Report on Survey on Diversity & Inclusion Kagawa University vol.4

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August 2025

Kagawa University

Office for the Promotion of Diversity

1.Overview of the Survey

1-1. Research Objectives

In October 2021, Kagawa University issued a "Declaration to promote D&I," 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.

1-2. Methods

Online survey using Microsoft Forms

1-3. Target Population

As of June 1, 2025, 9,505 enrolled students and faculty members (including part-time faculty and rehired staff members)

1-4. Survey Period

From June 2, 2025 to June 30, 2025

1-5. 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 (limited to internal university access only) was provided in accordance with the four areas of the “Guidelines for Promoting D&I.”

1-6. Response Rate

Responses from June 2, 2025 to June 30, 2025 were analyzed as valid responses.

Students: 485 responses (7% response rate)

Faculty and Staff: 453 responses (15% response rate).

2. Questionnaire Results

2-1. Respondent Attributes

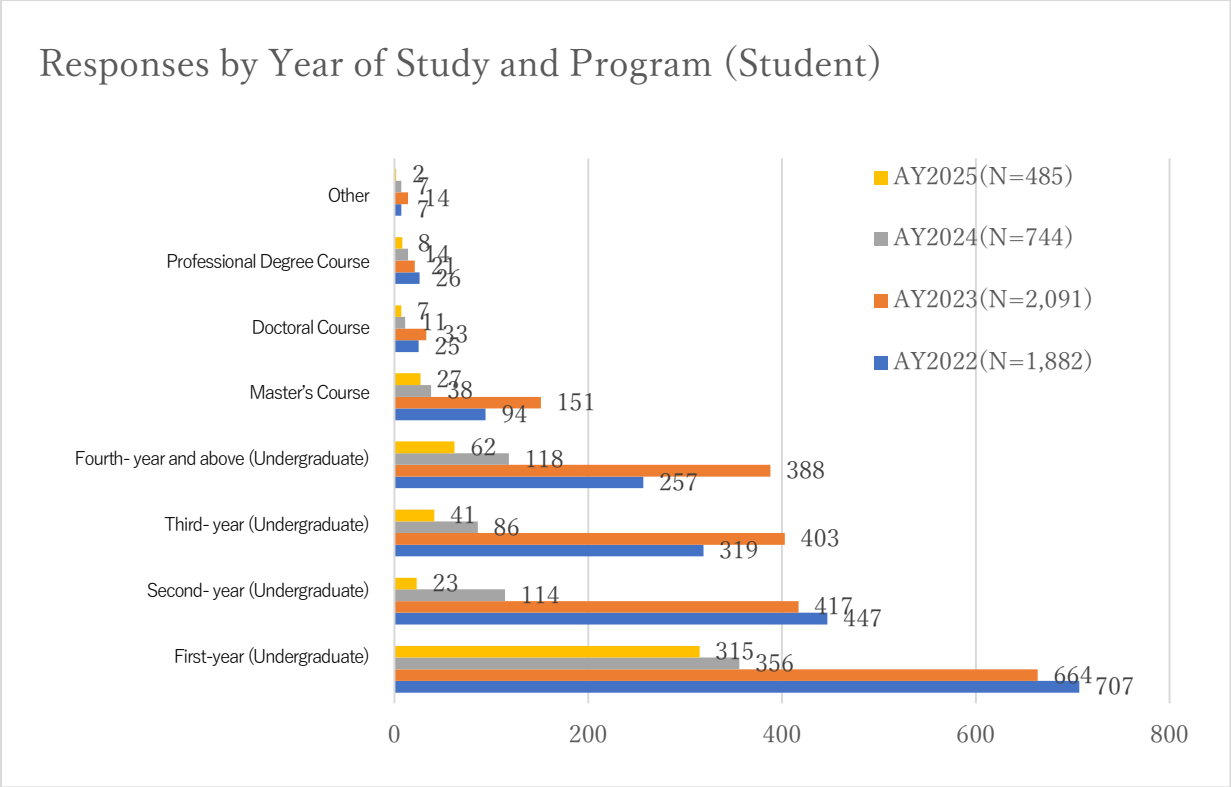
2-1-1 Students

[Responses by Year of Study].

The response rate for undergraduate students was highest among first-year undergraduates (24%), while it was significantly lower for second-year, third-year, and fourth-year or higher undergraduates, all below 5%. Furthermore, the response rate declined compared to the previous year for all academic years and programs, including graduate students. The numbers in parentheses in the following figures and tables indicate the frequency in the previous year.

Year of Study and Program	Number	Number of Responses	Response Rate
First-year (Undergraduate)	1,291(1,288)	315(356)	24% (28%)
Second-year (Undergraduate)	1,294(1,313)	23(114)	2% (9%)
Third-year (Undergraduate)	1,331(1,324)	41(86)	3% (6%)
Fourth-year (Undergraduate) and above	1,719(1,744)	62(118)	4% (7%)
Master's CourseProgram	508(480)	27(38)	5% (8%)
Doctoral Course	250(224)	7(11)	3% (5%)
Professional Degree Course	96(84)	8(14)	8% (17%)
Other	-	2(7)	-
Total	6,489(6,458)	485(744)	7% (12%)

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



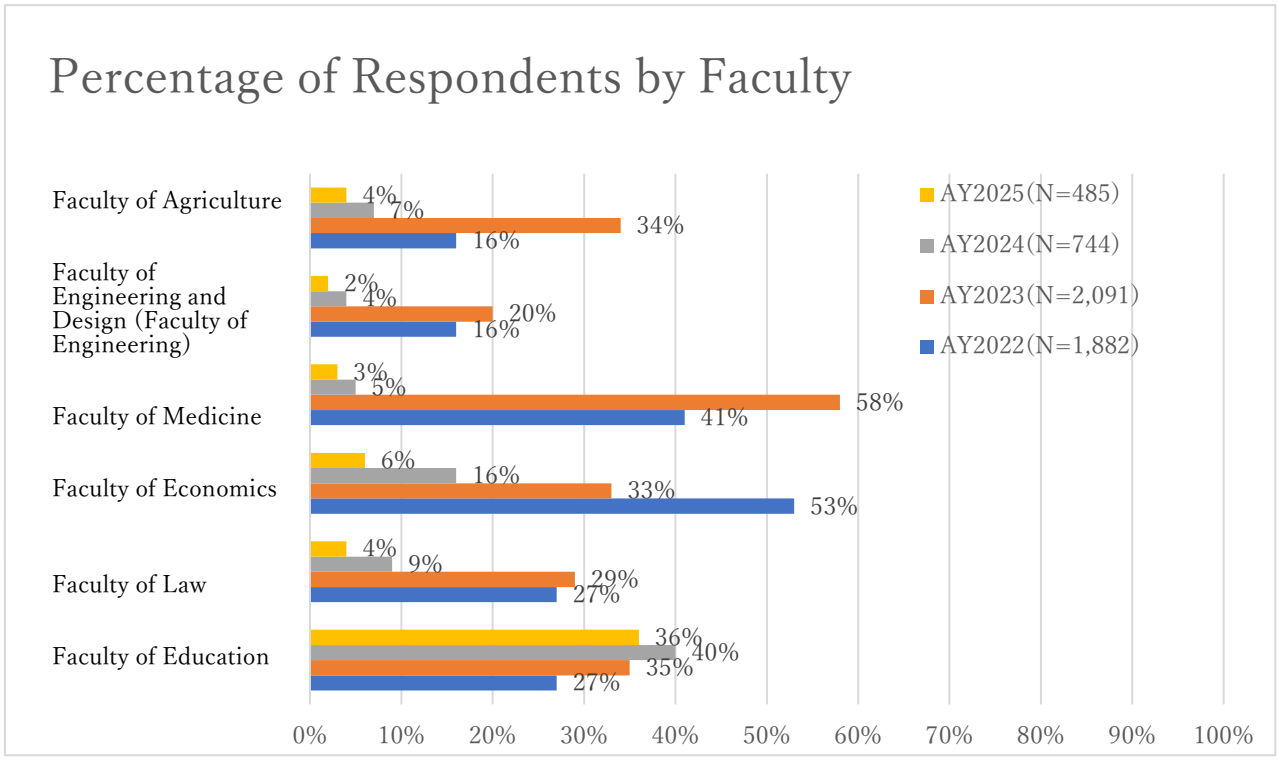
[Responses by Faculty and Graduate School]

