.7% | 5.9% | 9.7% |
| | I have been consulted about such a case. | 3.0% | 2.5% | - | 4.0% | - | 2.7% |
| | I have witnessed/heard about such a case. | 28.5% | 33.5% | 12.5% | 32.7% | 20.6% | 31.0% |
| | I have never experienced or heard about such a case. | 58.6% | 57.4% | 62.5% | 49.3% | 32.4% | 57.5% |
| | No answer | 1.6% | 1.6% | - | 6.0% | 41.2% | 2.0% |
| Q4 b) Have heard sexual topics and obscene jokes in an unwanted way. | I have been subjected to such behavior. | 10.6% | 6.3% | 12.5% | 8.7% | 8.8% | 8.4% |
| | I have been consulted about such a case. | 2.9% | 3.0% | - | 4.7% | - | 3.0% |
| | I have witnessed/heard about such a case. | 16.9% | 27.5% | 37.5% | 28.7% | 11.8% | 22.6% |
| | I have never experienced or heard about such a case. | 71.0% | 63.3% | 50.0% | 57.3% | 38.2% | 66.5% |
| | No answer | 1.7% | 1.9% | - | 5.3% | 41.2% | 2.2% |
| Q4 c) Have been avoided by other people because they cannot decide whether you are a man or a woman or been laughed at or teased for being a sexual minority (such as LGBT). | I have been subjected to such behavior. | 0.3% | 0.6% | 12.5% | 1.3% | - | 0.5% |
| | I have been consulted about such a case. | 0.9% | 0.8% | - | 2.7% | - | 0.9% |
| | I have witnessed/heard about such a case. | 7.9% | 8.6% | 12.5% | 9.3% | - | 8.2% |
| | I have never experienced or heard about such a case. | 89.8% | 88.9% | 87.5% | 82.0% | 58.8% | 88.9% |
| | No answer | 1.5% | 1.5% | - | 6.0% | 41.2% | 1.9% |
| Q4 d) Nude/pornographic images or magazines were visibly displayed in a common space such as a club room or research office; or have been present while someone was watching nude/pornographic images on a PC. | I have been subjected to such behavior. | 1.8% | 0.9% | - | 2.0% | - | 1.4% |
| | I have been consulted about such a case. | 0.9% | 1.0% | 12.5% | 1.3% | - | 1.0% |
| | I have witnessed/heard about such a case. | 8.2% | 11.7% | 37.5% | 9.3% | 5.9% | 10.0% |
| | I have never experienced or heard about such a case. | 88.5% | 85.6% | 62.5% | 82.0% | 55.9% | 86.6% |
| | No answer | 1.2% | 1.4% | - | 5.3% | 38.2% | 1.7% |
| Q4 e) Have had your personal sexual information exposed online (through SNS, etc.) or spread by rumor. | I have been subjected to such behavior. | 0.3% | 0.4% | - | 1.3% | - | 0.4% |
| | I have been consulted about such a case. | 0.5% | 0.6% | - | 0.7% | - | 0.5% |
| | I have witnessed/heard about such a case. | 3.5% | 5.3% | - | 4.7% | 11.8% | 4.5% |
| | I have never experienced or heard about such a case. | 94.6% | 92.5% | 100.0% | 88.7% | 47.1% | 93.0% |
| | No answer | 1.3% | 1.5% | - | 4.7% | 41.2% | 1.8% |
| Q4 f) Have been forced to take an unwanted role based on your sex in educational or research settings or work places. Have faced different attitude based on your sex regarding the conditions of work or research. | I have been subjected to such behavior. | 9.4% | 3.0% | 12.5% | 8.0% | - | 6.1% |
| | I have been consulted about such a case. | 2.9% | 2.2% | - | 3.3% | - | 2.6% |
| | I have witnessed/heard about such a case. | 17.1% | 17.8% | 12.5% | 22.7% | 5.9% | 17.5% |
| | I have never experienced or heard about such a case. | 72.0% | 76.0% | 75.0% | 64.0% | 52.9% | 73.6% |
| | No answer | 1.8% | 2.0% | - | 5.3% | 41.2% | 2.3% |
| Q4 g) Have been looked at with an obscene look, have been physically approached too closely, or have been subjected to overly familiar physical contacts. | I have been subjected to such behavior. | 7.7% | 0.5% | - | 4.0% | 2.9% | 4.0% |
| | I have been consulted about such a case. | 3.1% | 3.1% | 12.5% | 6.7% | - | 3.2% |
| | I have witnessed/heard about such a case. | 10.9% | 13.9% | 12.5% | 18.7% | - | 12.6% |
| | I have never experienced or heard about such a case. | 78.6% | 81.8% | 75.0% | 68.0% | 55.9% | 79.7% |
| | No answer | 1.5% | 1.5% | - | 4.7% | 41.2% | 1.9% |
| Q4 h) Have been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails, or been stalked. | I have been subjected to such behavior. | 5.2% | 0.8% | - | 4.0% | 2.9% | 2.9% |
| | I have been consulted about such a case. | 4.9% | 5.9% | 12.5% | 8.7% | 5.9% | 5.5% |
| | I have witnessed/heard about such a case. | 13.4% | 15.9% | 12.5% | 18.7% | - | 14.7% |
| | I have never experienced or heard about such a case. | 76.7% | 77.2% | 75.0% | 66.0% | 50.0% | 76.4% |
| | No answer | 1.5% | 1.4% | - | 4.7% | 41.2% | 1.9% |
| Q4 i) Have been forced to do something or restrained from doing something by a person with whom you had a romantic relationship; or that person came to your residence uninvited. | I have been subjected to such behavior. | 1.2% | 0.4% | - | 0.7% | - | 0.8% |
| | I have been consulted about such a case. | 1.8% | 2.2% | - | 4.0% | - | 2.1% |
| | I have witnessed/heard about such a case. | 5.4% | 8.7% | - | 6.7% | - | 7.0% |
| | I have never experienced or heard about such a case. | 90.8% | 87.6% | 100.0% | 85.3% | 58.8% | 88.8% |
| | No answer | 1.3% | 1.4% | - | 4.7% | 41.2% | 1.8% |
| Q4 j) Have been forced to take off your clothes or to go to a sex trade shop. | I have been subjected to such behavior. | 0.0% | 0.4% | - | - | - | 0.2% |
| | I have been consulted about such a case. | 0.3% | 0.1% | - | 0.7% | - | 0.2% |
| | I have witnessed/heard about such a case. | 0.6% | 2.2% | - | 2.7% | - | 1.4% |
| | I have never experienced or heard about such a case. | 97.9% | 96.0% | 100.0% | 91.3% | 58.8% | 96.5% |
| | No answer | 1.1% | 1.4% | - | 5.3% | 41.2% | 1.7% |

