
Report on Survey on Diversity & Inclusion

Kagawa University vol.3

1. Overview of the Survey

- 1-1. Research Objectives
- 1-2. Survey Methodology
- 1-3. Survey object
- 1-4. Survey period
- 1-5. Survey items
- 1-6. Response rate

2. Questionnaire Results

- 2-0. Experience in responding
- 2-1. Respondent Attributes (2-1-1. Students 2-1-2. Faculty and staff)
- 2-2. Awareness of D&I-related Measures and facilities
- 2-3. Awareness of D&I Terms
- 2-4. Experience of Receiving Education and training related to D&I
- 2-5. Interest in the D&I Master System
- 2-6. University management based on D&I
- 2-7. Experiences of experiencing, seeing or hearing discriminatory words or actions on campus related to gender equality
- 2-8. Experiences of human rights violations on campus related to respect for gender diversity, as well as experiences of seeing or hearing about such violations
- 2-9. Improvements within the university regarding support for persons with disabilities
- 2-10. Experiences of seeing or hearing discriminatory words or actions on campus related to multiculturalism
- 2-11. Summary of Questionnaire Results

3. In Conclusion

August 2024

Kagawa University



Office for the Promotion of Diversity

I. Overview of the Survey

I-1. Research Objectives

In October 2021, Kagawa University issued a "Declaration of D&I Promotion," aiming to realize a campus where diversity is respected and everyone can play an active role. In order to promote D&I, this survey was conducted on all constituents (students, faculty, and staff) to identify issues at the university and to develop future projects.

I-2. Survey Methodology

Online survey using Microsoft Forms

I-3. Survey object

As of June 1, 2024, 9,438 enrolled students and faculty members (including part-time faculty and rehired staff members)

I-4. Survey period

From June 3, 2024 to June 28, 2024

I-5. Survey items

Basic items such as attributes, awareness of D&I-related measures and facilities, understanding of terms related D&I, experience of receiving education and training related to D&I, D&I-based university administration, etc. In addition, a description field (not open to the public) was provided in accordance with the four areas of the guideline.

I-6. Response rate

Responses through June 28, 2024 were analyzed as valid responses.

Student 744 votes / 12% response rate; Faculty and staff 808 votes / 27%.

2. Questionnaire results

2-0. Experience in responding

Since this is the third time this survey has been conducted, we asked about previous years' university-wide survey responses. Seventy percent of students and 31% of faculty and staff had never responded to the survey before. Fifteen percent of students and 51% of faculty had responded before, while 15% of students and 18% of faculty were unsure.

2-1. Respondent Attributes

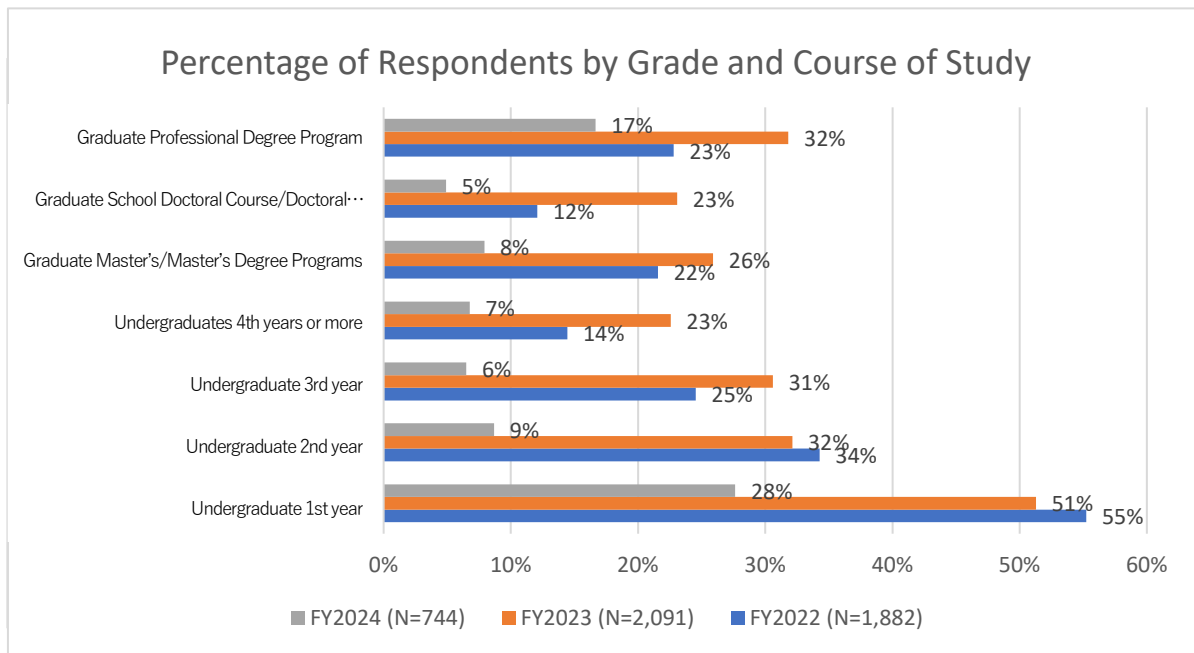
2-1-1 Students

[Responses by grade level].

Undergraduate students had the highest response rate (28%) for first-year students, in the grade, and the response rate declined as the grade increased. The numbers in parentheses in the following figures and tables indicate the frequency in the previous year.

Grade/Program	Number	Number of responses	Response rate
Undergraduate 1st year	1,288(1,295)	356(664)	28% (51%)
Undergraduate 2nd year	1,313(1,298)	114(417)	9% (32%)
Undergraduate 3rd year	1,324(1,317)	86(403)	6% (33%)
Undergraduates 4th years and more	1,744(1,719)	118(388)	7% (23%)
Graduate Master's / Master's Degree Program	480(583)	38(151)	8% (26%)
Graduate School Doctoral Course Doctoral Course	224(143)	11(33)	5% (23%)
Graduate Professional Degree Program	84(66)	14(21)	17% (32%)
Others	-	7(14)	-
Total	6,458(6,421)	744(2,091)	12% (33%)

As for the percentage of respondents, there was a decrease in all grades and programs, with particularly low response rates among second-year undergraduates and above.

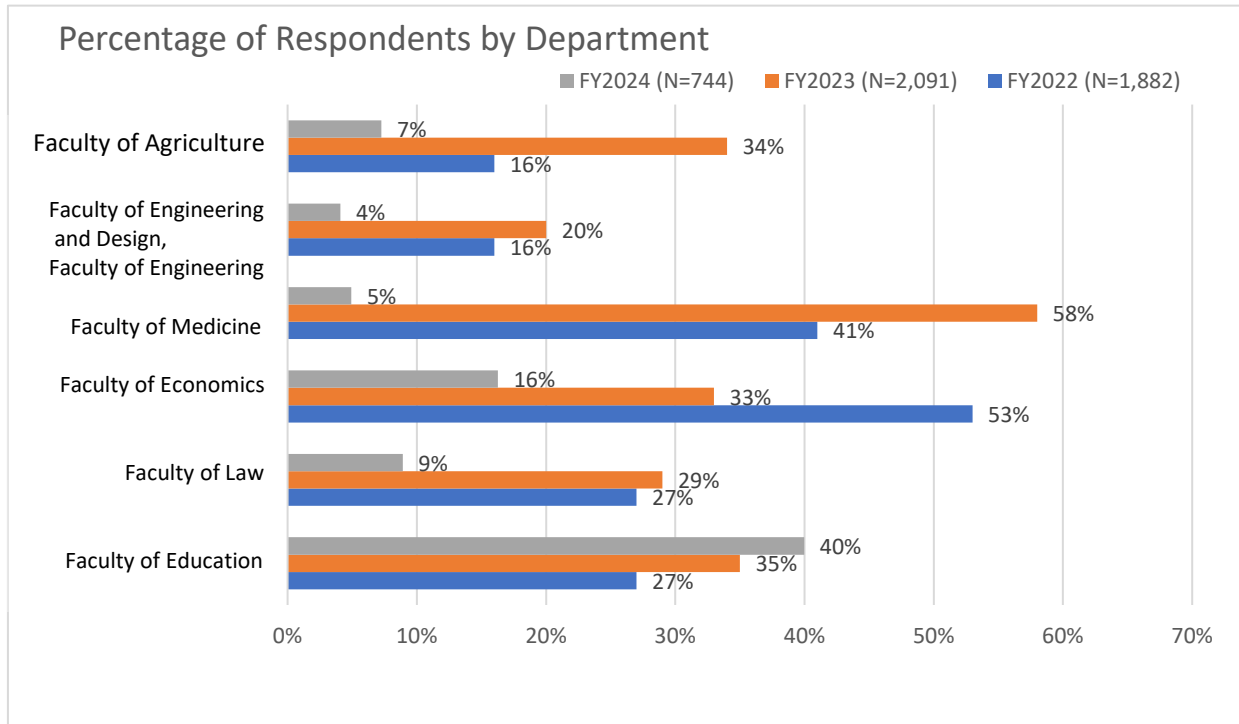


[Responses by Department].