Among undergraduate faculties, the Faculty of Education had the highest response rate at 36%, followed by the Faculty of Economics (6%), and the Faculty of Law and Faculty of Agriculture (4%). Among graduate schools, the Graduate School of Economics, with only one current member, had a 100% response rate, followed by the Graduate School of Management at 21%. The numbers in parentheses in the following figures and tables indicate the frequency in the previous year.

By Student Affiliation	Number	Number of Responses	Response Rate
Faculty of Education	706(713)	256(285)	36% (40%)
Faculty of Law	700(696)	26(62)	4% (9%)
Faculty of Economics	1,110(1,106)	69(180)	6% (16%)
Faculty of Medicine	1,034(1,035)	34(51)	3% (5%)
Faculty of Engineering and Design (Faculty of Engineering)	1，448(1,472)	35(60)	2% (4%)
Faculty of Agriculture	637(647)	27(47)	4% (7%)
Graduate School of Science for Creative Emergence	364(319)	12(21)	3% (7%)

Graduate School of Law	1(1)	0(0)	0% (0%)
Graduate School of Economics	1(1)	1(0)	100% (0%)
Graduate School of Engineering	19(27)	0(1)	0% (4%)
Graduate School of Medicine	242(232)	8(4)	3% (2%)
Graduate School of Agriculture	131(125)	2(10)	2% (8%)
Graduate School of Education	23(27)	0(0)	0% (0%)
Graduate School of Management	73(57)	15(19)	21% (33%)
Other or Blank	–	0(4)	–
Total	6,489 [Undergraduate only 5，635]	485 [Undergraduate only 447]	7%. [Undergraduate only 8%]8%]

The response rate has declined across all faculties and graduate schools compared to last year, with many faculties and graduate schools recording response rates below 10%.



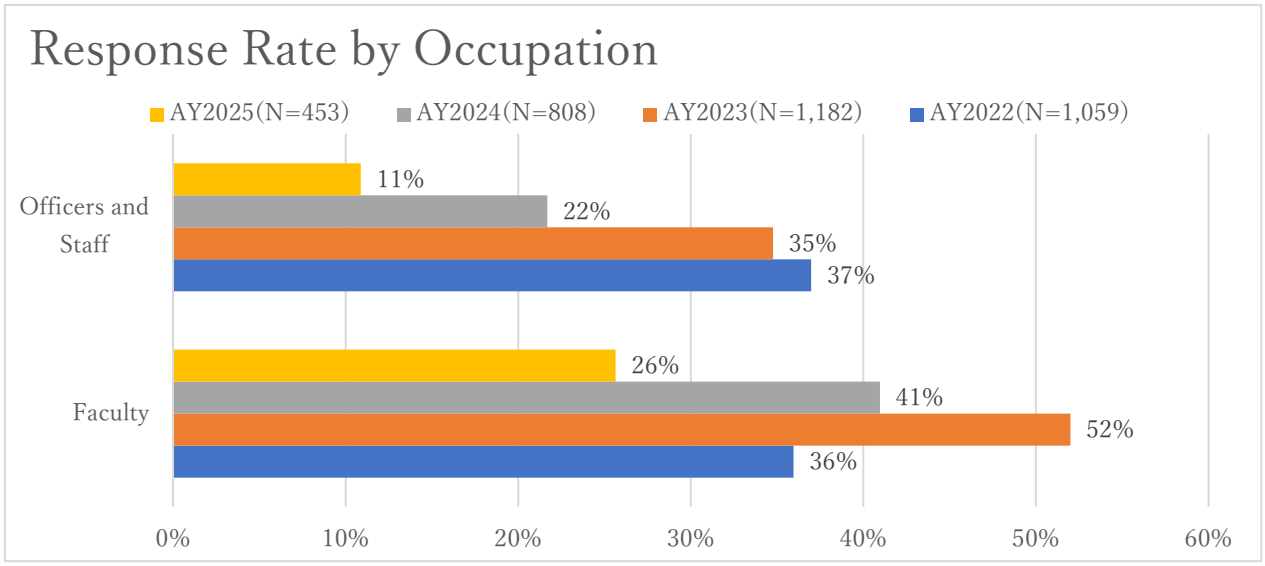
2-1-2 Faculty and Staff

The response rate for faculty was 26% and 11% for officers and staff. In terms of faculty affiliation, the Faculty of Agriculture had the highest response rate at 65%, followed by the Faculty of Engineering and Design, Faculty of Engineering (64%) and the Faculty of Law (46%). In terms of affiliation of officers and staff, the highest response rate of 54% was for the Hayashi-cho District Integrated Administrative Center and the Faculty of Engineering and Design, Faculty of Engineering followed by the Faculty of Agriculture (46%) and the University Headquarters (31%). The numbers in parentheses in the following figures and tables refer to last year's frequencies.