| Question | Response option | Female N=2111 | Male N=2276 | Other N=8 | Don't want to answer N=150 | No answer N=34 | Total N=4579 |
|---|--|------------------|----------------|--------------|----------------------------------|-------------------|-----------------|
| Q4 k) Have received unwanted hugs or kisses. | I have been subjected to such behavior. | 2.1% | 0.4% | - | - | - | 1.2% |
| | I have been consulted about such a case. | 1.3% | 0.8% | - | 2.0% | - | 1.0% |
| | I have witnessed/heard about such a case. | 3.5% | 5.3% | - | 6.7% | - | 4.5% |
| | I have never experienced or heard about such a case. | 92.3% | 92.3% | 100.0% | 86.7% | 58.8% | 91.9% |
| | No answer | 1.4% | 1.4% | - | 5.3% | 41.2% | 1.8% |
| Q4 l) Someone peeped at you or secretly took a photo of you in places such as a toilet or changing room. | I have been subjected to such behavior. | 0.4% | 0.2% | - | - | - | 0.3% |
| | I have been consulted about such a case. | 0.7% | 0.4% | - | 2.0% | 2.9% | 0.6% |
| | I have witnessed/heard about such a case. | 5.4% | 6.2% | - | 8.0% | - | 5.8% |
| | I have never experienced or heard about such a case. | 92.6% | 91.7% | 100.0% | 86.0% | 55.9% | 91.7% |
| | No answer | 1.3% | 1.5% | - | 4.7% | 41.2% | 1.8% |
| Q4 m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity. | I have been subjected to such behavior. | 0.9% | 0.2% | - | - | - | 0.5% |
| | I have been consulted about such a case. | 1.0% | 0.9% | - | 1.3% | - | 1.0% |
| | I have witnessed/heard about such a case. | 2.8% | 3.8% | - | 4.7% | - | 3.3% |
| | I have never experienced or heard about such a case. | 94.2% | 93.8% | 100.0% | 89.3% | 58.8% | 93.6% |
| | No answer | 1.4% | 1.5% | - | 4.7% | 41.2% | 1.8% |
| Question | Response option | Female N=487 | Male N=281 | Other N=3 | Don't want to answer N=34 | No answer N=4 | Total N=809 |
| Q5 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) In what situation did the event you described in Q4 happen? | | | | | | | |
| | During regular working hours | 42.7% | 28.5% | 100.0% | 52.9% | 25.0% | 38.3% |
| | During a business trip | 2.3% | 0.7% | - | - | - | 1.6% |
| | During a conference or meeting held on campus | 4.7% | 2.5% | - | 2.9% | - | 3.8% |
| | During training | - | 0.4% | - | - | - | 0.1% |
| | During a workshop, academic meeting, or related events | 1.4% | 2.8% | - | - | - | 1.9% |
| | During a social gathering | 31.4% | 49.8% | - | 29.4% | - | 37.5% |
| | During class or lab experiments | 0.6% | 0.4% | - | - | - | 0.5% |
| | While commuting or on your way home from a social gathering | 7.8% | 4.6% | - | 5.9% | 25.0% | 6.7% |
| | Other | 7.2% | 5.7% | - | 5.9% | 25.0% | 6.7% |
| | No answer | 1.8% | 4.6% | - | 2.9% | 25.0% | 3.0% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q6 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) Position you held at that time. | | | | | | | |
| | Professor | 0.8% | 8.2% | - | 5.9% | - | 3.6% |
| | Associate professor | 5.5% | 10.0% | - | 5.9% | - | 7.0% |
| | Lecturer | 1.2% | 3.2% | - | - | - | 1.9% |
| | Assistant professor, assistant | 8.2% | 13.2% | - | 14.7% | 25.0% | 10.3% |
| | Administrative staff | 43.9% | 32.4% | 33.3% | 41.2% | - | 39.6% |
| | Technical staff | 5.7% | 7.5% | 33.3% | 5.9% | - | 6.4% |
| | Medical staff | 2.7% | 2.1% | - | 2.9% | - | 2.5% |
| | Project professor | - | - | - | - | - | - |
| | Project associate professor | 0.2% | 1.1% | - | - | - | 0.5% |
| | Project lecturer | 0.2% | - | - | - | - | 0.1% |
| | Project assistant professor | 1.2% | 1.4% | - | 2.9% | - | 1.4% |
| | Project researcher | 4.5% | 5.3% | 33.3% | - | 25.0% | 4.8% |
| | Project academic support specialist, Project academic support staff, Project senior specialist, Project specialist | 12.5% | 2.8% | - | 11.8% | - | 9.0% |
| | Other | 10.3% | 8.5% | - | 2.9% | - | 9.3% |
| | No answer | 2.9% | 4.3% | - | 5.9% | 50.0% | 3.7% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=487 | Male N=281 | Other N=3 | Don't want to answer N=34 | No answer N=4 | Total N=809 |
|--|---|-----------------|---------------|---------------|---------------------------------|------------------|----------------|
| Q6_1 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) Were you on a limited-term contract at that time? | | | | | | | |
| | Yes, I was on a limited term contract. | 48.3% | 26.3% | 33.3% | 41.2% | 25.0% | 40.2% |
| | No, I was not on a limited term contract. | 48.5% | 69.0% | 66.7% | 47.1% | 25.0% | 55.5% |
| | No answer | 3.3% | 4.6% | - | 11.8% | 50.0% | 4.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q6_2 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) Were you on short-time working terms (specified working hours of 35 hours or less per week) at that time? | | | | | | | |
| | Yes, I am | 25.7% | 4.6% | - | 23.5% | - | 18.0% |
| | No, I am not | 69.2% | 89.3% | 100.0% | 67.6% | 50.0% | 76.1% |
| | No answer | 5.1% | 6.0% | - | 8.8% | 50.0% | 5.8% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | - | 100.0% |
| Q7 (The following questions are for persons who answered "I have been subjected to such behavior" in Q4) The number of people who subjected you to such behavior. | | | | | | | |
| | 1 person | 61.0% | 55.9% | 66.7% | 50.0% | 50.0% | 58.7% |
| | 2 persons | 14.4% | 12.5% | - | 20.6% | 25.0% | 14.0% |
| | 3 persons or more | 20.3% | 27.0% | 33.3% | 20.6% | - | 22.6% |
| | No answer | 4.3% | 4.6% | - | 8.8% | 25.0% | 4.7% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Question | Response option | Female N=297 | Male N=157 | Other N=2 | Don't want to answer N=17 | No answer N=2 | Total N=475 |
| Q7_1_1 The following questions are for persons who answered "1 person" in Q7. Gender of the person who subjected you to such behavior. | | | | | | | |
| | Male | 88.6% | 75.2% | 50.0% | 82.4% | 100.0% | 83.8% |
| | Female | 9.8% | 22.9% | - | 11.8% | - | 14.1% |
| | Other | 0.3% | 1.3% | - | 5.9% | - | 0.8% |
| | No answer | 1.3% | 0.6% | 50.0% | - | - | 1.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q7_1_2_1 The following questions are for persons who answered "1 person" in Q7. (If you are a faculty member) What was the position of that person and your relation to him or her? | | | | | | | |
| | Executive or senior faculty member | 28.3% | 23.6% | - | 23.5% | - | 26.3% |
| | Peer faculty member | 4.4% | 8.3% | - | 5.9% | - | 5.7% |
| | Staff member | 20.9% | 28.0% | 50.0% | 35.3% | - | 23.8% |
| | Student | 3.0% | 7.6% | - | - | - | 4.4% |
| | Other | 11.8% | 16.6% | - | 11.8% | - | 13.3% |
| | No answer | 31.6% | 15.9% | 50.0% | 23.5% | 100.0% | 26.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q7_1_2_2 The following questions are for persons who answered "1 person" in Q7. (If you aren't a faculty member) What was the position of that person and your relation to him or her? | | | | | | | |
| | Your superior or senior staff member | 47.8% | 22.9% | - | 47.1% | 50.0% | 39.4% |
| | Peer staff member | 11.1% | 18.5% | - | 11.8% | - | 13.5% |
| | Subordinate staff member | 1.3% | 3.2% | - | 5.9% | - | 2.1% |
| | Faculty member | 9.8% | 1.3% | - | - | - | 6.5% |
| | Student | 3.0% | 2.5% | - | - | - | 2.7% |
| | Other | 7.4% | 1.3% | - | - | - | 5.1% |
| | No answer | 19.5% | 50.3% | 100.0% | 35.3% | 50.0% | 30.7% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=169 | Male N=111 | Other N=1 | Don't want to answer N=14 | No answer N=1 | Total N=296 |
|---|--------------------------------------|-----------------|---------------|--------------|---------------------------------|------------------|----------------|
| Q7_2_1 The following questions are for persons who answered "2 persons" or "3 persons or more" in Q7. Gender of people who subjected you to such behavior. | | | | | | | |
| | Male | 72.2% | 64.9% | - | 28.6% | 100.0% | 67.2% |
| | Female | 7.1% | 4.5% | - | 7.1% | - | 6.1% |
| | Male and female | 19.5% | 30.6% | 100.0% | 57.1% | - | 25.7% |
| | Other | 0.6% | - | - | - | - | 0.3% |
| | No answer | 0.6% | - | - | 7.1% | - | 0.7% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q7_2_2_1 The following questions are for persons who answered "2 persons" or "3 persons or more" in Q7. (If you are a faculty member) What was the position of that person and your relation to him or her? (Select all options that apply) | | | | | | | |
| | Executive or senior faculty member | 21.9% | 22.5% | - | 21.4% | 100.0% | 22.3% |
| | Peer faculty member | 10.1% | 17.1% | - | 21.4% | 100.0% | 13.5% |
| | Staff member | 10.1% | 18.9% | - | 21.4% | - | 13.9% |
| | Student | 5.3% | 6.3% | - | - | - | 5.4% |
| | Other | 1.2% | 4.5% | - | - | - | 2.4% |
| | No answer | 65.1% | 44.1% | 100.0% | 57.1% | - | 56.8% |
| Q7_2_2_2 The following questions are for persons who answered "2 persons" or "3 persons or more" in Q7. (If you aren't a faculty member) What was the position of that person and your relation to him or her? (Select all options that apply) | | | | | | | |
| | Your superior or senior staff member | 51.5% | 38.7% | 100.0% | 14.3% | - | 44.9% |
| | Peer staff member | 21.3% | 35.1% | 100.0% | 21.4% | - | 26.7% |
| | Subordinate staff member | 1.2% | 9.0% | 100.0% | - | - | 4.4% |
| | Faculty member | 16.0% | 4.5% | 100.0% | 14.3% | - | 11.8% |
| | Student | 10.7% | 8.1% | 100.0% | - | - | 9.5% |
| | Other | 5.3% | 2.7% | - | - | - | 4.1% |
| | No answer | 26.6% | 37.8% | - | 50.0% | 100.0% | 32.1% |
| Question | Response option | Female N=487 | Male N=281 | Other N=3 | Don't want to answer N=34 | No answer N=4 | Total N=809 |
| Q8 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) Were you harassed repeatedly by the person who had subjected you to such behavior ? | | | | | | | |
| | Yes, I was | 40.2% | 24.9% | - | 20.6% | 25.0% | 33.9% |
| | No, I was not | 56.9% | 70.5% | 66.7% | 67.6% | 50.0% | 62.1% |
| | No answer | 2.9% | 4.6% | 33.3% | 11.8% | 25.0% | 4.1% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=487 | Male N=281 | Other N=3 | Don't want to answer N=34 | No answer N=4 | Total N=809 |
|---|---|-----------------|---------------|---------------|---------------------------------|------------------|----------------|
| Q9 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) How did you respond to such behavior? | | | | | | | |
| | I made clear that I disliked the behavior/I protested. | 11.1% | 10.0% | - | - | 25.0% | 10.3% |
| | I ignored, avoided, or ran away. | 31.0% | 32.7% | 33.3% | 35.3% | - | 31.6% |
| | I implicitly or jokingly suggested that I disliked the behavior. | 28.1% | 26.0% | - | 35.3% | - | 27.4% |
| | I put up with the behavior/I yielded. | 22.4% | 23.5% | 33.3% | 17.6% | 25.0% | 22.6% |
| | Other | 5.1% | 3.2% | - | 5.9% | - | 4.4% |
| | No answer | 2.3% | 4.6% | 33.3% | 5.9% | 50.0% | 3.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q10 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) Did you consult anyone about such behavior you suffered? | | | | | | | |
| | Yes, I did | 33.5% | 8.2% | - | 20.6% | 25.0% | 24.0% |
| | No, I didn't | 63.9% | 87.2% | 66.7% | 76.5% | 25.0% | 72.3% |
| | No answer | 2.7% | 4.6% | 33.3% | 2.9% | 50.0% | 3.7% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Question | Response option | Female N=163 | Male N=23 | Other N=0 | Don't want to answer N=7 | No answer N=1 | Total N=194 |
| Q10_1 (This question is only for persons who answered "Yes, I did" in Q10) Whom did you consult? (Select all options that apply) | | | | | | | |
| | Family member | 32.5% | 34.8% | - | - | - | 31.4% |
| | Friend | 35.0% | 30.4% | - | 14.3% | 100.0% | 34.0% |
| | Your superior or senior faculty/staff member | 39.9% | 43.5% | - | 42.9% | 100.0% | 40.7% |
| | Your subordinate faculty/staff member | 4.9% | 26.1% | - | - | - | 7.2% |
| | Colleague of the same gender as you | 45.4% | 34.8% | - | 85.7% | - | 45.4% |
| | Colleague of the opposite gender as you | 14.1% | 21.7% | - | 28.6% | - | 15.5% |
| | Harassment Counseling Center of The University of Tokyo | 12.9% | 17.4% | - | - | - | 12.9% |
| | Health Service Center, Student Counseling Center or Komaba Student Counseling Center of The University of Tokyo | 3.7% | 4.3% | - | - | - | 3.6% |
| | Counsellor in your department | 3.1% | 4.3% | - | - | - | 3.1% |
| | Lawyer or other expert or specialized institution | 0.6% | 8.7% | - | - | - | 1.5% |
| | The faculty and staff union | 1.2% | 4.3% | - | - | - | 1.5% |
| | Other | 3.7% | 4.3% | - | - | - | 3.6% |