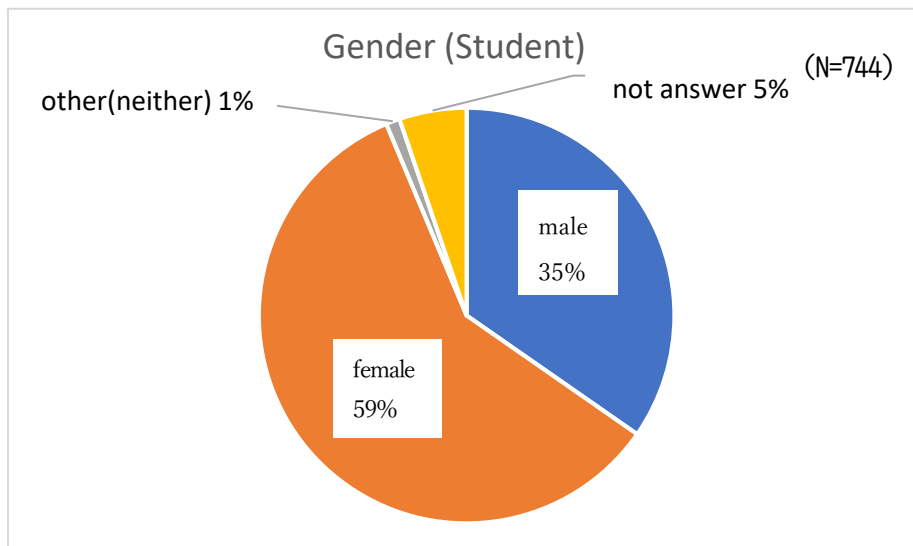
In terms of faculty affiliation, the Faculty of Education had the highest response rate at 40%, followed by the Faculty of Economics (16%) and the Faculty of Law (9%). The numbers in parentheses in the following figures and tables indicate the frequency in the previous year.

By Student Affiliation	present members	Number of responses	response rate
Faculty of Education	713(696)	285(243)	40% (35%)
Faculty of Law	696(686)	62(199)	9% (29%)
Faculty of Economics	1,106(1,118)	180(364)	16% (33%)
Faculty of Medicine	1,035(1,036)	51(596)	5% (58%)
Faculty of Engineering and Design, Faculty of Engineering	1,472(1,456)	60(295)	4% (20%)
Faculty of Agriculture	647(637)	47(216)	7% (34%)
Graduate School of Science for Creative Emergence	319(288)	21(79)	7% (27%)
Graduate School of Law	1(2)	0(0)	0% (0%)
Graduate School of Economics	1(2)	0(1)	0% (50%)
Graduate School of Engineering	27(38)	1(5)	4% (13%)
Graduate School of Medicine	232(231)	4(31)	2% (13%)
Graduate School of Agriculture	125(128)	10(15)	8% (12%)
Graduate School of Education	27(37)	0(24)	0% (65%)
Graduate School of Management	57(66)	19(14)	33% (21%)
Other / Blank	-	4(9)	-
Total	6,458	744	12%
	[Undergraduate only 5,669]	[Undergraduate only 685]	[Undergraduate only 12%]

The percentage of respondents decreased in all departments except the School of Education, and in a number of departments the response rate was below 10%.



Women accounted for 59% of the respondents by gender, 35% were male, 1% were other (neither), and 5% did not respond.



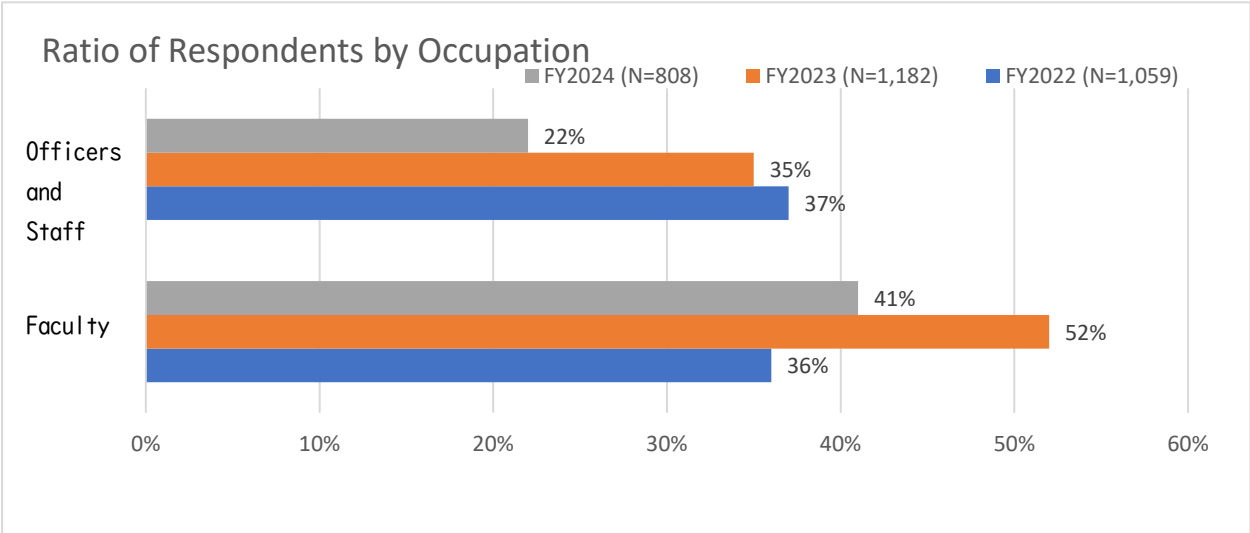
2-1-2 faculty and staff

The response rate for faculty was 41% for faculty and 22% for officers and staff. In terms of faculty affiliation, the Faculty of Agriculture had the highest response rate at 78%, followed by the Faculty of Economics (58%) and the Faculty of Creative Engineering (49%). In terms of affiliation of officers and staff, the highest response rate of 80% was for the Integrated Administrative Center of the Hayashi-machi District and the Faculty of Creative Engineering, followed by the Faculty of Agriculture (77%) and the University Headquarters (56%). The numbers in parentheses in the following figures and tables refer to last year's frequencies.

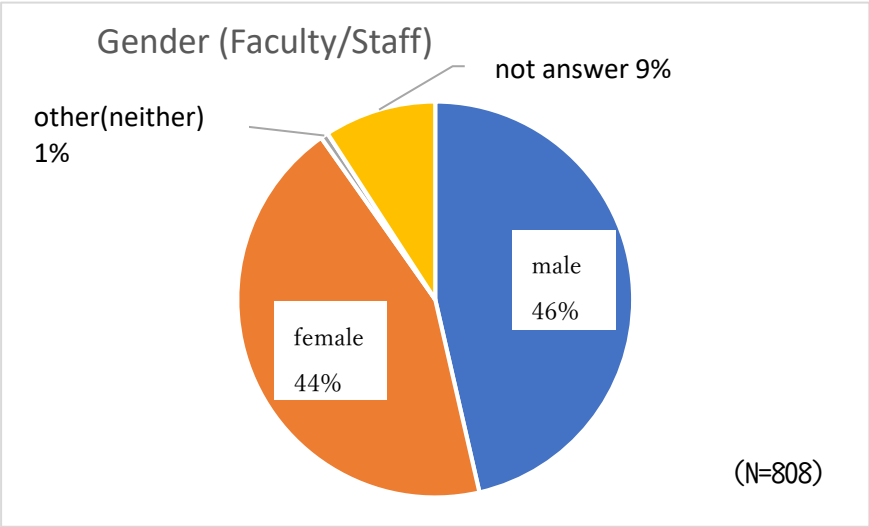
By Occupation	Number	Number of Responses	Response Rate
faculty	840(879)	344(457)	41% (52%)
Officers (President, Directors, Auditors) and Staff	2,140(2,085)	464(725)	22% (34%)
Total	2,980(2,964)	808(1,182)	27% (40%)
Faculty (by department)	Number	Number of Responses	Response Rate
Faculty of Education (including affiliated schools)	201(230)	85(133)	42% (58%)
Faculty of Law	23(25)	10(12)	43% (48%)
Faculty of Economics	43(47)	25(31)	58% (66%)
Graduate School of Management	12(15)	3(7)	25% (47%)
Faculty of medicine	193(192)	70(116)	36% (60%)
University Hospital	148(153)	30(15)	20% (10%)
Faculty of Engineering and Design, Faculty of Engineering	86(86)	42(59)	49% (69%)
Faculty of Agriculture (University farm)	58(61)	45(52)	78% (85%)
Joint education and research facilities on campus (including libraries, museums, institutes, centers, international offices, health centers, etc.)	76(70)	34(32)	45% (46%)
Total	840(879)	344(457)	41% (52%)
Officers and Staff (by department)	Numbers	Number of Responses	Response Rate
Saiwai-cho Campus Supporting Center, Faculty of Education (including affiliated schools), Faculty of Law, Faculty of Economics, Graduate School of Management	95(93)	43(60)	45% (65%)
Faculty of medicine	385(360)	70(138)	18% (38%)