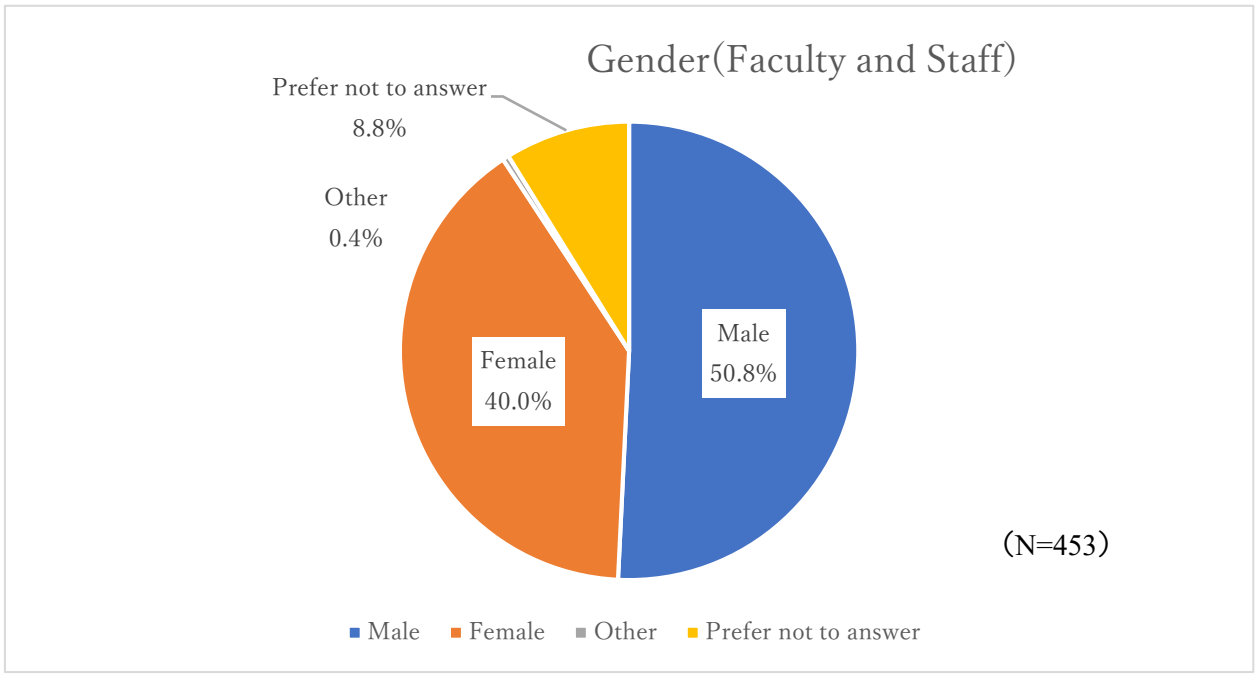
By Occupation	Number	Number of Responses	Response Rate
Faculty	846(840)	217(344)	26% (41%)
Officers (President, Trustees, Auditors) and Staff	2,170(2,140)	236(464)	11% (22%)
Total	3,016(2.980)	453(808)	15% (27%)
Faculty Members by Faculty	**Number**	**Number of Responses**	**Response Rate**
Faculty of Education (including Affiliated Schools)	196(201)	31(85)	16% (42%)
Faculty of Law	24(23)	11(10)	46% (43%)
Faculty of Economics	39(43)	6(25)	15% (58%)
Graduate School of Management	13(12)	4(3)	31% (25%)
Faculty of Medicine	194(193)	30(70)	15% (36%)
University Hospital	153(148)	15(30)	10% (20%)
Faculty of Engineering and Design, Faculty of Engineering	89(86)	57(42)	64% (49%)
Faculty of Agriculture (including University Farm)	57(58)	37(45)	65% (78%)
Education and Research Facilities (including Library, Museum, Institutes, Centers, International Office, Health Center, etc.)	81(76)	26(34)	32% (45%)

Total	846(840)	217(344)	26% (41%)
Officers and Staff by Faculty	Number	Number of Responses	Response Rate
Saiwai-cho District Integrated Administrative Center, Faculty of Education (including Affiliated Schools), Faculty of Law, Faculty of Economics, Graduate School of Management	96(95)	23(43)	24% (45%)
Faculty of Medicine	337(385)	21(70)	6% (18%)
University Hospital	1,269(1,193)	30(70)	2% (6%)
Hayashi-cho District Integrated Administrative Center, Faculty of Engineering and Design, Faculty of Engineering	56(59)	30(47)	54% (80%)
Faculty of Agriculture (including University Farm)	57(57)	26(4)	46% (77%)
Education and Research Facilities (including Library, Museum, Institutes, Centers, International Office, Health Center, etc.)	69(69)	17(32)	25% (46%)
University Headquarters (including Directors)	286(282)	89(158)	31% (56%)
Total	2,170(2,140)	236(464)	11% (22%)

The response rate has decreased for both categories of faculty and staff members.



The gender breakdown of respondents was 40.0% female, 50.8% male, 0.4% other, and 8.8% did not respond.



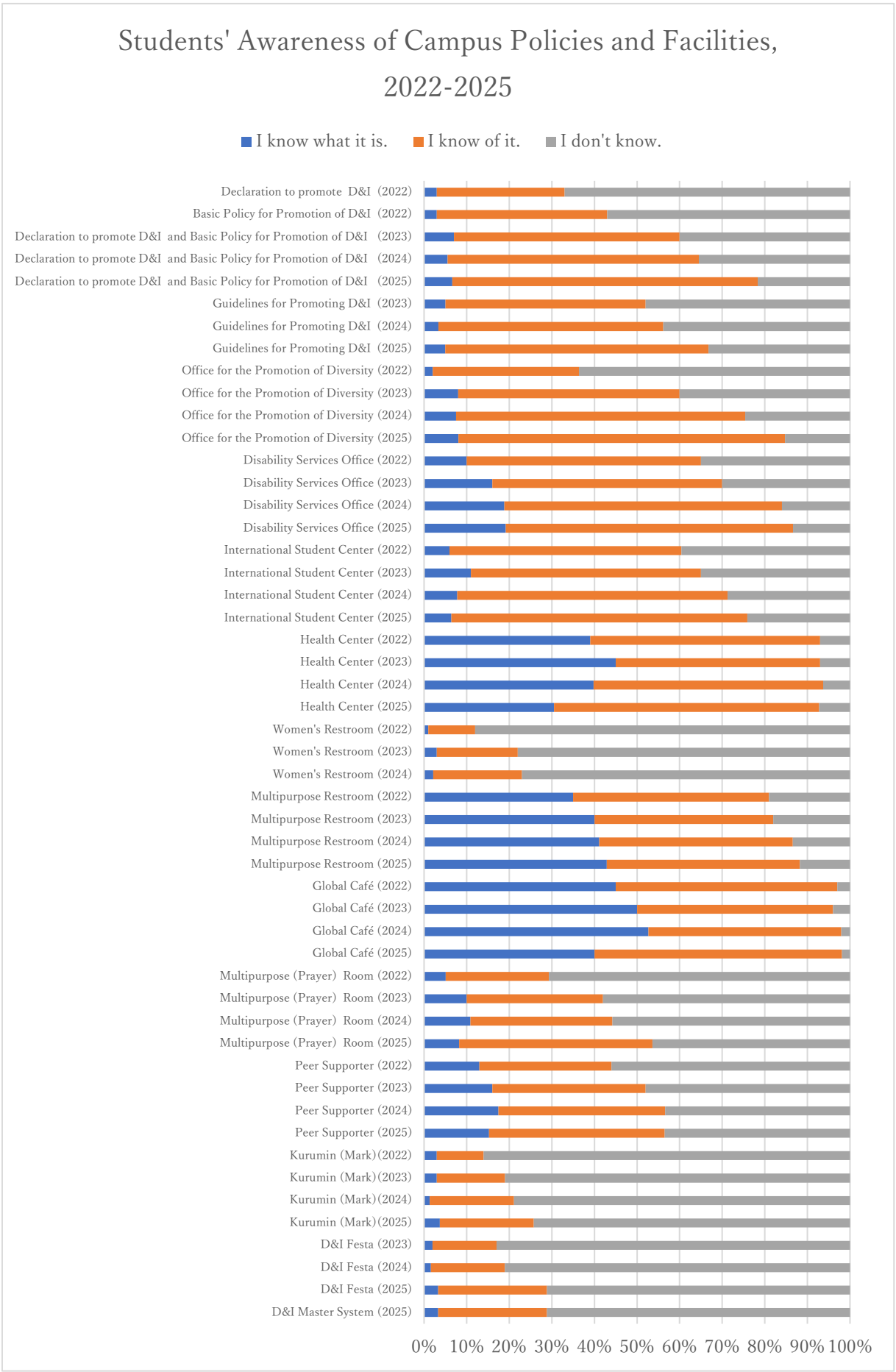
2-2. Awareness of D&I-related Measures and Facilities

In October 2021, the University made a Declaration to promote Diversity and Inclusion (D&I) and established a Basic Policy for Promotion of D&I. In April 2022, the Office for the Promotion of Gender Equality was reorganized as Office for the Promotion of Diversity, and a D&I Promotion Committee was established to implement measures related to D&I. In March 2023, the "Guidelines for Promoting D&I" in the four areas of gender equality, respect for gender diversity, support for persons with disabilities, and multicultural coexistence were also established. Respondents were asked about their level of awareness of these D&I-related measures and facilities by selecting "I know what it is," "I know of it," or "I don't know."