| Question | Response option | Female N=311 | Male N=245 | Other N=2 | Don't want to answer N=26 | No answer N=1 | Total N=585 |
|---|--|------------------|-----------------|----------------|----------------------------------|-------------------|------------------|
| Q10_2 (This question is only for persons who answered "No, I didn't" in Q10) Why didn't you consult anyone? (Select all options that apply) | | | | | | | |
| | I was afraid that the information would be leaked if I consulted someone. | 9.6% | 4.9% | - | 23.1% | - | 8.2% |
| | I didn't think that anyone would take my story seriously. | 12.9% | 9.4% | - | 23.1% | - | 11.8% |
| | I didn't think that consulting someone would help solve the situation. | 50.2% | 35.1% | 100.0% | 46.2% | 100.0% | 43.9% |
| | I was afraid that there would be negative consequences if I consulted someone. | 22.8% | 10.6% | - | 38.5% | - | 18.3% |
| | I didn't feel the need to consult anyone. | 43.7% | 66.1% | - | 30.8% | - | 52.3% |
| | It was too painful to consult someone. | 12.9% | 6.9% | 50.0% | 11.5% | - | 10.4% |
| | I was afraid that consulting someone would complicate my relationship with the person who harassed me. | 25.7% | 14.3% | 50.0% | 7.7% | - | 20.2% |
| | Other | 10.0% | 6.1% | - | 7.7% | - | 8.2% |
| | No answer | 1.3% | 0.4% | - | 7.7% | - | 1.2% |
| Question | Response option | Female N=487 | Male N=281 | Other N=3 | Don't want to answer N=34 | No answer N=4 | Total N=809 |
| Q11 (This question is only for persons who answered "I have been subjected to such behavior" in Q4) Effect of the experience on you (select all options that apply) | | | | | | | |
| | I did not experience any particular change. | 46.4% | 69.0% | 66.7% | 38.2% | - | 53.8% |
| | I lost confidence in my research and work. | 8.2% | 3.9% | - | 11.8% | 25.0% | 6.9% |
| | I came to distrust, feel disgust at, or fear other people. | 31.2% | 16.7% | - | 11.8% | 25.0% | 25.2% |
| | I stopped going to work, took some days off, or quit my job. | 2.5% | 1.4% | - | 2.9% | - | 2.1% |
| | My work efficiency decreased. | 10.7% | 7.1% | - | 8.8% | 25.0% | 9.4% |
| | I didn't feel like doing anything and stayed at home. | 2.1% | 2.8% | - | 5.9% | 25.0% | 2.6% |
| | I started blaming myself because I thought I was at fault, too. | 7.6% | 3.9% | - | 5.9% | - | 6.2% |
| | I couldn't sleep well, lost appetite, or suffered other health problems. | 7.6% | 3.9% | - | 8.8% | - | 6.3% |
| | I felt depressed, became aggressive to others, and became emotionally unstable. | 12.1% | 6.4% | - | 14.7% | 25.0% | 10.3% |
| | I harmed myself or attempted suicide. | 0.4% | - | - | - | - | 0.2% |
| | Other | 11.1% | 3.9% | - | 5.9% | - | 8.3% |
| | No answer | 3.5% | 5.3% | 33.3% | 8.8% | 50.0% | 4.7% |
| Question | Response option | Female N=2111 | Male N=2276 | Other N=8 | Don't want to answer N=150 | No answer N=34 | Total N=4579 |
| Q12 Have you ever been subjected to sexual discrimination, sexual harassment, or sexual violence from someone other than a member/affiliate of the University of Tokyo outside the campus (e.g. at academic conferences, panels, or meetings with someone from outside the University)? | | | | | | | |
| | Yes | 18.8% | 3.4% | - | 20.0% | 2.9% | 11.0% |
| | No | 80.0% | 96.4% | 100.0% | 76.7% | 50.0% | 87.8% |
| | No answer | 1.2% | 0.2% | - | 3.3% | 47.1% | 1.1% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Question | Response option | Female N=396 | Male N=78 | Other N=0 | Don't want to answer N=30 | No answer N=1 | Total N=505 |
| Q12_1 (This question is only for persons who answered "Yes" in Q12) The person who subjected you to such behavior and the situation at that time | | 265 responses | 44 responses | 0 responses | 10 responses | 0 responses | 319 responses |

| Question | Response option | Female N=2111 | Male N=2276 | Other N=8 | Don't want to answer N=150 | No answer N=34 | Total N=4579 |
|---|---|------------------|----------------|---------------|----------------------------------|-------------------|-----------------|
| Q13 Do you think that there are sexual harassment, sexual discrimination or sexual violence-related problems in the University of Tokyo? | | | | | | | |
| | I don't think there are any problems at all. | 6.7% | 4.5% | - | 3.3% | 2.9% | 5.5% |
| | I don't think there are serious problems. | 47.6% | 51.1% | 25.0% | 40.7% | 17.6% | 48.8% |
| | I think there are problems. | 36.0% | 38.2% | 75.0% | 40.0% | 23.5% | 37.2% |
| | I think there are serious problems. | 5.7% | 4.0% | - | 10.0% | - | 4.9% |
| | No answer | 4.0% | 2.3% | - | 6.0% | 55.9% | 3.6% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Q14 What measures do you think are particularly urgent or important for the University to implement to prevent sexual harassment, discrimination, and violence? (select up to three options) | | | | | | | |
| | Raise awareness on sexual discrimination and violence in the University community such as holding a workshop on sexual consent. | 30.5% | 33.0% | 12.5% | 31.3% | 14.7% | 31.6% |
| | Advertise that the University offers counseling service on sexual harassment problems and make sure that everyone knows about it. | 43.9% | 55.9% | 37.5% | 34.0% | 20.6% | 49.4% |
| | Incorporate gender related education in the student curriculum and training programs for faculty and staff. | 60.8% | 51.1% | 50.0% | 51.3% | 23.5% | 55.4% |
| | Improve counseling services, for instance by increasing the number of counselors with professional expertise and experience. | 48.1% | 49.5% | 50.0% | 41.3% | 23.5% | 48.4% |
| | Increase the number of female faculty members. | 26.6% | 26.8% | 25.0% | 22.0% | 17.6% | 26.5% |
| | Promote more women to executive or management positions. | 35.4% | 26.0% | 50.0% | 32.7% | 14.7% | 30.5% |
| | Other | 6.2% | 5.1% | 37.5% | 11.3% | 2.9% | 5.8% |
| | No answer | 2.3% | 2.2% | - | 7.3% | 44.1% | 2.7% |
| F Information about the respondent | | | | | | | |
| F1 Gender | | | | | | | |
| | Female | 100.0% | - | - | - | - | 46.1% |
| | Male | - | 100.0% | - | - | - | 49.7% |
| | Other | - | - | 100.0% | - | - | 0.2% |
| | Don't want to answer | - | - | - | 100.0% | - | 3.3% |
| | No answer | - | - | - | - | 100.0% | 0.7% |
| | Total | 0.0% | 0.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| F2 Age (half-width numbers entered were categorized) | | | | | | | |
| | Aged 29 or below | 5.8% | 5.3% | 37.5% | 2.7% | - | 5.5% |
| | Aged 30 – 39 | 19.6% | 22.8% | 25.0% | 8.7% | - | 20.7% |
| | Aged 40 – 49 | 35.1% | 27.6% | 12.5% | 16.7% | 2.9% | 30.5% |
| | Aged 50 – 59 | 25.8% | 26.8% | - | 17.3% | - | 25.8% |
| | Aged 60 or above | 4.4% | 13.0% | 12.5% | 5.3% | - | 8.7% |
| | No answer | 9.3% | 4.4% | 12.5% | 49.3% | 97.1% | 8.9% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| F3 The number of years of continuous service at the University of Tokyo | | | | | | | |
| | Less than 5 years | 43.5% | 33.6% | 62.5% | 67.3% | 97.1% | 39.8% |
| | 5 – 10 years | 24.0% | 16.3% | 12.5% | 8.7% | - | 19.5% |
| | 10 – 15 years | 12.6% | 12.6% | 12.5% | 8.7% | 2.9% | 12.4% |
| | 15 – 20 years | 8.8% | 8.5% | - | 6.0% | - | 8.5% |
| | 20 years or more | 10.9% | 28.7% | 12.5% | 9.3% | - | 19.6% |
| | No answer | 0.2% | 0.4% | - | - | - | 0.3% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Question | Response option | Female N=2111 | Male N=2276 | Other N=8 | Don't want to answer N=150 | No answer N=34 | Total N=4579 |
|--|--|------------------|----------------|--------------|----------------------------------|-------------------|-----------------|
| F4 Status | Professor | 2.8% | 19.7% | 12.5% | 12.0% | - | 11.5% |
| | Associate professor | 3.2% | 13.3% | - | 8.7% | 2.9% | 8.4% |
| | Lecturer | 0.6% | 2.9% | - | 0.7% | - | 1.7% |
| | Assistant professor, assistant | 3.9% | 10.8% | - | 2.7% | 5.9% | 7.3% |
| | Administrative staff | 42.2% | 23.8% | 25.0% | 30.0% | 8.8% | 32.3% |
| | Technical staff | 4.7% | 7.3% | 12.5% | 4.0% | 2.9% | 6.0% |
| | Medical staff | 1.7% | 0.7% | - | 0.7% | - | 1.1% |
| | Project professor | 0.4% | 1.6% | - | 0.7% | - | 1.0% |
| | Project associate professor | 0.4% | 1.4% | - | 0.7% | - | 0.9% |
| | Project lecturer | 0.5% | 0.7% | - | 1.3% | - | 0.6% |
| | Project assistant professor | 2.6% | 2.9% | 12.5% | 2.0% | - | 2.7% |
| | Project researcher | 4.1% | 7.6% | 12.5% | 4.0% | - | 5.8% |
| | Project academic support specialist, Project academic support staff, Project senior specialist, Project specialist | 23.2% | 5.6% | 12.5% | 10.7% | - | 13.8% |
| | Other | 8.1% | 1.2% | 12.5% | 2.7% | 2.9% | 4.5% |
| | No answer | 1.7% | 0.6% | - | 19.3% | 76.5% | 2.3% |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| F5 Are you currently on a limited-term contract? | Yes, I am on a limited term contract. | 53.4% | 33.0% | 37.5% | 40.7% | 11.8% | 42.5% |
| | No, I am not on a limited term contract. | 44.7% | 65.9% | 62.5% | 42.0% | 14.7% | 54.9% |
| | No answer | 1.9% | 1.1% | - | 17.3% | 73.5% | 2.5% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| F5_1 Are you on short-time working terms (specified working hours of 35 hours or less per week)? | Yes, I am | 44.7% | 7.0% | 25.0% | 21.3% | 11.8% | 24.9% |
| | No, I am not | 53.8% | 92.3% | 75.0% | 60.7% | 20.6% | 73.0% |
| | No answer | 1.5% | 0.7% | - | 18.0% | 67.6% | 2.1% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| F6 Are you a faculty/staff member of foreign nationality? | Yes, I am | 2.4% | 4.4% | 12.5% | 3.3% | - | 3.4% |
| | No, I am not | 97.4% | 95.5% | 87.5% | 83.3% | 38.2% | 95.6% |
| | No answer | 0.1% | 0.1% | - | 13.3% | 61.8% | 1.0% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| F7 If there is anything else you could not describe sufficiently in the previous questions concerning your experiences of sexual violence, discrimination, or harassment on or off the campus, feel free to write about it to the extent possible. (free answer) | | 380 responses | 181 responses | 3 responses | 21 responses | 3 responses | 588 responses |
| F8 If you have any comments on sexual violence, discrimination, or harassment at the University or on this survey, feel free to write it here. (free answer) | | 395 responses | 310 responses | 3 responses | 37 responses | 4 responses | 749 responses |