University Hospital	1,193(1,172)	70(228)	6% (19%)
Hayashi-machi Campus Supporting Center, Faculty of Engineering and Design, Faculty of Engineering	59(61)	47(53)	80% (87%)
Faculty of Agriculture (University farm)	57(59)	44(50)	77% (85%)
Joint education and research facilities on campus (including libraries, museums, institutes, centers, international offices, health centers, etc.)	69(63)	32(25)	46% (40%)
University Headquarters (including directors)	282(268)	158(159)	56% (59%)
Total	2,140(2,085)	464(725)	22% (35%)

As for the percentage of respondents, as with the students, the number of respondents is decreasing over 2024, but to a smaller extent than for the students.



Women accounted for 44% of the respondents by gender, 46% were male, 0.6% were other (neither), and 9% did not respond.

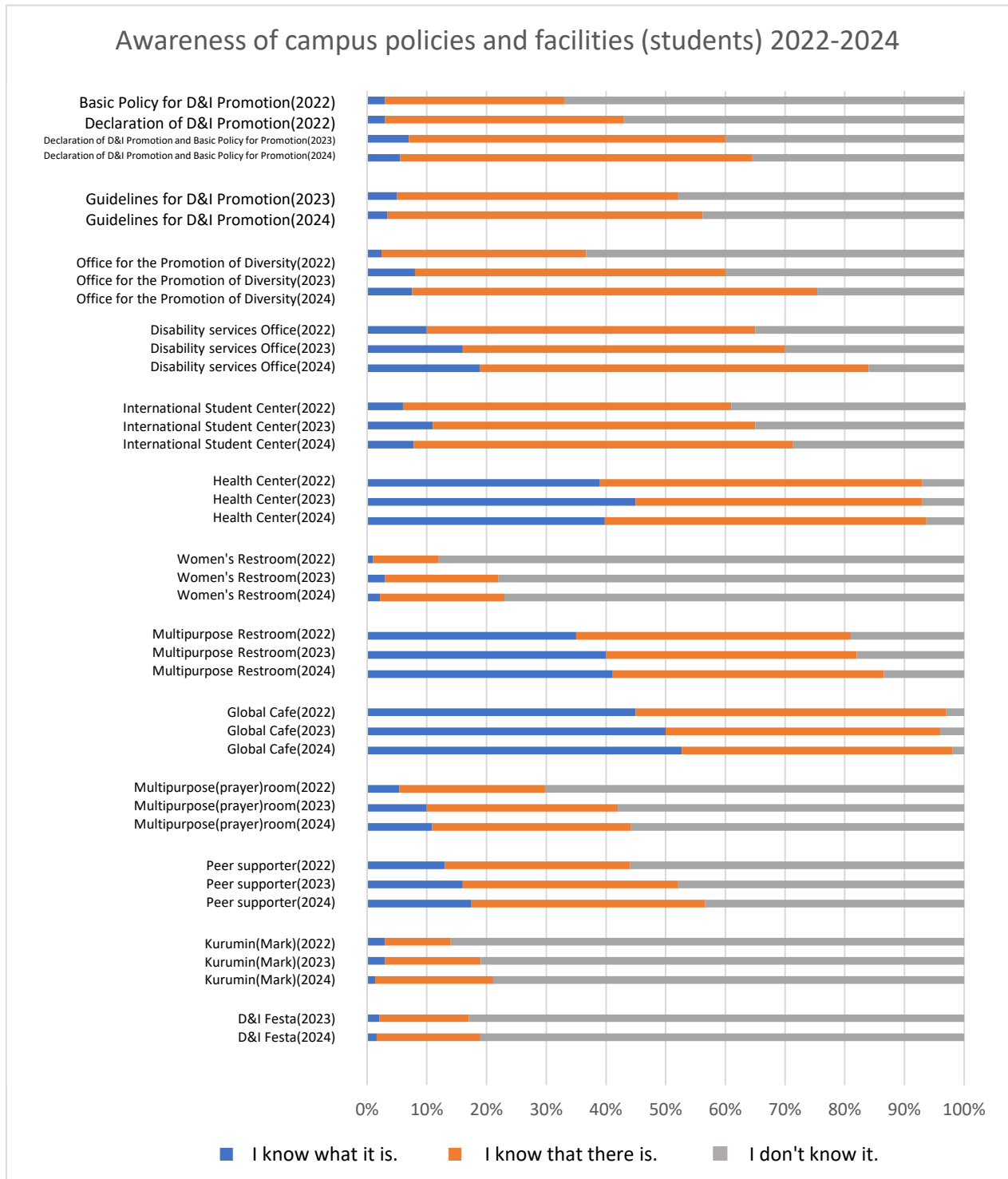


2-2. Awareness of D&I-related Measures and facilities

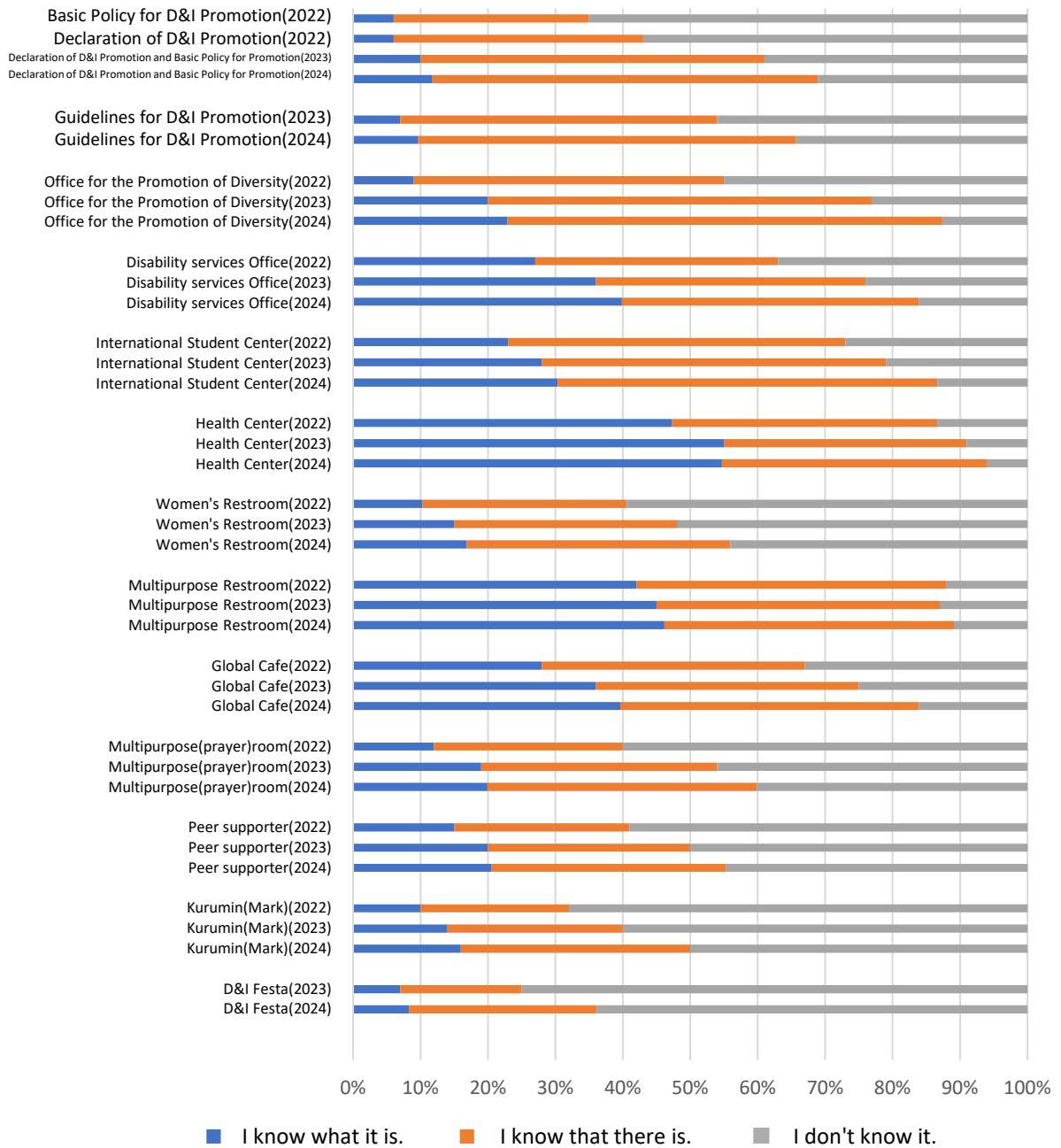
In October 2021, the University made a D&I Promotion Declaration and established a basic policy for D&I promotion. In April 2022, the Office for the Promotion of Gender Equality was reorganized as the Diversity Promotion Office, and a D&I Promotion Committee was established to implement measures related to D&I. In March 2023, the "Guidelines for D&I Promotion" in the four areas of gender equality, respect for gender diversity, support for persons with disabilities, and multicultural conviviality were also established. Respondents were asked about their level of awareness of these D&I-related measures and facilities by selecting "know up to the content," "know they exist," or "don't know."