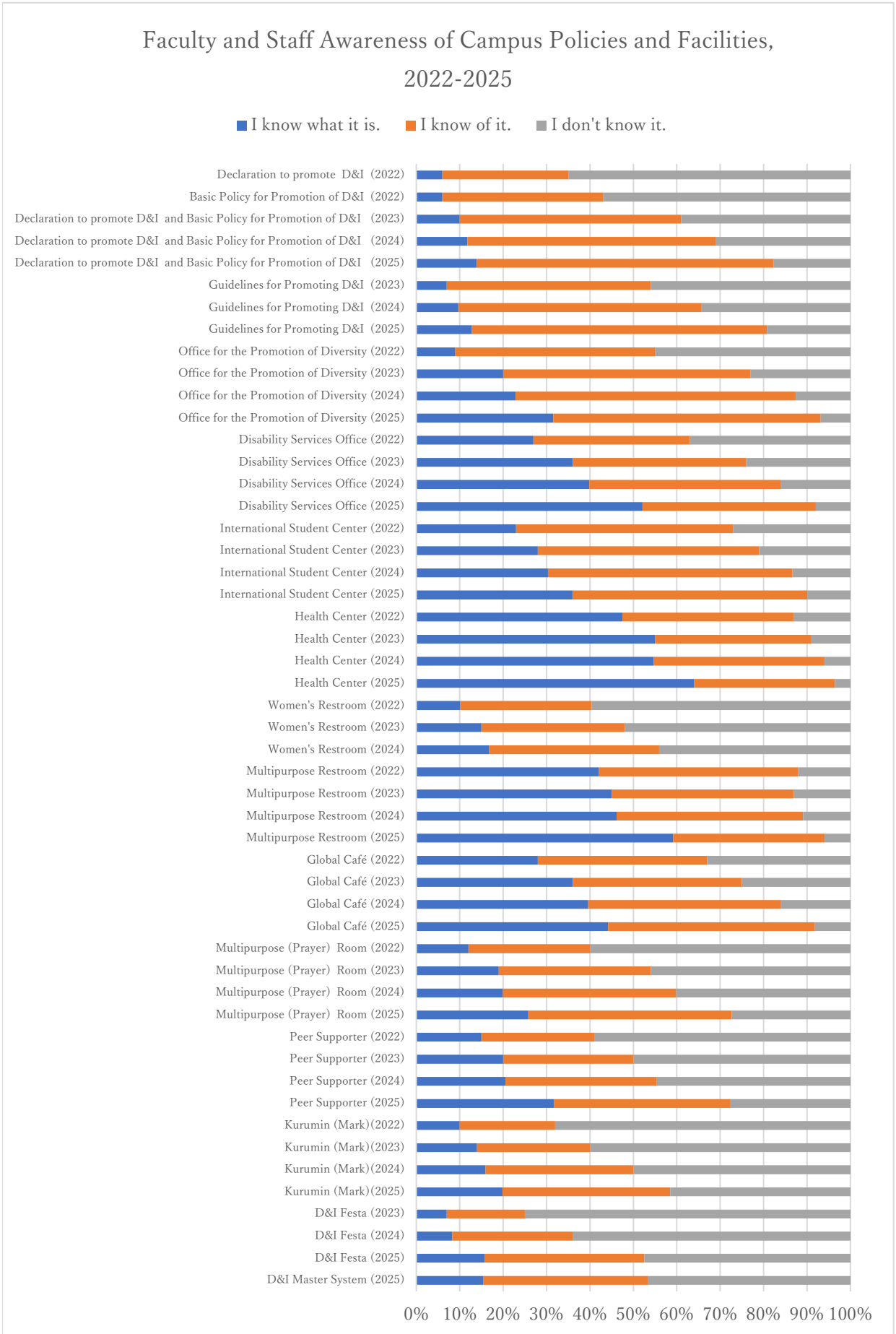
The item with the highest level of student recognition (sum of "I know what it is" and "I know of it") was the "Global Café," followed by the "Health Center," "Multipurpose Restroom," "Disability Services Office," and "Office for the Promotion of Diversity." On the other hand, items that received less than 50% recognition were "D&I Master System," "D&I Festa," "Kurumin (Mark)," "Multipurpose (Prayer) Room". In addition, all items showed an upward trend in recognition, with "Declaration to promote D&I and Basic Policy for Promotion of D&I," "Office for the Promotion of Diversity" being the two items whose recognition rate increased by 10 points or more compared to the previous year. Both items have seen a significant and sustained increase in recognition rates.

Faculty and staff had the highest recognition rate for the "Health Center," followed by the "Multipurpose Restroom." D&I-related facilities such as the "International Student Center," "Global Café," "Disability Services Office," and "Office for the Promotion of Diversity" all had recognition rates above 80%. No items had recognition rates below 50%. Compared to students, faculty demonstrated more comprehensive awareness of campus policies and facilities, with overall recognition levels increasing.

[Students] Comparison of 2022-2025 Academic Years



[Faculty and Staff] Comparison of 2022-2025 Academic Years



2-3. Awareness of D&I Terms

The respondents were asked how well they understood D&I-related terms, with three choices: "I can explain it," "I have heard of it but cannot explain it," and "I have never heard of it."

Of the seven areas where the combined percentage of "I can explain it" and "I have heard of it but cannot explain it" exceeded 90%, the most common were "Diversity," "Inclusion," "LGBTQ," "Barrier-Free," "Universal Design," "Multicultural Coexistence," and "Work-Life Balance." Among these, more than 80% of respondents reported that they could explain the terms "Barrier-Free," "Universal Design," and "Work-Life Balance."