*In a multiple answer-type question, percentages will not add up to 100.0 percent.

Appendix 3 Questionnaire (Student)

Survey on Awareness and Status of Diversity at The University of Tokyo

The University of Tokyo, as a knowledge community, promotes respect for human rights in its Charter as follows: “The University of Tokyo shall eliminate inappropriate discrimination and restraints based on nationality, creed, gender, handicaps, lineage, etc., along with respecting basic human rights. The University shall strive to provide fair education, research, and working environment where all its members can safely demonstrate their individuality and abilities.” The Charter also stipulates the goal to “achieve equal participation where both men and women bear equal responsibility in the administration of the University.”

Based on this Charter, which sets out the basic principles for university management, the University of Tokyo must continue its efforts to realize a better and more inclusive campus environment that values the lifestyle and individuality of each member of the University community.

The purpose of this questionnaire is to survey the awareness as well as the reality of an inclusive campus environment by focusing on the issue of sexual harassment among students, faculty and staff members.

This is an anonymous survey and the results will only be used for statistical processing. Personal information of respondents will not be disclosed or used for any other purposes. The data collected through the survey will be saved in the form of password-protected electronic data files and stored safely for 5 years at the Diversity Promotion Group of the Administration Bureau. The respondents' privacy will be completely protected. We would appreciate your understanding of the purpose of the survey and responding to the questions. Based on the results of this survey, the university will continue its effort to create a better campus that embraces diversity.

Please fill in the questionnaire form by January 13, 2021. The survey is anonymous. Please avoid mentioning personal information about yourself and others. Also note that responses will be completely anonymized to ensure individuals cannot be identified, before being statistically aggregated and analyzed. The survey results will be shared on the UTokyo website.

Responding to this questionnaire may trigger emotional or/and physical stress. You may skip any question item you do not wish to answer. You can also stop answering the questions at any moment. Please seek consultation, if necessary, at the Student Counseling Center, Office for Mental Health Support, International Student Support Room, or Harassment Counseling Center.

Student Counseling Center and Office for Mental health Support:

<https://dcs.adm.u-tokyo.ac.jp>

International Student Support Room:

<https://www.u-tokyo.ac.jp/adm/inbound/ja/support-issr.html>

Harassment Counseling Center: <http://har.u-tokyo.ac.jp/>

It will take about 10 minutes to complete the questionnaire (excluding the time required for writing free description responses). Thank you for your understanding and cooperation.

Collection of the questionnaire forms and aggregation work will be outsourced to NEO MARKETING INC, a company specializing in public opinion research.

Norio Matsuki, Executive Director and Vice President,
Chair of Task Force for Questionnaire Survey on Sexual Harassment,
The University of Tokyo

● Points to note when answering the questionnaire

· Please answer the questions in order, starting from Q1. It would be best if you can answer all the questions, but there may be questions that you do not wish to answer. In that case, you may skip the questions.

● Select the number(s) of the option(s) that correspond to your answer. If you select "Other," please specify your answer.

● The questions are specified either as a single-choice or multiple-choice question. Please select the number(s) of the applicable answer(s) from the options.

● About the questionnaire

- "Back" and "Next" buttons are displayed at the bottom of the answer page.
- Please note that once you select it, you cannot change it to none (no answer).
- After answering all the questions, the answer confirmation list will be displayed.
- You can answer only once. After checking the answer confirmation list and completing the questionnaire, we will not be able to answer.

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Please select one option closest to your candid view on each of the following statements.

Q1_1 Sexual jokes and topics help facilitate human relations.

(Choose only one from below)

- I agree

- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_2 It is perfectly acceptable that women are expected to be feminine, and men masculine.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_3 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.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_4 It is natural that differences of ability and aptitude exist between men and women.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_5 It is problematic that some U-Tokyo student clubs/circles refuse membership to female U-Tokyo students.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree

- I disagree
- I neither agree nor disagree

Q1_6 Expectations or requirements for a person's work or research will naturally be different depending on whether it is a man or a woman.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_7 It is understandable for men to be generally more forceful in a romantic relationship.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_8 I am concerned about the potential increase of false accusations of sexual harassment due to misunderstanding, false claim, or malice.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_9 I'd rather stay away from sexual harassment issues.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_10 Romantic relationships between people of the same sex are abnormal.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_11 It is natural that people are divided into two sex categories of men and women.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_12 A person should not change the sex he or she was assigned at birth.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

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Do you think the following behaviors described in Q2-1 to Q2-3 are deemed as sexual harassment?

"Please choose one option for each of the behaviors described in (a)-(j). "

The term "sexual harassment" here refers to not only unwelcome verbal or physical conduct of a sexual nature which causes mental or physical pain to the victim, but also to a broader meaning that includes harassing behavior based on gender stereotypes or sex discrimination, or so-called gender-based harassment.

Q2_1 When a University faculty or staff member does the following

(Select one option for each of the behaviors described below)

| | I think the behavior is always deemed as sexual Harassment. | Can be deemed as sexual harassment depending on the situation. | Cannot be deemed as sexual harassment. |
|---|---|--|--|
| a) Asks you to sit next to him/her at a drinking party | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Asks you about your private life, including whether you are seeing someone, married, or have a child | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Stares at parts of your body (such as breast, hip, legs, crotch). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Says things like "Girls should be loveable," or "be a man." | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Asks you out for a meal or a date. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Brings up the topic of your sexual orientation* or gender identity** without your consent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[Note]

* Sexual orientation refers to a person's pattern of romantic or sexual attraction. Specifically, whether a person is attracted to persons of the opposite sex/gender (heterosexuality), the same sex/gender (homosexuality), or to both sexes or more than one gender (bisexuality).

** Gender identity is the personal sense of one's own gender. There are people whose gender identity (gender of the mind) and biological sex (assigned sex at birth) do not match.

Q2_2 When a student in a higher grade or a person of a higher rank than you does the following

(Select one option for each of the behaviors described below)

| | I think the behavior is always deemed as sexual Harassment. | Can be deemed as sexual harassment depending on the situation. | Cannot be deemed as sexual harassment. |
|---|---|--|--|
| a) Asks you to sit next to him/her at a drinking party | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Asks you about your private life, including whether you are seeing someone, married, or have a child | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Stares at parts of your body (such as breast, hip, legs, crotch). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Says things like "Girls should be loveable," or "be a man." | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Asks you out for a meal or a date. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Brings up the topic of your sexual orientation* or gender identity** without your consent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q2_3 When a student in the same year or lower grade than you does the following (Select one option for each of the behaviors described below)

| | I think the behavior is always deemed as sexual Harassment. | Can be deemed as sexual harassment depending on the situation. | Cannot be deemed as sexual harassment. |
|--|---|--|--|
| a) Asks you to sit next to him/her at a drinking party | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Asks you about your private life, including whether you are seeing someone, married, or have a child | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Stares at parts of your body (such as breast, hip, legs, crotch). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Says things like "Girls should be loveable," or "be a man." | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Asks you out for a meal or a date. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Has Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Brings up the topic of your sexual orientation* or gender identity** without your consent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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If someone behaves in a manner described below in (a) to (c) in Q3-1 to Q3-4, how would you respond?