The item with the highest level of student recognition (sum of "know up to the content" and "know it exists") was the "Global Café," followed by the "Health Administration Center," "Multipurpose Restroom," "Barrier-Free Support Office," and "Diversity Promotion Office. On the other hand, items that received less than 50% recognition were "D&I Festa," "Kurumin (mark)," "Multi-purpose (worship) room," and "Women's lounge. In addition, all items showed an upward trend in recognition, with "Diversity Promotion Office" and "Barrier-Free Support Office" being the two items whose recognition rate increased by 10 points or more compared to the previous year. In particular, the recognition rate of the "Diversity Promotion Office" has continued to increase significantly since FY2022.

Faculty and staff had the highest recognition rate for the Health Administration Center, followed by the Multipurpose Restroom. D&I-related facilities such as the International Student Center, Global Café, Barrier-Free Support Office, and Diversity Promotion Office all had recognition rates above 80%. Only the "D&I Festa" had a recognition rate below 50%, indicating that the students are more fully aware of the measures and facilities on campus compared to the students. In addition, compared to the previous year, the overall recognition rate increased.



Awareness of campus policies and facilities (faculty and staff) 2022-2024



In order to evaluate the efforts made in previous years with regard to awareness of the institution (students), the results of the 2024 survey were divided into new students (first-year undergraduates) and current students (others) and analyzed (chi-square test) to see if the percentage of responses (awareness rate) differed between the two groups (chi-square test). As a result, statistically significant differences ($p < .05$) were found for 7 of the 13 items: the recognition rate of new students was higher for the D&I promotion declaration, the recognition rate of current students was higher for health and study-related counseling services, and no differences were found for facilities related to multicultural conviviality, such as international students. No differences were found for facilities related to multiculturalism such as international students.

Current students recognize	No significant difference	New students recognize
Disability services Office	Office for the Promotion of Diversity	Declaration of D&I Promotion and Basic Policy for Promotion
Health Center	International Student Center	Guidelines for D&I Promotion
Multipurpose Restroom	Global Café	Women's Restroom
Peer supporter	Multipurpose(prayer)room	
	Kurumin(Mark)	
	D&I Festa	

* $p < .05$ is a criterion value conventionally used in statistical hypothesis testing. In the first place, the p -value indicates the probability of obtaining the present data (test statistic) on the null hypothesis (in this case, the hypothesis that there is no difference in the response rate). The smaller the p -value becomes, the more "almost impossible" the result would have been if the response rate was assumed to be no different (that is, the response rate is (i.e., we consider that there is a difference in the response rate).

2-3. Awareness of D&I Terms

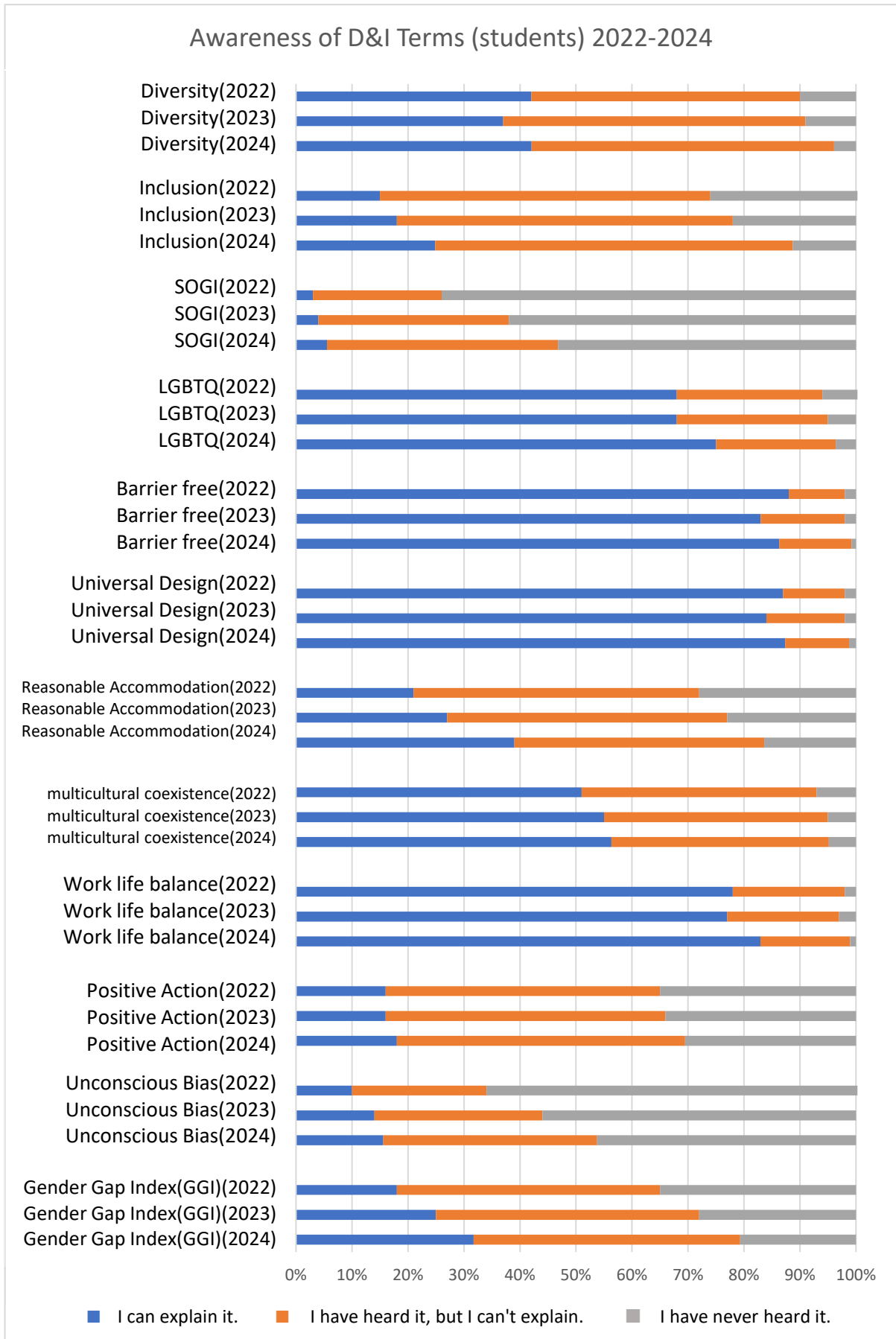
The respondents were asked about their understanding of D&I-related terms, with three choices: "Can explain the terms," "Have heard of them but cannot explain," "Have never heard of them "