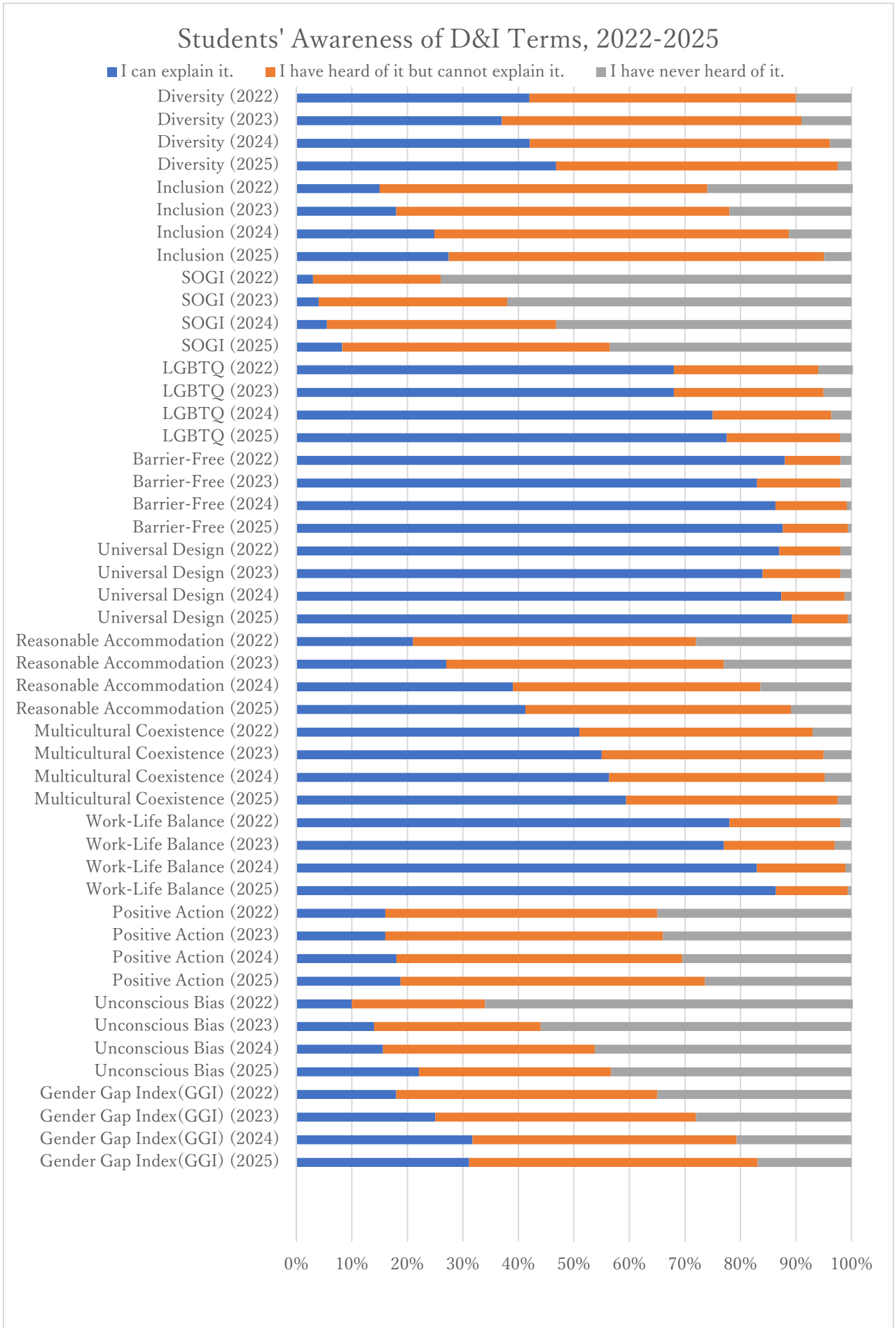
By contrast, "SOGI" and "Unconscious Bias" were less well understood, with over 40% of respondents reporting that they had never heard of them.

In year-to-year comparisons, there is a trend toward higher levels of understanding for "Diversity," "Barrier-Free," "Universal Design," and "Work-Life Balance." Overall, respondents' understanding has improved, with increases in both the "have heard of it" and "can explain it" categories.

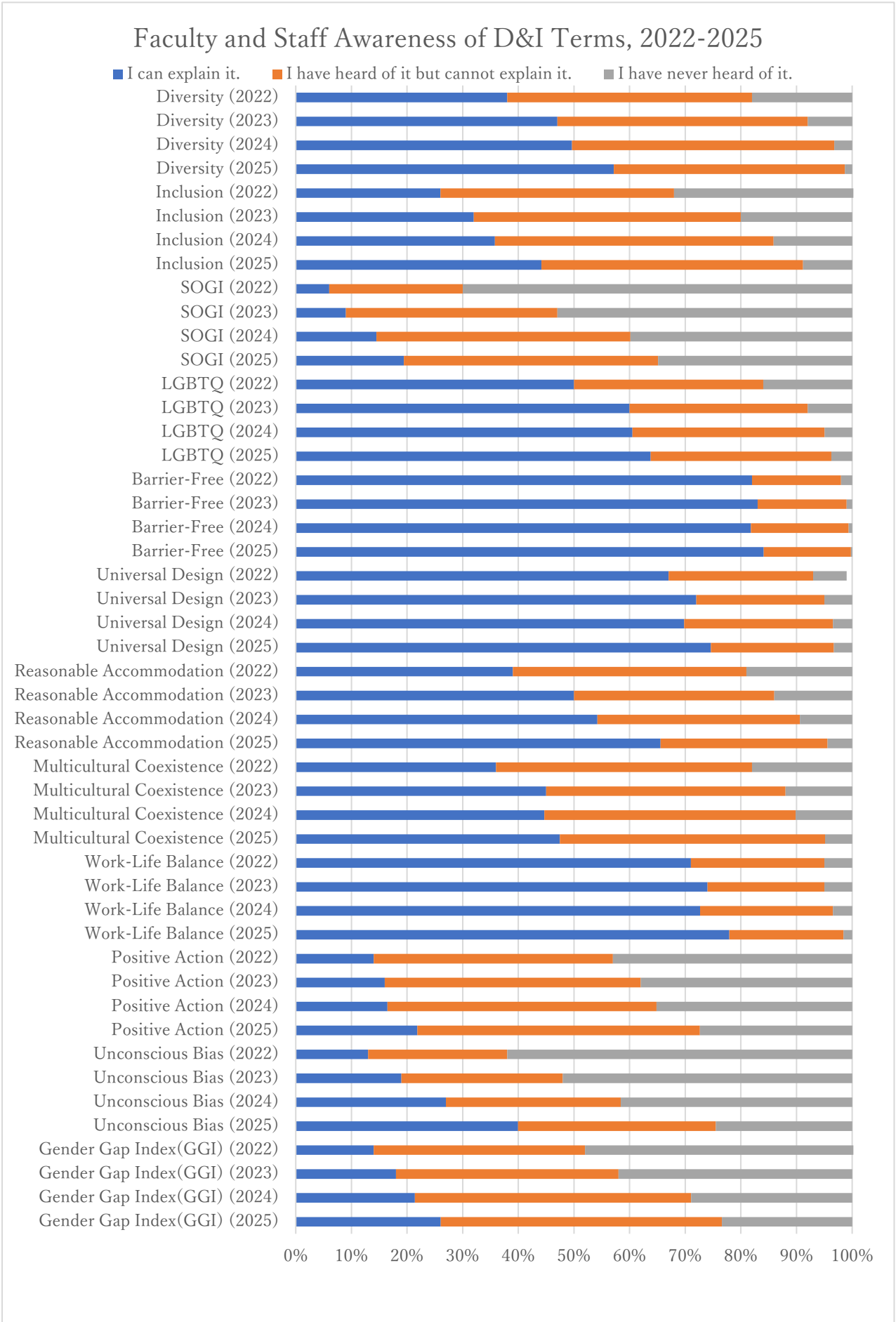
For faculty and staff, the eight categories for which the total of "I can explain it" and "I have heard of it but cannot explain it" exceeded 90% are "Diversity," "LGBTQ," "Inclusion," "Barrier-Free," "Universal Design," "Reasonable Accommodation," "Multicultural Coexistence ," and "Work-Life Balance." On the other hand, similar to the students, the least understood are "SOGI" with about 30% 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 "Positive Action," "Unconscious Bias," and "Gender Gap Index," indicating that the overall level of understanding is increasing.

[Students] Comparison of 2022-2025 Academic Years



[Faculty and Staff] Comparison of 2022-2025 Academic Years



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

Office for the Promotion of Diversity 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.

Regarding learning experiences within the past year, in the 2025 academic year, respondents were asked whether they had taken any courses or training related to D&I (gender equality, respect for sexual diversity, support for people with disabilities, and multicultural coexistence), had not taken any, or don't know. As a result, 341 students (70%) and 247 faculty and staff (53%) answered "had not taken any" or "don't know."