Please choose one option closest to how you think you would respond in each of the cases described below.

Q3_1 When your instructor/supervisor does the following to you
 (Select one option for each of the behaviors described below)
 (i.e. you do not have an instructor/supervisor)

| | Clearly convey the message that you dislike such behavior. | Implicitly convey the message that you dislike such behavior. | Do not convey the message. | Not applicable. |
|--|--|---|----------------------------|-----------------------|
| a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q3_2 When faculty or staff member other than your instructor/supervisor does the following to you
 (Select one option for each of the behaviors described below)

| | Clearly convey the message that you dislike such behavior. | Implicitly convey the message that you dislike such behavior. | Do not convey the message. |
|--|--|---|----------------------------|
| a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q3_3 When a student in a higher grade or a person of a higher rank than you does the following to you

(Select one option for each of the behaviors described below)

| | Clearly convey the message that you dislike such behavior. | Implicitly convey the message that you dislike such behavior. | Do not convey the message. |
|--|--|---|----------------------------|
| a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q3_4 When a student in the same year or lower grade than you does the following to you

(Select one option for each of the behaviors described below)

| | Clearly convey the message that you dislike such behavior. | Implicitly convey the message that you dislike such behavior. | Do not convey the message. |
|--|--|---|----------------------------|
| a) Makes you feel uncomfortable with verbal remarks (sexual topics, imposition of gender roles, insults, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Personally asks you out (for a meal, to go see a movie, etc.), when you don't want to go. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Q4 Have you ever been subject to behaviors described below in (a)-(m), perpetrated by someone who is a member (student, faculty, or staff) or an affiliate of The University of Tokyo, on campus or in settings associated with the University (like at social gatherings ("kompa") with a faculty member, or club/circle members, academic conferences, etc.)?

OR have you ever been consulted by someone who has experienced such behavior, or witnessed or heard about such behavior?

Please select all options that apply for each of the described behaviors.

(multiple choices are allowed)

※Please note that this answer cannot be modified later.

| | I have been subject to such behavior. | I have been consulted about such a case. | I have witnessed /heard about such a case. | I have never experienced or heard about such a case. |
|--|---------------------------------------|--|--|--|
| a) Have been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Have heard sexual topics and obscene jokes in an unwanted way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Have been avoided by other people because they cannot decide whether you are a man or a woman or been laughed at or teased for being a sexual minority (such as LGBT). ☒ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Nude/pornographic images or magazines were visibly displayed in a common space such as a club room or research office; or have been present while someone was watching nude/pornographic images on a PC. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Have had your personal sexual information exposed online (through SNS, etc.) or spread by rumor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Have been assigned a certain role based on sex/gender in an educational or research setting; or have been treated differently based on gender/sex at the time of research guidance or career counselling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Have been looked at with an obscene look, have been physically approached too closely, or have been subject to overly familiar physical contacts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Have been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails, or been stalked. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Have been forced to do something or restrained from doing something by a person with whom you had a romantic relationship; or that person came to your residence uninvited. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Have been forced to take off your clothes or to go to a sex trade shop. ☒ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Have received unwanted hugs or kisses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Someone peeped at you or secretly took a photo of you in places such as a toilet or changing room. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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【Survey respondents】

The following questions are for persons who answered “ I have been subject to such behavior” in Q4 『a) Have been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. 』 ~ 『m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity.』 .

The following questions are for persons who answered “ I have been subject to such behavior” in Q4. If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q5 In what situation did that happen? Please select one option.

(Choose only one from below)

※Please note that this answer cannot be modified later.

- During class or lab experiment
- During a seminar class
- Study camp/retreat of a seminar or practicum class
- During individual tutoring
- During a club/circle camp
- During regular club/circle activity
- While living in a student dormitory
- During a social gathering
- Other situations related to research
- Other Please specify

Q6 What was your status at that time? Please select one option.

(Choose only one from below)

※Please note that this answer cannot be modified later.

- Undergraduate student
- Graduate student (including research student)
- Other Please specify

Q7 Please specify the number of people who subjected you to that situation.

(Choose only one from below)

※Please note that this answer cannot be modified later.

- 1 person
- 2 persons
- 3 persons or more

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[Survey respondents]

The following questions are for persons who answered “ 1 person” in Q7.

If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q7_1_1 Please specify the gender of the person who subjected you to that situation.

(Choose only one from below)

- Male
- Female
- Other

Q7_1_2 What was the status/position of that person? Please select one option.

(Choose only one from below)

- A student in a higher grade than you
- A student in the same grade as you or a friend
- A student in a lower grade than you
- An instructor/supervisor in a seminar or other classes
- Faculty member other than your instructor/supervisor
- Staff member
- Other Please specify

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[Survey respondents]

The following questions are for persons who answered “ 2 persons” or “3 persons or more” in Q7.

If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q7_2_1 Please specify the gender of those persons.

(Choose only one from below)

- Male
- Female
- Male and female
- Other

Q7_2_2 What were the status/positions of those persons? Please select all options that apply.

(Multiple choices are allowed)

- Students in a higher grade than you
- Students in the same grade as you or friends
- Students in a lower grade than you
- Instructors/supervisors in a seminar or other classes
- Faculty members other than your instructor/supervisor
- Staff member
- Other Please specify

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[Survey respondents]

The following questions are for persons who answered “ I have been subject to such behavior” in Q4 『a) Have been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. 』 ~ 『m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity.』 .

If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q8 Were you harassed by the same person repeatedly?

(Choose only one from below)

- Yes
- No

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【Survey respondents】

The following questions are for persons who answered “ I have been subject to such behavior” in Q4 『a) Have been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. 』 ~ 『m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity.』 .

If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q9 How did you respond to such behavior? Please select one option that applies. (Choose only one from below)

※Please note that this answer cannot be modified later.

- I made clear that I disliked the behavior/I protested.
- I ignored, avoided, or ran away.
- I implicitly or jokingly suggested that I disliked the behavior.
- I put up with the behavior/I yielded.

Other Please specify:

Q10 Did you consult anyone about what happened (Choose only one from below)

※Please note that this answer cannot be modified later.

- Yes, I did
- No, I didn' t

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【Survey respondents】

The following questions are for persons who answered “ Yes, I did” in Q10.

Q10_1 Whom did you consult? Please select all options that apply. (Multiple choices are allowed)

- Family member
- Student in a higher grade than you
- Student in the same grade as you or a friend
- Student in a lower grade than you
- Friend or acquaintance outside of the University
- Instructor/supervisor in a seminar or other classes
- Faculty member other than your instructor/supervisor

- Staff member
- Harassment Counseling Center of The University of Tokyo
- Health Service Center, Student Counseling Center or Komaba Student Counseling Center of The University of Tokyo
- Counsellor in your department
- Lawyer or other expert or specialized institution
- Other Please specify:

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【Survey respondents】

The following questions are for persons who answered “ No, I didn’ t” in Q10.

Q10_2 What were the reasons why you did not consult anyone? Please select all options that apply.

(Multiple choices are allowed)

- I was afraid that the information would be leaked if I consulted someone.
- I didn’ t think that anyone would take my story seriously.
- I didn’ t think that consulting someone would help solve the situation.
- I was afraid that there would be negative consequences if I consulted someone.
- I didn’ t feel the need to consult anyone.
- It was too painful to consult someone.
- I was afraid that consulting someone would complicate my relationship with the person who harassed me.
- Other Please specify:

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【Survey respondents】

The following questions are for persons who answered “ I have been subject to such behavior” in Q4 『a) Have been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. 』 ~ 『m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity.』 .

If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q11 (This is a question that follows Q10, Q10-1, or Q10-2.)

What effect has that experience had on you? Please select all options that apply.
(Multiple choices are allowed)

- I did not experience any particular change.
- It affected my research and studies.
- I changed my career plans.
- I came to distrust, feel disgust at, or fear other people.
- I stopped going to the place, stopped participating in the activity, or quit the group (seminar class, club/circle, etc.), where it happened.
- I stopped going to school.
- I didn' t feel like doing anything and stayed at home.
- I started blaming myself because I thought I was at fault, too.
- I couldn' t sleep well, lost appetite, or suffered other health problems.
- I felt depressed, became aggressive to others, and became emotionally unstable.
- I harmed myself or attempted suicide.
- Other Please specify:

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Q12 Have you ever been subject to sexual discrimination, sexual harassment, or sexual violence from someone other than a member/affiliate of The University of Tokyo (e.g. during job hunting or part-time jobs)?

(Choose only one from below)

※Please note that this answer cannot be modified later.

- Yes
- No

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【Survey respondents】

The following questions are for persons who answered “ Yes” in Q12.

Q12_1 (This question is for those who answered “Yes” in Q12 Have you ever been subject to sexual discrimination, sexual harassment, or sexual violence from someone other than a member/affiliate of The University of Tokyo (e.g. during job hunting or part-time jobs)?)

Please describe the person who did that to you and the situation in which you were discriminated, harassed or assaulted.

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Q13 Do you think that there are sexual harassment, sexual discrimination or sexual violence-related problems in The University of Tokyo? Please select one option that applies from below.

(Choose only one from below)

- I don't think there are any problems at all.
- I don't think there are serious problems.
- I think there are problems.
- I think there are serious problems.

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Q14 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.

(Up to three choices are allowed)

- Raise awareness on sexual discrimination and violence in the University community such as holding a workshop on sexual consent*.
- Advertise that the University offers counselling service on sexual harassment problems and make sure that everyone knows about it.
- Incorporate gender** related education in the student curriculum and training programs for faculty and staff.
- Improve counselling services, for instance by increasing the number of counselors with professional expertise and experience.
- Increase the number of female faculty members.
- Promote more women to executive or management positions.
- Increase the number of female students.
- Other Please specify:

[Note]

* Sexual consent is consent to engage in sexual activity. The term indicates that before being sexually involved with someone, you need to know whether he or she wants to engage in sexual activity with you and the importance of respecting the other person's wishes. It is considered that spreading knowledge about sexual consent is key to eliminating sexual assaults.