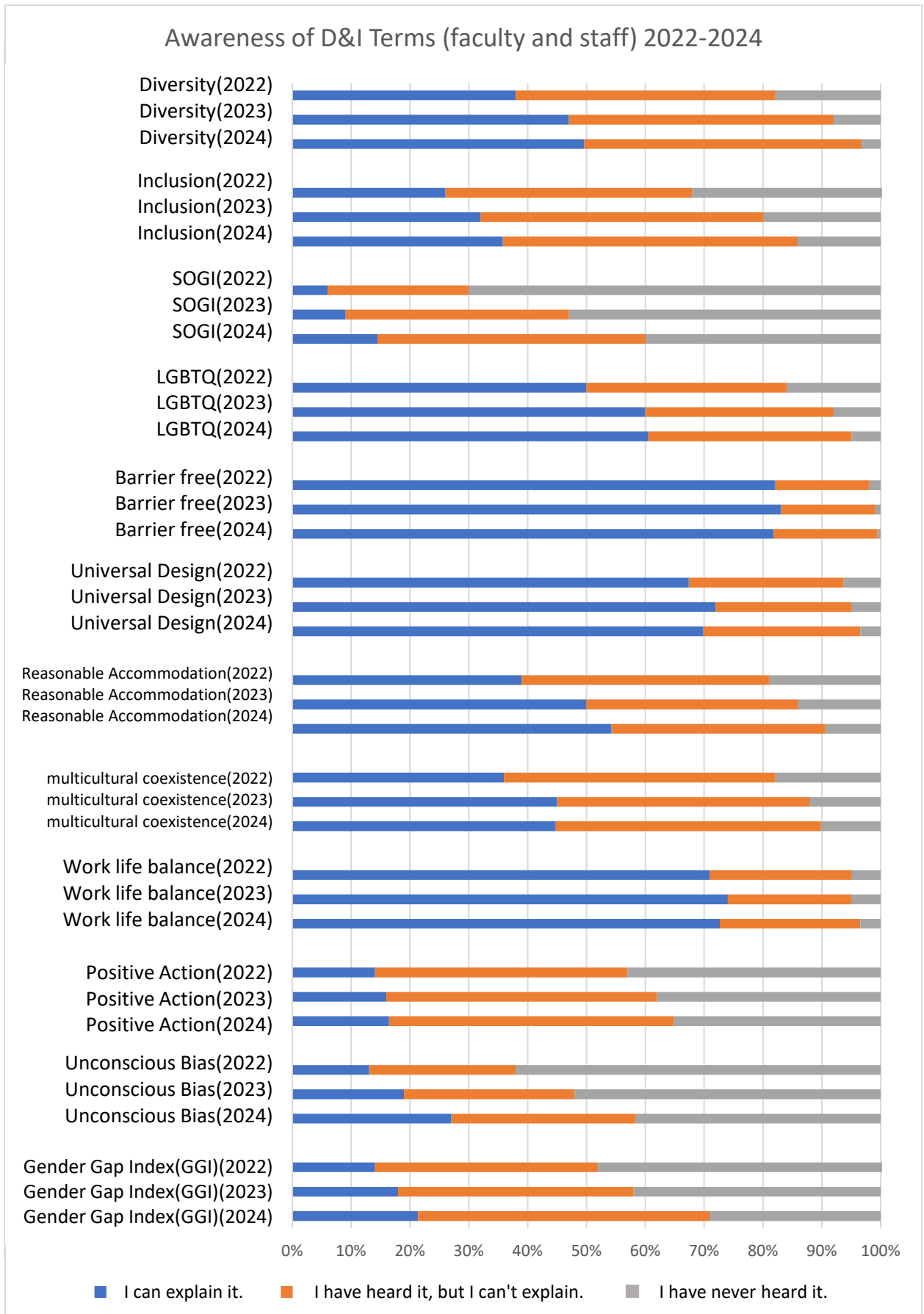
Of the six areas of student understanding where the total of "can explain the terms " and "have heard of them but cannot explain them" exceeded 90%, "diversity," "LGBTQ," "barrier-free," "universal design," "multicultural conviviality," and "work-life balance" were the most common. Of these, more than 80% of respondents answered that they could "explain the terms" for "Barrier-Free," "Universal Design," and "Work-Life Balance. On the other hand, "SOGI" and "Unconscious Bias" were less well understood, with more than 40% of respondents saying they had never heard of them.

In terms of year-to-year comparisons, although there is a trend toward higher levels for "diversity" and "universal design," overall, the level of understanding of the terms has increased at the "have heard of it" and "can explain it" levels, respectively.

For faculty and staff, the seven categories for which the total of "can explain the term" and "have heard of it but cannot explain" exceeded 90% are "diversity," "LGBTQ," "barrier-free," "universal design," "reasonable accommodation," "multicultural conviviality," and "work-life balance" On the one hand, the most widely understood are "LGBTQ" and "LGBTQ-oriented". On the other hand, similar to the students, the least understood are "SOGI" and "Unconscious Bias," with about 40% of respondents having never heard of them.

On the other hand, year-to-year comparisons indicate that the overall level of understanding has increased throughout, and in particular, an increase of more than 10 points was recorded compared to the previous year for items with low levels of understanding, such as "SOGI," "Unconscious Bias," and "Gender Gap Index," indicating that the overall level of understanding the overall level of understanding is increasing.





In order to evaluate the efforts made in previous years with regard to understanding of terms (students), the results of the 2024 survey were divided into first-year undergraduates (new students) and others (current students) and analyzed (chi-square test) to see if the response rates (understanding rates) differed ($p < .05$). The results showed that the only statistically clear differences ($p < .05$) were found in "Unconscious Bias (understood more by new students)," "LGBTQ (understood more by current students)," and "Reasonable Accommodation (understood more by current students)," and for most terms, there was no bias by grade (new students - No bias by current students was observed).

2-4. Experience of Receiving Education and training related to D&I

The Diversity Promotion Office began offering "Introduction to D&I" as a university-wide common course in April 2022, and it has received high evaluation in class evaluation questionnaires.

The respondents were asked about their study experience within the past year, with multiple responses for "Gender Equality," "Respect for Gender Diversity," "Support for People with Disabilities," "Multicultural Conviviality," and "I have never taken the course. As a result, 466 (63%) of students and 373 (43%) of faculty members answered that they had never received these services. The participation rate for "Respect for Gender Diversity" and "Multicultural Conviviality" training was less than 20%, and the same was true for "D&I-related courses" and "D&I-related training.

For year-to-year comparisons, for each item, we created a cross table of survey year x with/without enrollment and analyzed whether the enrollment rate differed by year (chi-square test). The table below shows the results for each item, summarizing only the rows for those with attendance (attendance rate). In addition, the years in which statistically significant differences ($p < .05$) were found were color-coded (high: orange, medium: white, low: blue) according to their ranking among the years. For example, the participation rate for "Gender Equality (students)" was 2024 < 2023 < 2022, showing that the rate decreased each year, while the rate for "Multicultural Conviviality (students)" was 2024 < 2022 and 2023, indicating that the rate in 2024 was lower than that in other years. The only difference is that the participation rate in 2024 is lower than that in the other years.

The percentage of faculty members taking the course has been increasing, contrary to the results for students. In terms of results by subject, the participation rate for "Gender Equality" in particular has increased significantly.

[Students] 2022-24 Comparison

		Gender Equality	Respect for Gender Diversity	Support for the Disabled	Multicultural coexistence	D&I related subjects	Never received.
Year 2022	Attendance rate (%)	31%	31%	32%	23%	-	48%
	Number of responses (N=1882)	592	578	605	425	-	901
Year 2023	Attendance rate (%)	26%	27%	27%	21%	-	55%
	Number of responses (N=2091)	543	557	558	435	-	1159
Year 2024	Attendance rate (%)	20%	18%	20%	14%	12%	63%
	Number of responses (N=744)	148	133	151	106	87	466
Year-to-Year Comparison		2024<2023<2022	2024<2023<2022	2024<2023<2022	2024<2022 and 2023	-	2022<2023<2024

Multiple comparisons between years were made using the Bonferroni method.