[Students] Comparison of 2022-2025 Academic Years

		Gender Equality	Respect for Gender Diversity	Support for Persons with Disabilities	Multicultural Coexistence	D&I Courses	Not Taken.	I don't know.
Year 2022	Attendance	31%	31%	32%	23%	—	48%	—
	Number of Responses (N=1882)	592	578	605	425	—	901	—
Year 2023	Attendance	26%	27%	27%	21%	—	55%	—
	Number of Responses (N=2091)	543	557	558	435	—	1159	—
Year 2024	Attendance	20%	18%	20%	14%	12%	63%	—
	Number of Responses (N=744)	148	133	151	106	87	466	—
Year 2025	Attendance	30%					56%	14%
	Number of Responses (N=485)	144					270	71

※From the 2025 academic year, questions are asked only about the overall content, not individual items. As a result, the results are presented in a consolidated format.

[Faculty and Staff] Comparison of 2022-2025 Academic Years

		Gender Equality	Respect for Gender Diversity	Support for Persons with Disabilities	Multicultural Coexistence	D&I Training	Never Attended.	I don't know.
Year 2022	Attendance	16%	8%	22%	6%	—	69%	—
	Number of Responses (N=1059)	174	89	228	61	—	732	—
Year 2023	Attendance	16%	13%	25%	7%	—	63%	—
	Number of Responses (N=1182)	191	154	290	80	—	743	—
Year 2024	Attendance	43%	15%	23%	6%	12%	46%	—
	Number of Responses (N=808)	349	124	188	52	100	373	—
Year 2025	Attendance	47%					43%	10%
	Number of Responses (N=453)	214					194	53

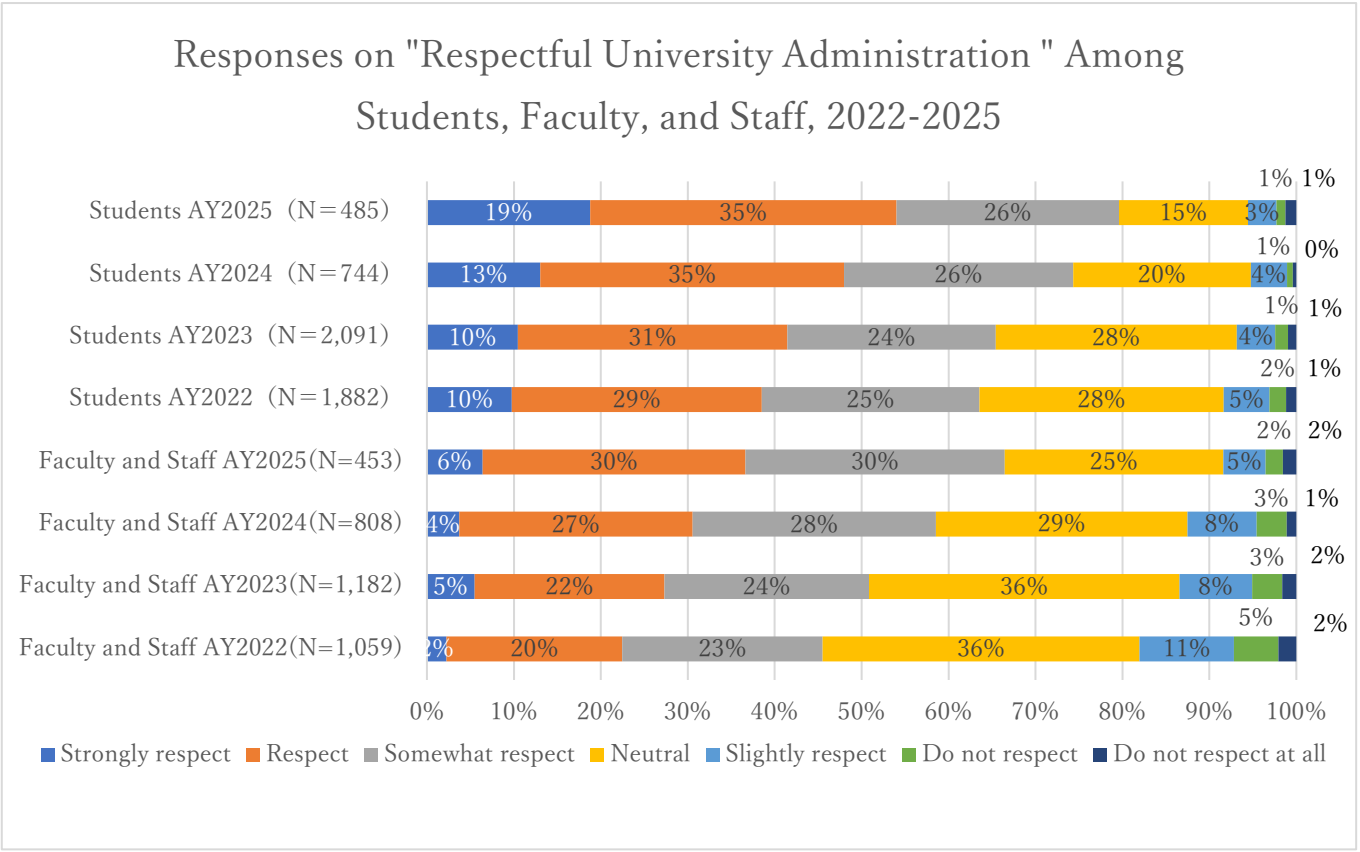
※From the 2025 academic year, questions are asked only about the overall content, not individual items. As a result, the results are presented in a consolidated format.

2-5. 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 "Strongly respects" to “Do not respect at all."

Student responses were "Strongly respect" (19%), "Respect" (35%), and "Somewhat respect" (26%). On the other hand, the total of "Slightly respect," "Do not respect," and "Do not respect at all" was 5%. Faculty responses were "Strongly respect" (6%), "Respect" (30%), and "Somewhat respect" (30%). On the other hand, the total of "Slightly respect," "Do not respect," and "Do not respect at all" was 9%.

Although the percentage of faculty and staff who responded "Respect (strongly 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 "Neutral" responses has decreased compared to the previous year.

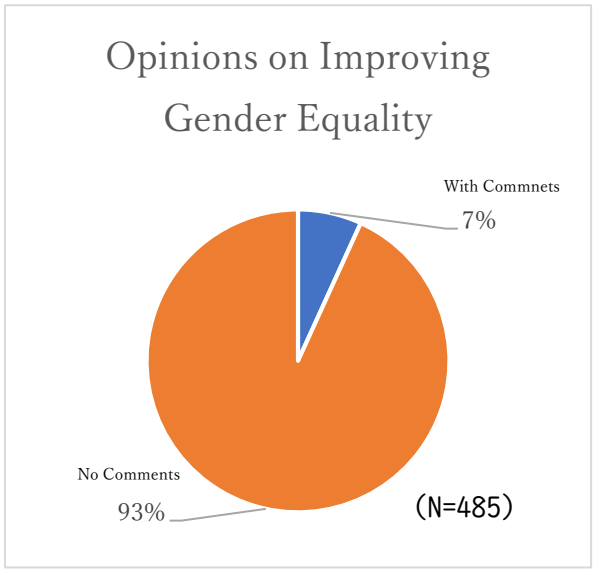


2-6. Opinions on Improving Gender Equality

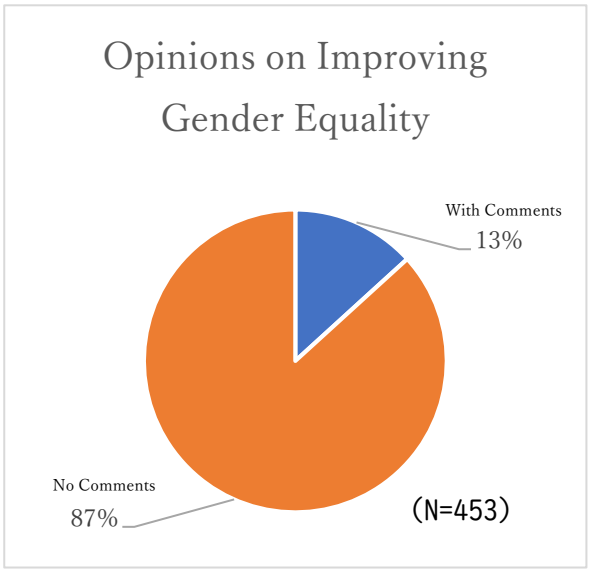
Starting from Section 2-6, questions were posed according to the four areas outlined in the "Guidelines for Promoting D&I," with specific description fields (accessible only within the university) provided. Additionally, regarding support for persons with disabilities, we also inquired about initiatives that consultation offices should undertake.