** Gender refers to socio-culturally defined differentiation between men and women rather than the biological difference between the two sexes. The division of roles between genders and concepts such as femininity and masculinity are also aspects

of gender.

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Finally, please answer some basic questions about yourself.

F1 Please specify your gender

(Choose only one from below)

- Female
- Male
- Other
- Don' t want to answer

F2 How old are you?

(Please answer using numbers)

years-old

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F3 Which faculty/graduate school are you enrolled in?

(Choose only one from below)

- Faculty of Law / Graduate Schools for Law and Politics
- Faculty of Medicine / Graduate School of Medicine
- Faculty of Engineering / Graduate School of Engineering
- Faculty of Letters / Graduate School of Humanities and Sociology
- Faculty of Science / Graduate School of Science
- Faculty of Agriculture / Graduate School of Agricultural and Life Sciences
- Faculty of Economics / Graduate School of Economics
- College of Arts and Sciences / Graduate School of Arts and Sciences
- Faculty of Education / Graduate School of Education
- Faculty of Pharmaceutical Sciences / Graduate School of Pharmaceutical Sciences
- Graduate School of Mathematical Sciences
- Graduate School of Frontier Sciences
- Interfaculty Initiative in Information Studies / Graduate School of Interdisciplinary Information Studies
- Graduate School of Information Science and Technology
- Graduate School of Public Policy
- Other

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F4 Which grade/program are you enrolled in?

(Choose only one from below)

※Please note that this answer cannot be modified later.

- First year of undergraduate program
- Second year of undergraduate program
- Third year of undergraduate program
- Fourth year or above of undergraduate program
- Undergraduate research student, undergraduate auditor, etc.
- First year of master' s program
- Second year or above of master' s program
- First year of a degree program of professional graduate school
- Second year or above of a degree program of professional graduate school
- First year of doctoral program
- Second year of doctoral program
- Third year or above of doctoral program
- Graduate research student
- Special auditing student, special research student, etc. in graduate school
- Other

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F5 Are you an international student? (here “international student” refers to students who are currently on student visas)

(Choose only one from below)

- Yes
- No

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F6 Which category does your high school belong to?

(Choose only one from below)

- Public school for girls
- Private school for girls
- Public school for boys
- Private school for boys
- Public coeducation school
- Private coeducation school

- Overseas high school
- Other

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【Survey respondents】

The following questions are for persons who answered “ First year of master’ s program” ~ “Special auditing student, special research student, etc. in graduate school” in F4.

F7 (Question for graduate students/research students)

From which university did you graduate?

(Choose only one from below)

- The University of Tokyo
- Public college/university other than The University of Tokyo
- Private college/university other than The University of Tokyo
- Overseas higher education institutions
- Other

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F8 With whom are you currently living?

(Choose only one from below)

- I live alone.
- I live in the accommodation offered for students.
- I live with my family.
- I live with a friend/partner.
- Other

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F9 If there is anything else you would like to share about your experience related to sexual discrimination, harassment, or violence on or off the campus, please feel free to write about it here.

If you would like to consult about your experience or report on any incidents, please contact the offices below.

F10 If you have any opinions to share about sexual discrimination, harassment, or violence on campus or about this survey, please write it here.

●This is the end of the questionnaire. Thank you very much for your cooperation.

●If you feel any need to seek counselling or consult specific issues, please contact the Student Counseling Center, Office for Mental Health Support, International Student Support Room, or Harassment Counseling Center.

Student Counseling Center and Office for Mental health Support:

<https://dcs.adm.u-tokyo.ac.jp>

International Student Support Room:

<https://www.u-tokyo.ac.jp/adm/inbound/ja/support-issr.html>

Harassment Counseling Center: <http://har.u-tokyo.ac.jp/>

Appendix 3 Questionnaire (Faculty and Staff)

Survey on Awareness and Status of Diversity at The University of Tokyo

The University of Tokyo, as a knowledge community, promotes respect for human rights in its Charter as follows: “The University of Tokyo shall eliminate inappropriate discrimination and restraints based on nationality, creed, gender, handicaps, lineage, etc., along with respecting basic human rights. The University shall strive to provide fair education, research, and working environment where all its members can fully demonstrate their individuality and abilities.” The Charter also stipulates the goal to “achieve equal participation where both men and women bear equal responsibility in the administration of the University.”

Based on this Charter, which sets out the basic principles for university management, the University of Tokyo must continue its efforts to realize a better and more inclusive campus environment that values the lifestyle and individuality of each member of the University community.

The purpose of this questionnaire is to survey the awareness as well as the reality of an inclusive campus environment by focusing on the issue of sexual harassment among students, faculty and staff members.

This is an anonymous survey and the results will only be used for statistical processing. Personal information of respondents will not be disclosed or used for any other purposes. The data collected through the survey will be saved in the form of password-protected electronic data files and stored safely under strict control for 5 years at the Diversity Promotion Group of the Administration Bureau. The respondents’ privacy will be completely protected. We would appreciate your understanding of the purpose of the survey and responding to the questions. Based on the results of this survey, the university will continue its effort to create a better campus that embraces diversity.

Please fill in the questionnaire form by January 13, 2021. The survey is anonymous. Please avoid mentioning personal information about yourself and others. Also note that responses will be completely anonymized to ensure individuals cannot be identified, before being statistically aggregated and analyzed. The survey results will be shared on the UTokyo website.

Responding to this questionnaire may trigger emotional or/and physical stress. You may skip any question item you do not wish to answer. You can also stop answering the questions at any moment. Please seek consultation, if necessary, at the Nandemo-Sodan Office, Occupational Health Service, or Harassment Counseling Center.

Nandemo-Sodan (One-Stop Resources) Office

<https://dcs.adm.u-tokyo.ac.jp/nsc/staff/>

Occupational Health Service (UTOHS)

<http://kankyoanzen.adm.u-tokyo.ac.jp/sangyoui/>

Harassment Counseling Center

<http://har.u-tokyo.ac.jp/>

It will take about 10 minutes to complete the questionnaire (excluding the time required for writing free description responses). Thank you for your understanding and cooperation.

Collection of the questionnaire forms and aggregation work will be outsourced to NEO MARKETING INC, a company specializing in public opinion research.

Norio Matsuki, Executive Director and Vice President,
Chair of Task Force for Questionnaire Survey on Sexual Harassment,
The University of Tokyo

●Points to note when answering the questionnaire

- Please answer the questions in order starting from Q1. It would be best if you can answer all the questions, but there may be questions that you do not wish to answer. In that case, you may skip the questions.
- Select the number(s) of the option(s) that correspond to your answer. If you select "Other," please specify your answer.
- The questions are specified either as a single-choice or multiple-choice question. Please select the number(s) of the applicable answer(s) from the options.

●About the questionnaire

- "Back" and "Next" buttons are displayed at the bottom of the answer page.
- Please note that once you select it, you cannot change it to none (no answer).
- After answering all the questions, the answer confirmation list will be displayed.
- You can answer only once. After checking the answer confirmation list and completing the questionnaire, we will not be able to answer.

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Please select one option closest to your candid view on each of the following statements.

Q1_1 Sexual jokes and topics help facilitate human relations.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_2 It is perfectly acceptable that women are expected to be feminine, and men masculine.

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_3 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.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_4 It is natural that differences of ability and aptitude exist between men and women.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_5 Expectations or requirements for a person's work or research will naturally be different depending on whether it is a man or a woman.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree

- I neither agree nor disagree

Q1_6 It is understandable for men to be generally more forceful in a romantic relationship.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_7 I am concerned about the potential increase of false accusations of sexual harassment due to misunderstanding, false claim, or malice.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_8 I' d rather stay away from sexual harassment issues.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_9 Romantic relationships between people of the same sex are abnormal.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_10 It is natural that people are divided into two sex categories of men and women.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

Q1_11 A person should not change the sex he or she was assigned at birth.

(Choose only one from below)

- I agree
- I somewhat agree
- I somewhat disagree
- I disagree
- I neither agree nor disagree

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Do you think the following behaviors described in Q2-1 to Q2-2 are deemed as sexual harassment?

Please choose one option for each of the behaviors described in (a)-(j).

The term “sexual harassment” here refers to not only unwelcome verbal or physical conduct of a sexual nature which causes mental or physical pain to the victim, but also to a broader meaning that includes sense including harassing behavior based on gender stereotypes or sex discrimination, or so-called gender-based harassment.

Q2_1 When an executive faculty member or your boss does the following

(Select one option for each of the behaviors described below)

| | I think the behavior is always | Can be deemed as sexual harassmen | Cannot be deemed as sexual harassmen |
|---|---|--|---|
| a) Asks you to sit next to him/her at a drinking party | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Asks you about your private life, including whether you are seeing someone, married, or have a child | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Stares at parts of your body (such as breast, hip, legs, crotch). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Says things like "Girls should be loveable," or "be a man." | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Asks you out for a meal or a date. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Brings up the topic of your sexual orientation* or gender identity** without your consent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| J) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[Note]

*Sexual orientation refers to a person's pattern of romantic or sexual attraction. Specifically, whether a person is attracted to persons of the opposite sex/gender (heterosexuality), the same sex/gender (homosexuality), or to both sexes or more than one gender (bisexuality).

**Gender identity is the personal sense of one's own gender. There are people whose gender identity (gender of the mind) and biological sex (assigned sex at birth) do not match.

Q2_2 When your colleague or peer faculty/staff member does the following (Select one option for each of the behaviors described below)

| | I think the behavior is always | Can be deemed as sexual harassmen | Cannot be deemed as sexual harassmen |
|---|---|--|---|
| a) Asks you to sit next to him/her at a drinking party | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Talks about your appearance, body shape, age, clothes, makeup, height, baldness, or body hair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Asks you about your private life, including whether you are seeing someone, married, or have a child | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Sends you long text messages/e-mails that have nothing to do with your job or research on a daily basis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Stares at parts of your body (such as breast, hip, legs, crotch). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Says things like "Girls should be loveable," or "be a man." | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Asks you out for a meal or a date. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Has a photo of individuals in their swimsuits or sexual images as a wallpaper or screen saver on their computer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Brings up the topic of your sexual orientation* or gender identity** without your consent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| J) Names and/or makes fun of individuals who are gay, lesbian or of unknown sex | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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If someone behaves in a manner described below in (a) to (c) in Q3-1 to Q3-2, how would you respond?