[Faculty and Staff] 2022-24 Comparison

		Gender Equality	Respect for gender diversity	Support for the Disabled	Multicultural coexistence	D&I related subjects	Never received.
Year 2022	Attendance rate (%)	16%	8%	22%	6%	-	69%
	Number of responses (N=1059)	174	89	228	61	-	732
Year 2023	Attendance rate (%)	16%	13%	25%	7%	-	63%
	Number of responses (N=1182)	191	154	290	80	-	743
Year 2024	Attendance rate (%)	43%	15%	23%	6%	12%	46%
	Number of responses (N=808)	349	124	188	52	100	373
Year-to-Year Comparison		2022 and 2023<2024	2022<2022 and 2023	No fiscal year difference	No fiscal year difference	-	2024<2023<2022

Multiple comparisons were made using the Bonferroni method for year-to-year comparisons.

No difference between years means no significant difference ($p < .05$) between years.

The same analysis was conducted for the difference in course-taking rates between new students and current students. In all courses except "Support for the Disabled," new students had higher course-taking rates ($p < .05$). On the other hand, there was no statistically significant difference in the percentage of "never taken" responses, but this result likely reflects differences in the percentage of students taking multiple courses (new students: 60%, current students: 44%). In other words, new students are more likely to take multiple courses, which means that they are more likely to take a higher percentage of each course.

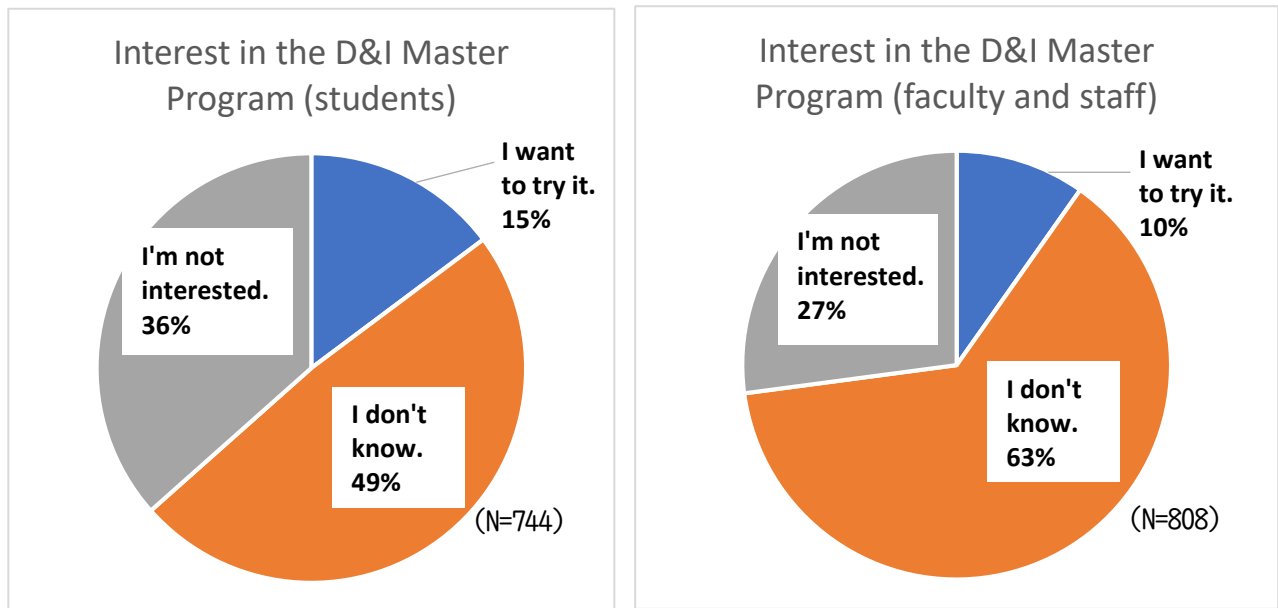
[Students] New Students - Current Students Comparison

		Gender Equality	Respect for Gender Diversity	Support for the Disabled	Multicultural coexistence	D&I related subjects	Never received
New students	Attendance rate (%)	26%	25%	21%	17%	14%	60%
	Number of responses (N=357)	93	89	75	62	51	213
Current students	Attendance rate (%)	14%	11%	20%	11%	9%	65%
	Number of responses (N=387)	55	44	76	44	36	253

2-5. Interest in the D&I Master System

In April 2024, the Office of Diversity Promotion launched the "D&I Master Program" to provide learning opportunities related to D&I, and will award certificates and other awards to students, faculty, and staff who have achieved certain requirements.

Students were asked about the "D&I Master Program" with three choices: "would like to try it," "don't know," and "not interested." Students responded "would like to try it" (15%), "don't know" (49%), and "not interested" (36%), while faculty members responded "would like to try it" (10%), "don't know" (63%), and "not interested" (27%). The "don't know" response was the most common response for both students and faculty, and this was especially true for faculty.

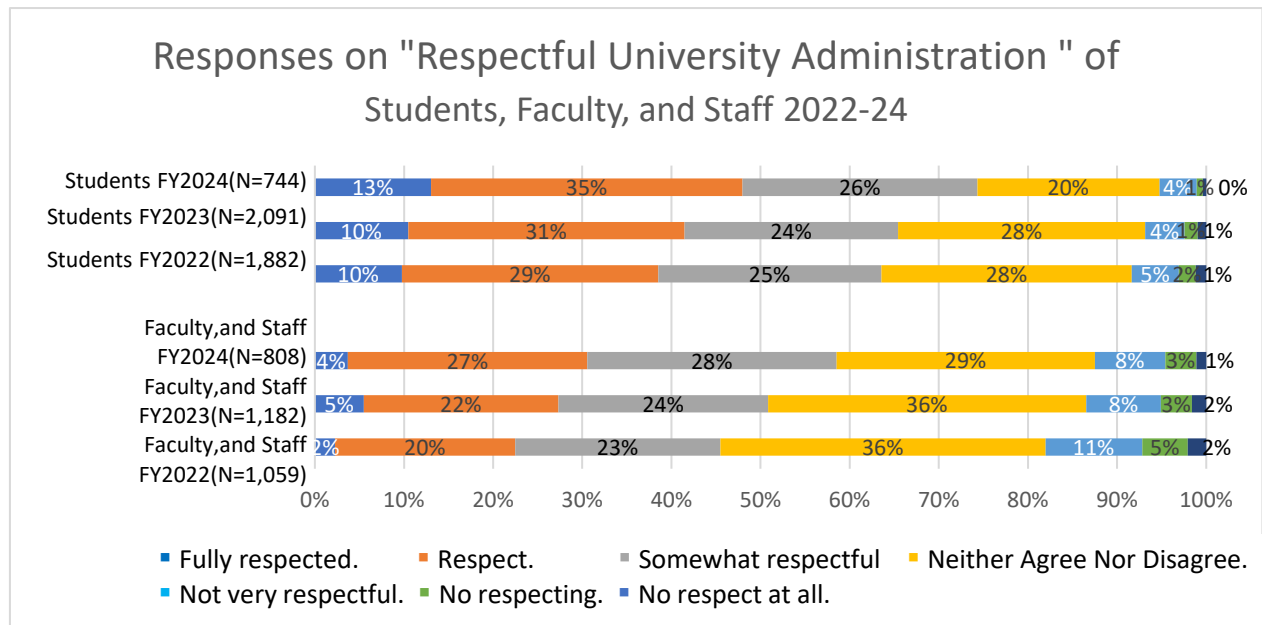


2-6. University management based on D&I

In order to suppress positive bias in the answers to the question, "Do you think that Kagawa University respects the diverse personalities, values, and ways of thinking of its members (students, faculty, and staff)?" the respondents were asked on a seven-point scale from "fully respects" to "does not respect at all".

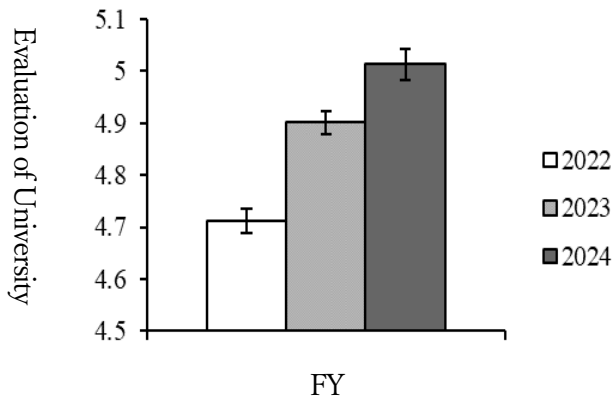
Student responses were "fully respectful" (13%), "respectful" (35%), and "somewhat respectful" (26%). On the other hand, the total of "not much respect," "no respect," and "no respect at all" was 5%. Faculty responses were "fully respectful" (4%), "respectful" (27%), and "somewhat respectful" (28%). On the other hand, the total of "not much respect," "no respect," and "no respect at all" was 12%.