In response to the question, "Please write any specific improvements you believe should be made within the university regarding gender equality," 33 students (7%) and 60 faculty and staff members (13%) provided concrete descriptions.

[Students]



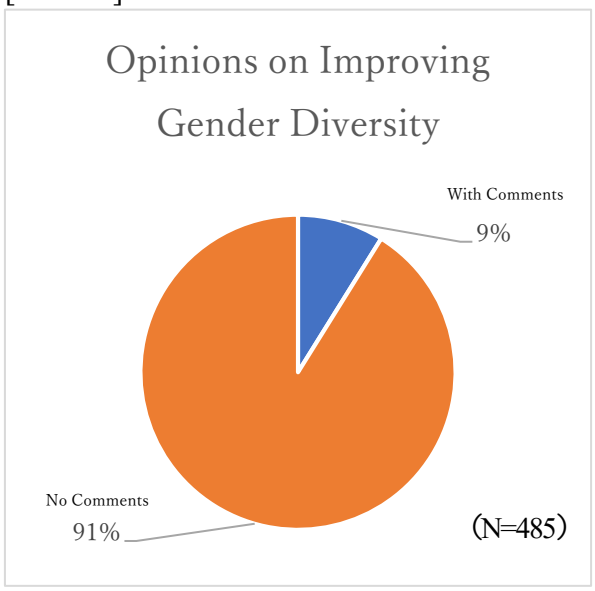
[Faculty and Staff]



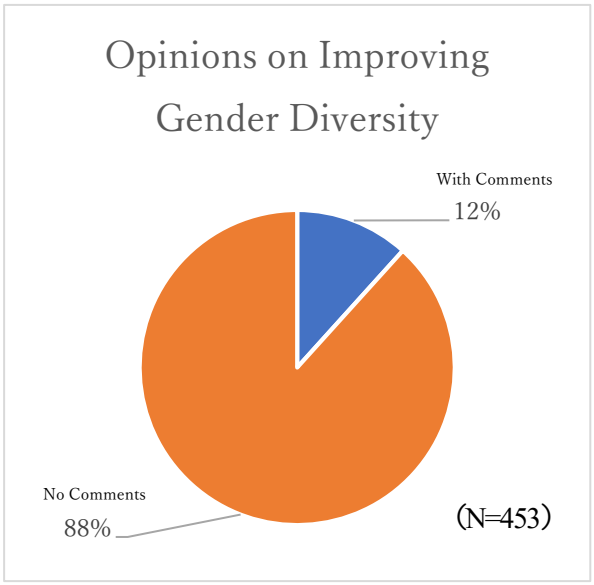
2-7. Opinions on Improving Gender Diversity

In response to the question, "Please write any specific suggestions for improving respect for gender diversity within the university," 43 students (9%) and 53 faculty and staff members (12%) provided concrete descriptions.

[Students]



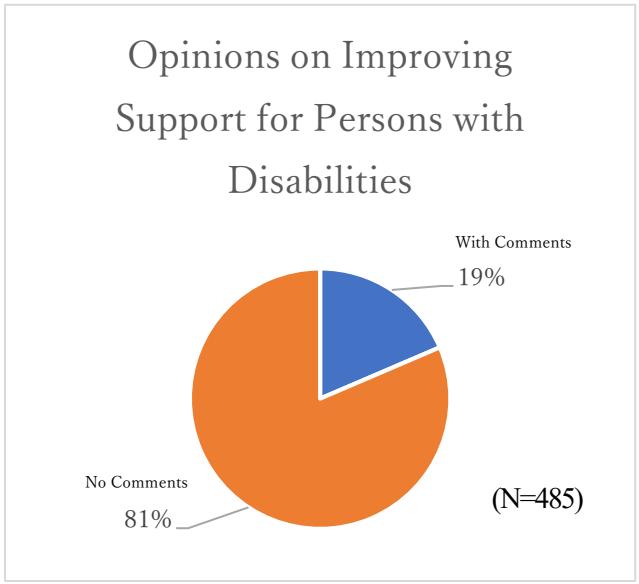
[Faculty and Staff]



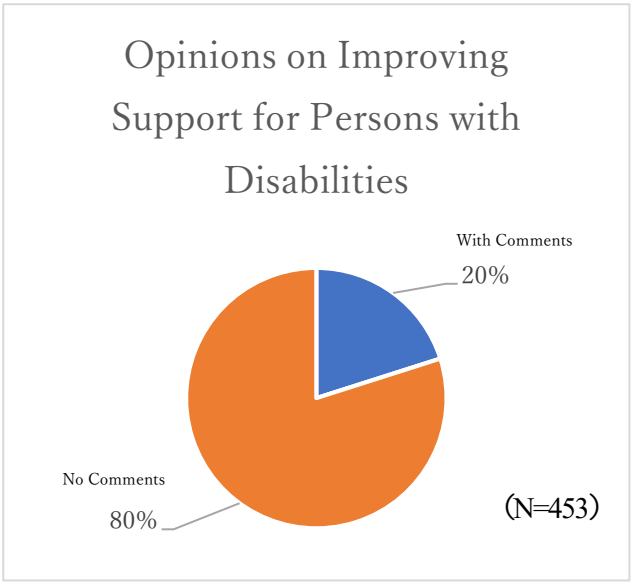
2-8. Opinions on Improving Support for Persons with Disabilities

In response to the question, "Regarding support for persons with disabilities, if you have any specific suggestions for improvement within the university, please describe them," specific comments were provided by 90 students (19%) and 91 faculty and staff members (20%).