Please choose one option closest to how you think you would respond in each of the cases described below.

Q3_1 When an executive faculty member or your boss does the following
 (Select one option for each of the behaviors described below)

| | Clearly convey the message that you dislike such behavior. | Implicitly convey the message that you dislike such behavior. | Do not convey the message. |
|--|--|---|----------------------------|
| a) Makes you feel uncomfortable with verbal remarks(sexual topics, imposition of gender roles, insults, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Personally asks you out (for a meal, to go see a movie, etc.), when you don' t want to go. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q3_2 When your colleague or peer faculty/staff member does the following to you
 (Select one option for each of the behaviors described below)

| | Clearly convey the message that you dislike such behavior. | Implicitly convey the message that you dislike such behavior. | Do not convey the message. |
|--|--|---|----------------------------|
| a) Makes you feel uncomfortable with verbal remarks(sexual topics, imposition of gender roles, insults, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Personally asks you out (for a meal, to go see a movie, etc.), when you don' t want to go. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Makes unnecessary and overly familiar physical contact with you (such as holding your hand, touching your back, waist or shoulder). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Have you ever been subject to behaviors described below in (a)-(m), perpetrated by someone who is a member (student, faculty, or staff) or an affiliate of The University of Tokyo, on campus or in settings associated with the University (like at social gathering of faculty, staff, or seminar members, academic conferences,

etc.)?

OR have you ever been consulted by someone who has experienced such behavior, or witnessed or heard about such behavior?

Please select all options that apply for each of the described behaviors.

(multiple choices are allowed)

※Please note that this answer cannot be modified later.

| | I have been subject to such behavior . | I have been consulted about such a case. | I have witnessed/heard about such a case. | I have never experienced or heard about such a case. |
|---|--|--|---|--|
| a) Have been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Have heard sexual topics and obscene jokes in an unwanted way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Have been avoided by other people because they cannot decide whether you are a man or a woman or been laughed at or teased for being a sexual minority (such as LGBT). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Nude/pornographic images or magazines were visibly displayed in a common space such as a club room or research office; or have been present while someone was watching nude/pornographic images on a PC. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Have had your personal sexual information exposed online (through SNS, etc.) or spread by rumor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Have been assigned a certain role based on sex/gender in an educational or research setting or in the workplace; or have been treated differently based on gender/sex in terms of work or research. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Have been looked at with an obscene look, have been physically approached too closely, or have been subject to overly familiar physical contacts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Have been persistently asked out (for a meal or to see a movie), repeatedly received phone calls or e-mails, or been stalked. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Have been forced to do something or restrained from doing something by a person with whom you had a romantic relationship; or that person came to your home uninvited. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Have been forced to take off your clothes or to go to a sex trade shop. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Have received unwanted hugs or kisses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Someone peeped at you or secretly took a photo of you in places such as a toilet or changing room. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

【Survey respondents】

The following questions are for persons who answered “ I have been subject to such behavior” in Q4 『a) Have been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. 』 ~ 『m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity.』 .

The following questions are for persons who answered “ I have been subject to such behavior” in Q4. If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q5 In what situation did that happen? Please select one option.

(Choose only one from below)

※Please note that this answer cannot be modified later.

- During regular working hours
- During a business trip
- During a conference or meeting held on campus
- During training
- During a workshop, academic meeting, or related events
- During a social gathering
- During class or lab experiments
- While commuting or on your way home from a social gathering
- Other Please specify:

Q6 What was your status at that time? Please select one option.

(Choose only one from below)

※Please note that this answer cannot be modified later.

- Professor
- Associate professor
- Lecturer
- Assistant professor, assistant
- Administrative staff
- Technical staff
- Medical staff
- Project professor

- Project associate professor
- Project lecturer
- Project assistant professor
- Project researcher
- Project academic support specialist, Project academic support staff, Project senior specialist, Project specialist
- Other please specify:

Q6_1 Were you on a limited-term contract at that time?

(Choose only one from below)

※Please note that this answer cannot be modified later.

- Yes, I was on a limited term contract.
- No, I was not on a limited term contract.

Q6_2 Were you on short-time working terms (specified working hours of 35 hours or less per week) at that time?

(Choose only one from below)

※Please note that this answer cannot be modified later.

- Yes, I was.
- No, I was not.

Q7 Please specify the number of people who subjected you to that situation.

(Choose only one from below)

※Please note that this answer cannot be modified later.

- 1 person
- 2 persons
- 3 persons or more

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【Survey respondents】
The following questions are for persons who answered “ 1 person” in Q7.

If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q7_1_1 Please specify the gender of the person who subjected you to that situation.

(Choose only one from below)

- Male
- Female
- Other

Q7_1_2_1 What was the status/position of that person? Please select one option that applies.

(Choose only one from below)

(If you are a faculty member)

- Executive or senior faculty member
- Peer faculty member
- Staff member
- Student
- Other Please specify:

Q7_1_2_2 What was the status/position of that person? Please select one option that applies.

(Choose only one from below)

(If you are a staff member)

- Your superior or senior staff member
- Peer staff member
- Subordinate staff member
- Faculty member
- Student
- Other Please specify:

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【Survey respondents】

The following questions are for persons who answered “ 2 persons” or “3 persons or more” in Q7.

If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q7_2_1 Please specify the gender of those persons.

(Choose only one from below)

- Male

- Female
- Male and female
- Other

Q7_2_2_1 What were the status/positions of those persons? Please select all options that apply.

(Multiple choices are allowed).

(If you are a faculty member)

- Executive or senior faculty member
- Peer faculty member
- Staff member
- Student
- Other Please specify:

Q7_2_2_2 What were the status/positions of those persons? Please select all options that apply.

(Multiple choices are allowed).

(If you are a staff member)

- Your superior or senior staff member
- Peer staff member
- Subordinate staff member
- Faculty member
- Student
- Other Please specify:

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【Survey respondents】

The following questions are for persons who answered “ I have been subject to such behavior” in Q4 『a) Have been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. 』 ~ 『m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity.』 .

If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q8 Were you harassed by the same person repeatedly?

(Choose only one from below)

- Yes
- No

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【Survey respondents】

The following questions are for persons who answered “ I have been subject to such behavior” in Q4 『a) Have been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. 』 ~ 『m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity.』 .

If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

**Q9 How did you respond to such behavior? Please select one option that applies.
(Choose only one from below)**

※Please note that this answer cannot be modified later.

- I made clear that I disliked the behavior/I protested.
- I ignored, avoided, or ran away.
- I implicitly or jokingly suggested that I disliked the behavior.
- I put up with the behavior/I yielded.
- Other Please specify:

**Q10 Did you consult anyone about what happened (described above)?
(Choose only one from below)**

※Please note that this answer cannot be modified later.

- Yes, I did
- No, I didn' t

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【Survey respondents】

The following questions are for persons who answered “ Yes, I did” in Q10.

Q10_1 Whom did you consult? Please select all options that apply.

(Multiple choices are allowed).

- Family member
- Friend
- Your superior or senior faculty/staff member
- Your subordinate faculty/staff member
- Colleague of the same gender as you
- Colleague of the opposite gender as you
- Harassment Counseling Center of The University of Tokyo
- Health Service Center, Student Counseling Center or Komaba Student Counseling Center of The University of Tokyo
- Counsellor in your department
- Lawyer or other expert or specialized institution
- The faculty and staff union
- Other Please specify:

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【Survey respondents】

The following questions are for persons who answered “ No, I didn’ t” in Q10.

Q10_2 What were the reasons why you did not consult anyone?

Please select all options that apply.

(Multiple choices are allowed).

- I was afraid that the information would be leaked if I consulted someone.
- I didn’ t think that anyone would take my story seriously.
- I didn’ t think that consulting someone would help solve the situation.
- I was afraid that there would be negative consequences if I consulted someone.
- I didn’ t feel the need to consult anyone.
- It was too painful to consult someone.
- I was afraid that consulting someone would complicate my relationship with the person who harassed me.
- Other Please specify:

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[Survey respondents]

The following questions are for persons who answered “ I have been subject to such behavior” in Q4 『a) Have been subject to conversation about your appearance, body shape, clothes, age, height, baldness, or body hair in an unwanted way. 』 ~ 『m) Have been forced to engage in sexual activity or was nearly forced to engage in such activity.』 .

If you have been subject to more than one of the behaviors described below, please answer about the most upsetting experience.

[Display choices that answered “I have been subject to such behavior” in Q4.]

Q11 (This is a question that follows Q 10, Q10-1, or Q10-2.)

What effect has that experience had on you? Please select all options that apply. (Multiple choices are allowed).

- I did not experience any particular change.
- I lost confidence in my research and work.
- I came to distrust, feel disgust at, or fear other people.
- I stopped going to work, took some days off, or quit my job.
- My work efficiency decreased.
- I didn’ t feel like doing anything and stayed at home.
- I started blaming myself because I thought I was at fault, too.
- I couldn’ t sleep well, lost appetite, or suffered other health problems.
- I felt depressed, became aggressive to others, and became emotionally unstable.
- I harmed myself or attempted suicide.
- Other Please specify:

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Q12 Have you ever been subject to sexual discrimination, sexual harassment, or sexual violence from someone other than a member/affiliate of The University of Tokyo (e.g. at academic conferences or meetings with someone from outside the university)?

(Choose only one from below)

※Please note that this answer cannot be modified later.

- Yes
- No

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[Survey respondents]

The following questions are for persons who answered “ Yes” in Q12.