Although the percentage of faculty and staff who responded "respect (fully to somewhat)" was lower than that of students, year-to-year comparisons indicate that the number of members who responded affirmatively "respect" is on the increase. In particular, it can be seen that the number of "undecided" responses has decreased compared to the previous year.

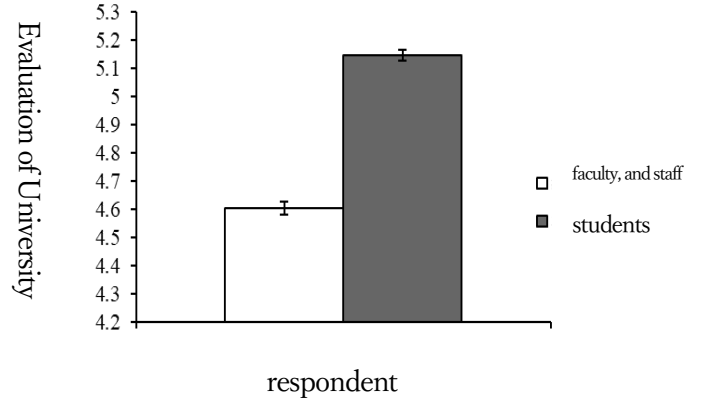


For the 2022-2024 responses (N=7670), we also analyzed whether the means differed a) by year and b) by student/faculty/staff (two-factor analysis of variance). The results revealed statistically clear differences by year and by respondent (both $p < .001$). Specifically, two points were found: 1) the evaluation of the university tends to increase year by year, and 2) the students' evaluation is higher than that of the faculty and staff.

[Differences by survey year]

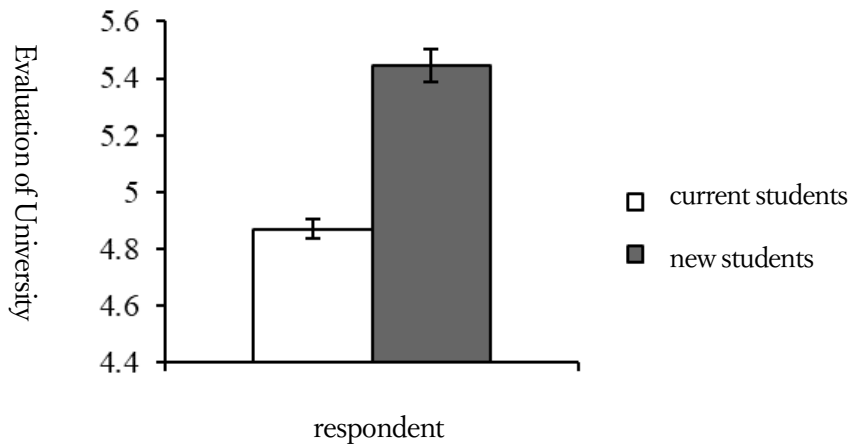


[Differences by respondent]



As in previous analyses, for the 2024 survey, we further analyzed whether there was a difference in means between new and current students (t-test with no correspondence). The results revealed that new students rated the university's administration as more respectful of diversity ($p < .001$).

[Differences between new and current students]

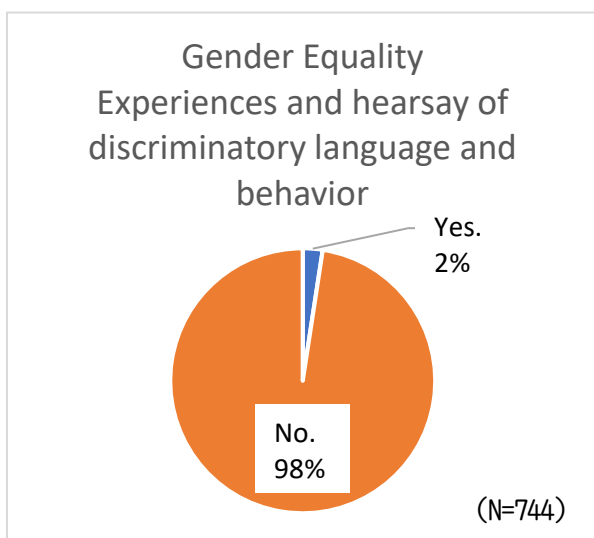


2-7. Experiences of experiencing, seeing or hearing discriminatory words or actions on campus related to gender equality

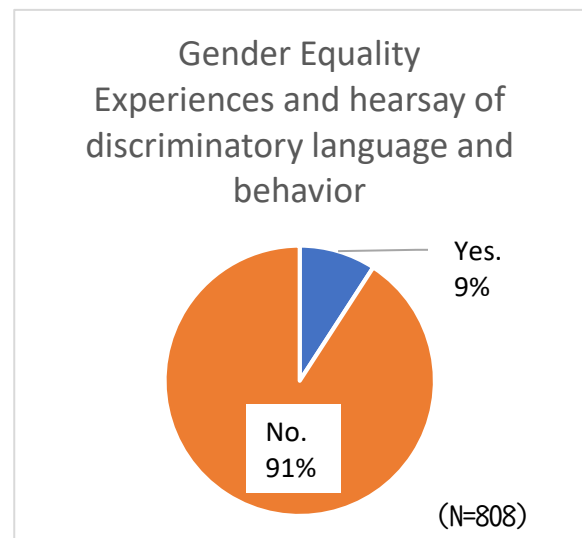
From 2-7 onward, questions were asked in accordance with the "four areas of the Guidelines for the Promotion of D&I," and a specific description field (not disclosed) was provided. Regarding gender equality, respect for gender diversity, and multicultural conviviality, the respondents were also asked whether or not they use the university's consultation service and why (not disclosed).

To the question, "Have you ever experienced, seen or heard discriminatory words or actions on campus regarding gender equality?" 18 (2%) students and 74 (9%) faculty members answered "Yes". To the question, "Did you use on-campus counseling services at that time?", 2 students (11%) and 1 faculty member (1%) responded "Yes".

[Students]



[Faculty and Staff]



2-8. Experiences of human rights violations on campus related to respect for gender diversity, as well as experiences of seeing or hearing about such violations

To the question, "Have you ever experienced, seen or heard of human rights violations on campus regarding respect for gender diversity?" 6 students (1%) and 30 faculty members (4%) answered "Yes." To the question, "Did you use the counseling service on campus?", 2 students (33%) and 1 faculty member (3%) answered "Yes".

[Students]



[Faculty and Staff]

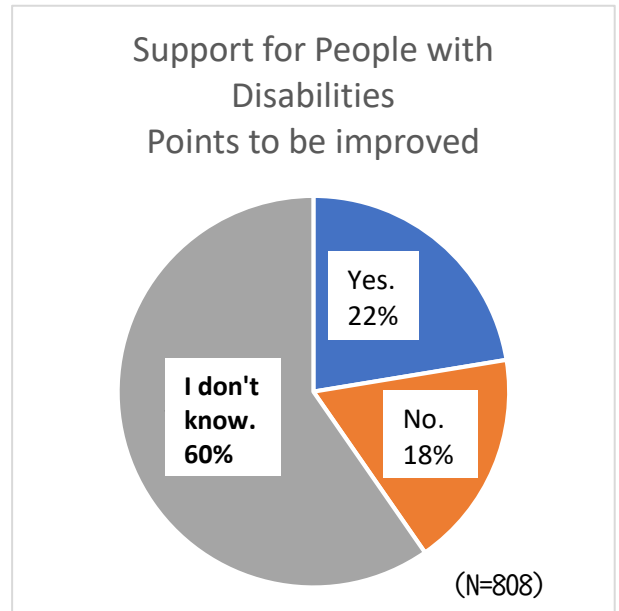
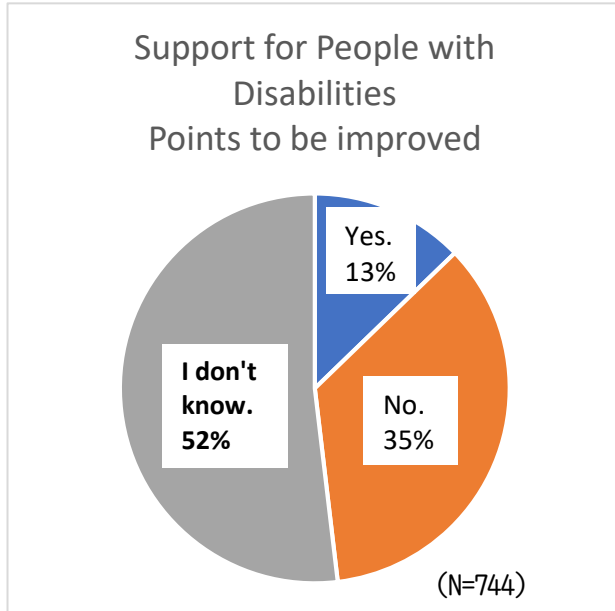


2-9. Improvement within the university regarding support for persons with disabilities

In response to the question, "Is there anything that could be improved on campus regarding support for persons with disabilities?" 95 students (13%) and 181 faculty and staff (22%) responded "Yes."