[Students]



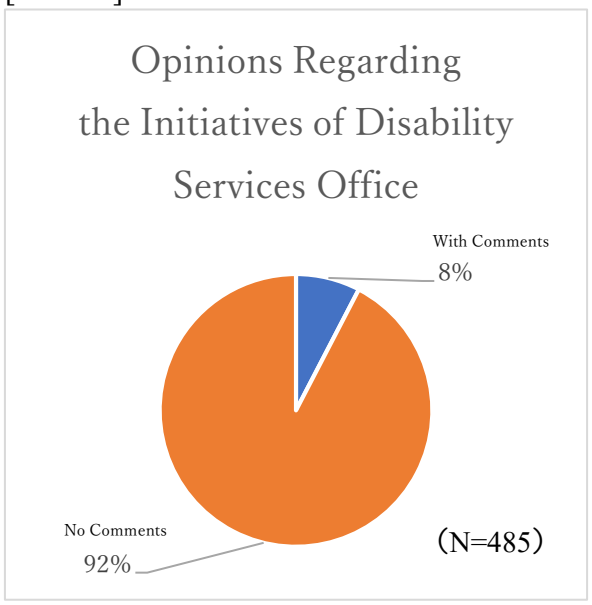
[Faculty and Staff]



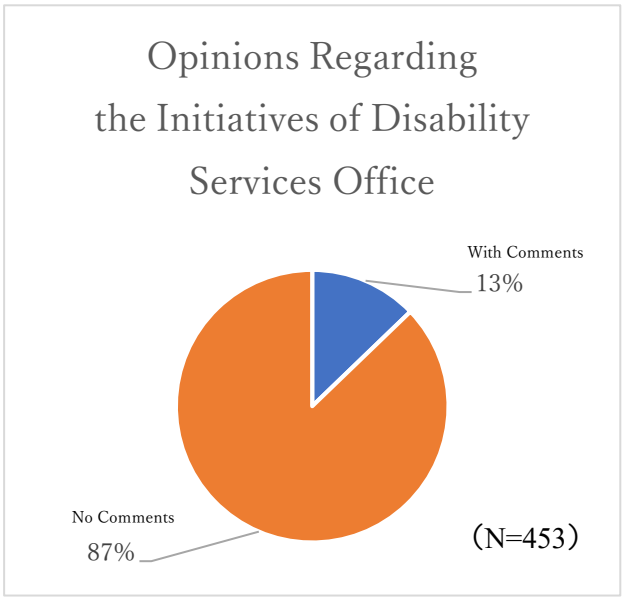
2-9. Opinions Regarding the Initiatives of Disability Services Office

In response to the question, "If you have any specific initiatives you would like the Initiatives of Disability Services Office to undertake, please describe them in detail," 37 students (8%) and 58 faculty and staff members (13%) provided specific descriptions.

[Students]



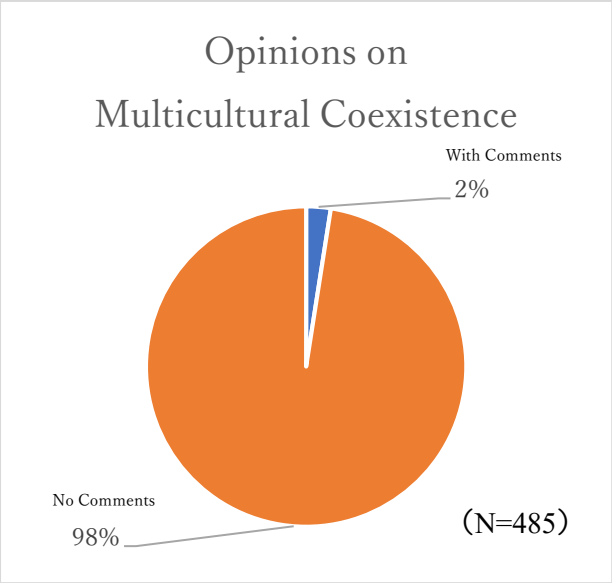
[Faculty and Staff]



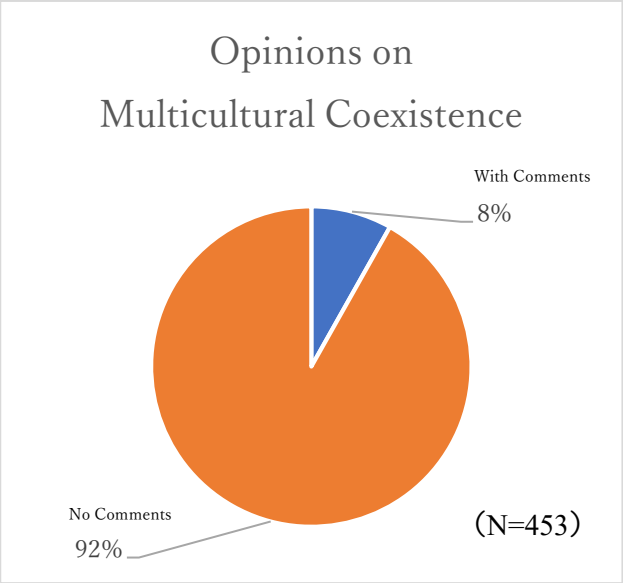
2-10. Opinions on Multicultural Coexistence

In response to the question, "Do you think the campus environment at Kagawa University (including classes, facilities, systems, and the understanding of faculty, staff, and students) is conducive to students and faculty and staff from diverse cultural backgrounds feeling comfortable? If you have any opinions, please provide specific details," specific responses were provided by 12 students (2%) and 37 faculty and staff members (8%).

[Students]



[Faculty and Staff]



2-11. Summary of Questionnaire Results

① The response rate for the survey has significantly declined among students and faculty members. For students, the response rate for second-year undergraduates and above is less than 10%. Furthermore, there is a large disparity between faculties and graduate schools. While 36% of students in the Faculty of Education responded to the survey, the response rate for all other faculties and graduate schools, except for the Graduate School of Economics and the Graduate School of Management, was less than 10%. Among faculty members, there is significant departmental variation, with response rates below 20% in the Faculty of Education, Faculty of Economics, Faculty of Medicine, and the University Hospital. Response rates for officers and staff have declined overall.

② Awareness of D&I-related measures and facilities, as well as understanding of D&I terms, showed a general upward trend among both students and faculty and staff. Notably, over 40% of faculty and staff respondents had participated in training related to D&I within the past year. Consistent with this, understanding of "Positive Action," "Unconscious Bias," and the "Gender Gap Index (GGI)" improved by approximately 10 points compared to the previous year.

③ The four years of data also confirm a clear upward trend in the grade for "university administration that respects diversity."

④ Regarding the four areas covered in the "Guidelines for Promoting D&I," when questions were formulated in a descriptive format, the response rate for content related to support for persons with disabilities was higher compared to other areas.

3. Conclusion

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

First, after four years of implementation, the limitations and challenges of the university-wide survey were greatly highlighted by the low response rate to the survey (7% of students and 15% of faculty and staff in AY2025) 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 continue striving to improve the response rate of the survey (60% or more). We want to devise a system that encourages responses, such as by considering survey methods.

Next, awareness of D&I-related measures and facilities, as well as understanding of D&I Terms, both showed an upward trend. Regarding understanding of D&I terms, we have posted an explanation of D&I-related terms on our website. Continuing from the previous survey, for the 2025 academic year, we have placed a link to the "Explanation of D&I-Related Terms" at the end of the survey page. This allows participants to learn D&I terminology immediately after completing 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 four years in the number of constituents who responded affirmatively that they "respect (strongly to somewhat)" diversity, with positive opinions reaching 80% for students and 66% for faculty and staff in the AY2025 survey. We believe this reflects the effectiveness of Office for the Promotion of Diversity's educational activities, such as holding D&I Festa, offering D&I-related courses, and introducing the D&I Promotion Movement.

Furthermore, participation rates for D&I education and training programs have remained at levels comparable to the previous survey. Students cited the expansion of D&I-related subjects in their courses, while faculty and staff noted the continued implementation of D&I training around December, as factors contributing to the increase. We also wish to consider measures to further improve participation rates. The D&I Master System, launched last academic year for all members, has seen limited awareness: only 30% of students and 50% of faculty and staff are aware of it. We will continue efforts to raise awareness and interest through initiatives like the April new student orientation and the D&I Festa scheduled for October. Furthermore, we will work to promote the system and its benefits to students and faculty and staff to encourage more individuals to become D&I Masters.

Responses to the description section in accordance with the four areas of the guideline (accessible only within the university) will be discussed by the relevant departments and reflected in the D&I measures.