Q12_1 (This question is for those who answered “Yes” in Q12 Have you ever been subject to sexual discrimination, sexual harassment, or sexual violence from someone other than a member/affiliate of The University of Tokyo (e.g. at academic conferences or meetings with someone from outside the university)?)

Please describe the person who did that to you and the situation in which you were discriminated, harassed or assaulted.

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Q13 Do you think that there are sexual harassment, sexual discrimination or sexual violence-related problems in The University of Tokyo? Please select one option that applies from below.

(Choose only one from below)

- I don' t think there are any problems at all.
- I don' t think there are serious problems.
- I think there are problems.
- I think there are serious problems.

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Q14 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.

(Up to three choices are allowed)

- Raise awareness on sexual discrimination and violence in the University community such as holding a workshop on sexual consent*.
- Advertise that the University offers counselling service on sexual harassment problems and make sure that everyone knows about it.
- Incorporate gender** related education in the student curriculum and training programs for faculty and staff.
- Improve counselling services, for instance by increasing the number of counselors with professional expertise and experience.
- Increase the number of female faculty members.
- Promote more women to executive or management positions.

Other Please specify:

[Note]

* Sexual consent is consent to engage in sexual activity. The term indicates that before being sexually involved with someone, you need to know whether he or she wants to engage in sexual activity with you and the importance of respecting the other person's wishes. It is considered that spreading knowledge about sexual consent is key to eliminating sexual assaults.

** Gender refers to socio-culturally defined differentiation between men and women rather than the biological difference between the two sexes. The division of roles between genders and concepts such as femininity and masculinity are also aspects of gender.

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Finally, please answer some basic questions about yourself.

F1 Please specify your gender

(Choose only one from below)

※Please note that this answer cannot be modified later.

- Female
- Male
- Other
- Don't want to answer

F2 How old are you?

(Please answer using numbers)

※Please note that this answer cannot be modified later.

years-old

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F3 How long have you been working at The University of Tokyo?

(Choose only one from below)

※Please note that this answer cannot be modified later.

- Less than 5 years
- 5 - 10 years
- 10 - 15 years
- 15 - 20 years
- 20 years or more

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F4 What is your current job status?

(Choose only one from below)

- Professor
- Associate professor
- Lecturer
- Assistant professor, assistant
- Administrative staff
- Technical staff
- Medical staff
- Project professor
- Project associate professor
- Project lecturer
- Project assistant professor
- Project researcher
- Project academic support specialist, Project academic support staff, Project senior specialist, Project specialist
- Other please specify:

F5 Are you on a limited-term contract?

(Choose only one from below)

- Yes, I am on a limited term contract.
- No, I am not on a limited term contract.

F5_1 Are you on short-time working terms (working hours of 35 hours or less per week)?

(Choose only one from below)

- Yes, I am
- No, I am not

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F6 Are you of a foreign national? (Are you of a foreign nationality)

(Choose only one from below)

- Yes, I am
- No, I am not

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F7 If there is anything else you would like to share about your experience related to sexual discrimination, harassment, or violence on or off the campus please feel free to write about it here.

If you would like to consult about your experience or report on any incidents, please contact the offices below.

F8 If you have any opinions to share about sexual discrimination, harassment, or violence on campus or about this survey, please write it here.

- This is the end of the questionnaire. Thank you very much for your cooperation.
- If you feel any need to seek counselling or consult specific issues, please contact the Nandemo-Sodan Office, Occupational Health Service, or Harassment Counseling Center.

Nandemo-Sodan (One-Stop Resources) Office
<https://dcs.adm.u-tokyo.ac.jp/nsc/staff/>

Occupational Health Service (UTOHS)
<http://kankyoanzen.adm.u-tokyo.ac.jp/sangyoui/>

Harassment Counseling Center
<http://har.u-tokyo.ac.jp>

Appendix 4 The University of Tokyo COVID-19 PREVENTION (March 2020–January 2021)

March 18, 2020

As we approach our new academic year in April, the university has made the following decisions. These measures to contain the spread of the virus will be implemented so that members of our community may safely pursue their study, research and administrative duties:

The commencement ceremony will be shortened

The new semester will start in April, as originally scheduled

The number of in-person classes will be minimized and instruction through online courses will be encouraged and promoted

Orientation sessions for online courses will be offered to faculty and students at the beginning of the new semester

The matriculation ceremony will be canceled. The president's speech and congratulatory addresses for incoming students will be made available online

Campus access for non-university personnel will be restricted

Strict public hygiene measures taken throughout the campuses will be continued

March 28 and 29, 2020

requesting those returning from overseas to self-quarantine for two weeks; requesting canceling various events and social gatherings; and requesting suspension of students' extracurricular activities.

March 31, 2020

The university will only offer remote instruction (online courses) from April until further notice.

April 6, 2020

The university is raising its level to 2 ("severe restrictions").

April 7, 2020

The Emergency Declaration by the government

April 8, 2020

The university is raising its level to 3 (“maximum restrictions”).

May 25, 2020

The Emergency Declaration by the government has been lifted.

June 1, 2020

The university lowered the activity restrictions index from level 3 to 2.

June 15, 2020

The university lowered the activity restrictions index from level 2 to 1.

July 13, 2020

The university lowered the activity restrictions index from level 1 to 0.5.

2020.10.1

A part of face-to-face classes are resumed in A Semester.

2021.1.7

The Emergency Declaration by the government

2021.1.11

The university is raising its level to 1.

The University of Tokyo Activity Restrictions Index for Preventing the Spread of Coronavirus Disease 2019 (COVID-19)

Update: 2020.05.28

| | | | | | | |
|-----|---|--|--|--|---|---|
| 0 | Normal operation | | | | | |
| 0.5 | Minimum restrictions | Research activities are allowed with the utmost consideration taken to prevent the spread of infection. | With the utmost consideration taken to prevent the spread of infection, classes are offered mostly online. The number of in-person classes, seminars and | Some extracurricular activities are allowed, with the utmost consideration taken to prevent the spread of infection. | In-person meetings can take place with the utmost consideration taken to prevent the spread of infection. Online participation is encouraged. | In principle, only gates with guards present remain open, and entrants must show their ID. |
| 1 | Partial restrictions | Research activities can be continued; however, while taking the utmost consideration to prevent the spread of infection, students, researchers and research staff (laboratory staff) must reduce the amount of time they stay on-site and, if possible, consider working from home. | Online lectures only | Prohibited | In-person meetings should be avoided unless necessary. All other meetings should be online. | In principle, only gates with guards present remain open, and entrants must show their ID. |
| 2 | Severe restrictions | Only the minimum number of laboratory staff necessary are permitted to enter the laboratories in order to continue experiments and research in progress. The staff members entering the laboratories reduce the amount of time they stay on-site, and other staff members should work from home. | Online lectures only | Prohibited | Videoconferencing only | In principle, only gates with guards present remain open, and entrants must show their ID. |
| 3 | Maximum restrictions | The following research staff (depending on circumstances, may also apply to graduate students and researchers) are permitted to enter their laboratories. 1) Research staff who are currently conducting long-term experiments that would experience a significant loss to their research if stopped; 2) Research staff who are involved with finishing or stopping experiments in progress 3) Research staff who will enter the laboratories briefly to take care of living organisms, replenish liquid nitrogen, conduct maintenance to preserve research materials such as repairing freezers, or conduct server maintenance. | Online lectures only | Prohibited | Videoconferencing only | Only gates with guards present remain open, and entrants must show their ID. |
| 4 | All on-campus activities suspended in principle | In order to maintain a minimum level of university functions, research staff may enter laboratories briefly only for such actions as taking care of living organisms, replenishing liquid nitrogen, repairing freezers or conducting server maintenance with permission from the departmental head or other organizational representative. | Online lectures only | Prohibited | Videoconferencing only | Only those who must perform duties with a high degree of urgency may enter the campus. Only gates with guards present remain open, and entrants must both show their ID and record their purpose of coming to campus in a ledger. |

* Activity restrictions listed here do not apply to medical staff.

* These guidelines are subject to change at any time in response to changes in the situation.

Appendix 5 Task Force Members List

FY 2020

Task Force for Questionnaire Survey on Sexual Harassment, The University of Tokyo

Chair Norio Matsuki, Executive Director and Vice President
Kaori Hayashi, Professor (Graduate School of Interdisciplinary Information Studies) / Special Adviser to the President
Takeshi Tange, Professor (Graduate School of Agricultural and Life Sciences) / Director of Harassment Counseling Center
Naoko Yoshie, Professor (Institute of Industrial Sciences) / Director of Office for Gender Equality
Akira Takano, Associate Professor (Center for Research on Counseling and Support Services)
Akiko Ohnishi, Associate Professor (Center for Research on Counseling and Support Services)
Kikuko Nagayoshi, Associate Professor (Institute of Social Science)
Azumi Tezuka, Manager of Diversity Promotion Group (Personnel Department)

Administrative Office: Diversity Promotion Group (Personnel Department)

FY 2021

Task Force for Analysis of Survey on Awareness and Status of Diversity at The University of Tokyo

*() is(are) a chapter(s) which the member is in charge of.

Chair Yuki Honda, Professor (Graduate School of Education) / Adviser to the President (Chapter 8~10)
Shinsuke Murakami, Associate Professor (Graduate School of Engineering) (Chapter 2)
Mio Tsubakimoto, Project Associate Professor (College of Arts and Sciences) (Chapter 5)
Yuki Ueno, Project Assistant Professor (Graduate School of Education) (Chapter3, Appendix1)
Toshiki Mutai, Assistant Professor(Institute of Industrial Sciences) (Chapter 6)

Satoshi Miwa, Professor (Institute of Social Science) (Chapter 7)
Kikuko Nagayoshi, Associate Professor(Institute of Social Science)
(Chapter 4)

Administrative Office: Diversity Promotion Group (Personnel Department)
(Chapter 1, Appendix2~5)

(Affiliations and Titles as of each FY)

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

Published on January 28, 2022

Analyzed and written by:

Task Force for Analysis of Survey on Awareness and
Status of Diversity at The University of Tokyo

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