[Students]

[Faculty and Staff]

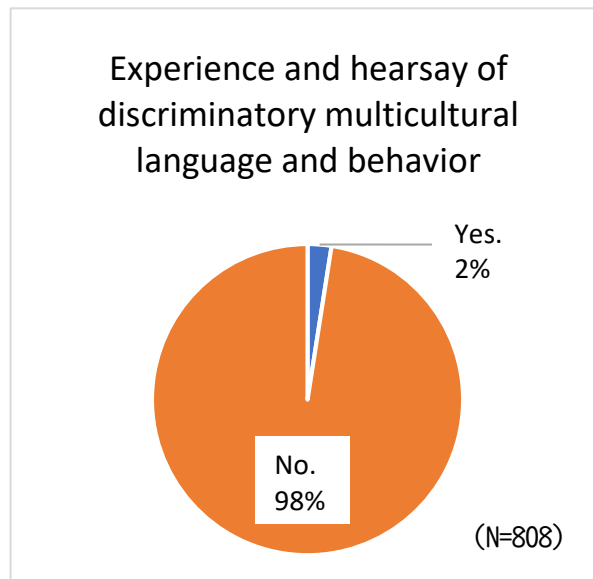
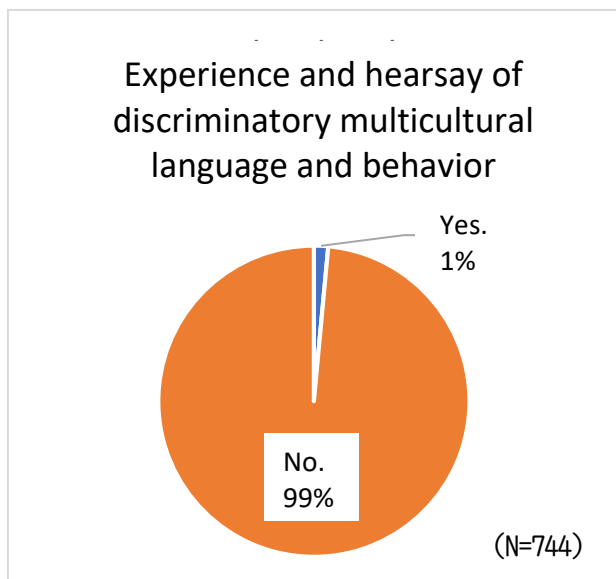


2-10. Experiences of seeing or hearing discriminatory words or actions on campus related to multiculturalism

To the question, "With regard to multicultural conviviality, have you ever experienced, seen or heard discriminatory words or actions against foreign students, foreign faculty members or their foreign cultures on campus?" 11 (1%) students and 20 (2%) faculty members answered "Yes" to this question. To the question, "Did you use the on-campus counseling service at the time of the incident?", 1 student (9%) and 1 faculty member (5%) answered "Yes".

[Students]

[Faculty and Staff]



2-11. Summary of Questionnaire Results

- ① The response rate to the survey was particularly low among students, with less than 10% of second-year undergraduates and above responding to the survey, with the exception of professional programs. There was also a significant bias among faculties, with 40% of education students and 16% of economics students responding to the survey, while all other faculties had response rates of less than 10%.
- ② In common with students, faculty, and staff, there was an approximate upward trend in awareness of the measures and facilities/understanding of each term. Especially for faculty and staff, more than 40% of the respondents had attended a training course on "Gender Equality" within a year, and as if consistent with the results, the level of understanding of "SOGI," "Unconscious Bias," and "Gender Gap Index" improved by more than 10 points compared to the previous year. The findings.
- ③ The three years of data also confirm a clear upward trend in the grade for "university administration that respects diversity."
- ④ The characteristics of new students were also analyzed starting in FY2024, and the following characteristics were found: a) they highly evaluate "university administration that respects diversity"; b) a high percentage of them take multiple courses related to D&I; and c) while they are more familiar with the "D&I Promotion Guidelines" than current students, they are less aware of the health and learning counseling services than current students. (c) While students were more aware of the "D&I Promotion Guidelines" than current students, they were less aware of the health and learning counseling services than current students.
- ⑤ No differences were found between new and current students in their understanding of D&I-related terminology. In addition, the percentage of current students taking D&I-related courses (within the past year) remained at a low level. However, there is insufficient information on these results to verify the effectiveness of the three-year policy, especially since the low course-taking rate may have been influenced by previous course experiences.

3. In Conclusion

By conducting the university-wide survey for three years, we were able to identify trends and issues related to D&I at Kagawa University.

First, after three years of implementation, the limitations and challenges of the university-wide survey were greatly highlighted by the low response rate to the survey (12% of students and 27% of faculty and staff in FY2024) and the bias of the respondents. This survey contains a large number of questions, some of which are sensitive, making it difficult to reduce the burden of the survey. However, a low response rate increases the likelihood that the survey results will be biased and deviate from the truth, because if the answers of non-respondents differ from those of respondents, the survey results may have a large margin of error. In order to improve the credibility of the survey, it is necessary to devise ways to improve the response rate of the survey (60% or more) in the following years and beyond. In particular, since the response rate among students has been declining (33% in FY2023), we would like to consider measures to increase it. In addition, it was found that the percentage of respondents who had experienced or hearsay of discriminatory words or deeds ranged from 1 to 9 %, and that they did not use the consultation services afterwards. It is an urgent need to make the consultation services more widely known to the public and to consider making them easier to use. In addition, since it is important to raise the awareness of each and every member in order to create a study and work environment free of discriminatory language and behavior, training and educational activities to deepen understanding of the importance and significance of D&I will be actively implemented.

As for the level of understanding of D&I-related terms, a glossary of D&I-related terms is posted on our website, and from FY2024, a link to the "Glossary of D&I-related Terms" on our website will be posted on the end page of the university-wide survey so that respondents can learn about D&I-related terms immediately after completing the survey. The survey was conducted in order to provide respondents with the opportunity to learn D&I-related terms immediately after the completion of the survey. We expect further improvement in the next year's survey.

With regard to university management that respects diversity based on D&I, there has been a clear upward trend throughout the three years in the number of constituents who responded affirmatively that they "respect (fully to somewhat)" diversity, with positive opinions reaching 74% for students and 59% for faculty and staff in the FY2024 survey. We believe this is a reflection of the effectiveness of the Diversity Promotion Office's educational activities, such as holding D&I Festa, offering D&I-related courses, and introducing the D&I Promotion Movement.

Furthermore, we believe that the reason for the increase in faculty and staff participation in training was due to the introduction of a new D&I training program for faculty and staff in December 2023, as well as the fact that specific training names and dates were provided in the survey items, which made it easier to recall the content of the training, thus bringing the participation rate of faculty and staff closer to the true value. However, students were not aware that they had not taken the course before. However, 63% of students had never taken the course. The "D&I Master Program" was started this year for all members. We will make use of the new student guidance in April and the D&I Festa to be held in October to raise awareness of the D&I Master System and its merits among students, faculty, and staff. We will continue our efforts to promote awareness of the system and its benefits among students, faculty, and staff.

Responses to the description section in accordance with the four areas of the guideline (not disclosed) will be discussed by the relevant departments and reflected in the D&I measures.