Questionnaire Survey Report
on
the University Gender Equality Action Plan

June 2010

University of Tsukuba Office of Gender Equality
Introduction

This survey report summarizes the responses of 2,004 members of the staff at the University of Tsukuba to a questionnaire survey conducted in December 2009 on the University’s gender equality action plan.

Prior to this survey, the Office of Gender Equality conducted a questionnaire survey on gender equality in 2008 and investigated what action plans would be needed in order to promote gender equality at the University. One of the outcomes of this development was “Sustainable Support for Female Researchers – the University of Tsukuba’s Approach”, a model program adopted in the 2009 academic year to support female researchers through Special Coordination Funds for Promoting Science and Technology received from the Japan’s Ministry of Education, Culture, Sports, Science and Technology. The Office is currently working to advance this program.

The program consists of projects in each of four main areas:

1) Consciousness change
   • Lecture series on gender equality as part of the Liberal Arts education (April 2010)
   • On-campus seminars for management-level university staff (scheduled for June and July 2010)
   • International symposium (scheduled for September 2010)

2) Work environment improvement
   • Corporate contracts with daycare facilities and babysitter agencies (begun in November 2009)
   • Introduction of a childcare coupon program (May 2010)

3) Organization of a career path counseling and support system
   • Opening of the Au Work-life Balance Counseling Center on Tsukuba Campus by counselors and psychological counselors (April 2010)
   • Opening of the Au Work-life Balance Counseling Center on the Tokyo Campus by counselors and psychological counselors (May 2010)

4) Other relevant projects
   • Launch of an information and support website for female researchers (February 2010).

The questionnaire survey was conducted in order to assess staff opinion on future initiatives to be undertaken by the University of Tsukuba and to draw up a long-term action plan for 2010 and subsequent academic years. We are grateful to all participants for taking time out of their busy schedules to give us feedback.

We look forward to the community’s continued understanding and support as we pursue a number of initiatives that garnered a strong response from the survey’s 2,004 respondents.

For more information on our Work-life Balance program and other activities at the Office of Gender Equality, please visit our website at http://www.geo-wlb.tsukuba.ac.jp/?q=en/.

June 2010
Kazuko Shiojiri, Vice President
Akiko Yoshise, Director
Office of Gender Equality
University of Tsukuba
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### Questionnaire Results Summary

#### 1. Response rate

A total of 5,378 copies of questionnaire were distributed throughout the University. Responses were received from 2,008 members of staff. There were 2,004 valid responses, giving an overall response rate of 37.3%, which unfortunately was lower than that of the previous survey. For all university organizations to which 40 or more copies of the questionnaire were distributed, the number and percentage of respondents are listed by organization from the highest to the lowest response rate. We would like to thank again all the organizations that participated in the survey.

The response rates by position were about 25% for university faculty, about 65% for administrative staff and about 36% for laboratory school teachers.

<table>
<thead>
<tr>
<th>University Organizations</th>
<th>Distributed (n)</th>
<th>Response (n)</th>
<th>Response (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of General Affairs</td>
<td>111</td>
<td>91</td>
<td>82.0%</td>
</tr>
<tr>
<td>University Library (except Otsuka Library)</td>
<td>89</td>
<td>73</td>
<td>82.0%</td>
</tr>
<tr>
<td>Department of Finance and Accounting</td>
<td>53</td>
<td>43</td>
<td>81.1%</td>
</tr>
<tr>
<td>Department of Facilities</td>
<td>54</td>
<td>39</td>
<td>72.2%</td>
</tr>
<tr>
<td>Department of Research Promotion</td>
<td>46</td>
<td>33</td>
<td>71.7%</td>
</tr>
<tr>
<td>Department of Global Activities</td>
<td>49</td>
<td>34</td>
<td>69.4%</td>
</tr>
<tr>
<td>Department of Educational Promotion</td>
<td>62</td>
<td>42</td>
<td>67.7%</td>
</tr>
<tr>
<td>Special Needs Education School for the Deaf, University of Tsukuba</td>
<td>114</td>
<td>77</td>
<td>67.5%</td>
</tr>
<tr>
<td>Special Needs Education School for Children with Autism, University of Tsukuba</td>
<td>48</td>
<td>30</td>
<td>62.5%</td>
</tr>
<tr>
<td>Senior High School at Sakado, University of Tsukuba</td>
<td>50</td>
<td>24</td>
<td>48.0%</td>
</tr>
<tr>
<td>Academic Service Office for Library, Information and Media Studies</td>
<td>116</td>
<td>54</td>
<td>46.6%</td>
</tr>
<tr>
<td>Agricultural and Forestry Research Center</td>
<td>54</td>
<td>25</td>
<td>46.3%</td>
</tr>
<tr>
<td>Academic Service Office for Human Sciences</td>
<td>92</td>
<td>41</td>
<td>44.6%</td>
</tr>
<tr>
<td>Academic Service Office for Pure and Applied Sciences</td>
<td>292</td>
<td>121</td>
<td>41.4%</td>
</tr>
<tr>
<td>Special Needs Education School for the Physically Challenged, University of Tsukuba</td>
<td>78</td>
<td>32</td>
<td>41.0%</td>
</tr>
<tr>
<td>Research Facility Center for Science and Technology, and Radioisotope Center</td>
<td>44</td>
<td>17</td>
<td>38.6%</td>
</tr>
<tr>
<td>Academic Service Office for Art and Sport Sciences</td>
<td>268</td>
<td>100</td>
<td>37.3%</td>
</tr>
<tr>
<td>Education Bureau of the Laboratory School</td>
<td>60</td>
<td>22</td>
<td>36.7%</td>
</tr>
<tr>
<td>Center for Computational Sciences</td>
<td>47</td>
<td>17</td>
<td>36.2%</td>
</tr>
<tr>
<td>Academic Service Office for Systems and Information Engineering</td>
<td>395</td>
<td>142</td>
<td>35.9%</td>
</tr>
<tr>
<td>Academic Service Office for Life and Environmental Sciences</td>
<td>366</td>
<td>128</td>
<td>35.0%</td>
</tr>
<tr>
<td>Foreign Language Center</td>
<td>42</td>
<td>13</td>
<td>31.0%</td>
</tr>
<tr>
<td>Junior High School at Komaba, University of Tsukuba, and Senior High School at Komaba, University of Tsukuba</td>
<td>57</td>
<td>17</td>
<td>29.8%</td>
</tr>
<tr>
<td>Academic Service Office for Humanities and Social Sciences</td>
<td>270</td>
<td>79</td>
<td>29.3%</td>
</tr>
<tr>
<td>Junior High School at Otsuka, University of Tsukuba, and Senior High School at Otsuka, University of Tsukuba</td>
<td>92</td>
<td>26</td>
<td>28.3%</td>
</tr>
<tr>
<td>Special Needs Education School for the Mentally Challenged, University of Tsukuba</td>
<td>53</td>
<td>14</td>
<td>26.4%</td>
</tr>
<tr>
<td>University Hospital</td>
<td>1,212</td>
<td>313</td>
<td>25.8%</td>
</tr>
<tr>
<td>Academic Service Office for Business Sciences</td>
<td>133</td>
<td>34</td>
<td>25.6%</td>
</tr>
<tr>
<td>Special Needs Education School for the Visually Impaired, University of Tsukuba</td>
<td>123</td>
<td>30</td>
<td>24.4%</td>
</tr>
<tr>
<td>Elementary School, University of Tsukuba</td>
<td>51</td>
<td>12</td>
<td>23.5%</td>
</tr>
<tr>
<td>Academic Service Office for Medical Sciences</td>
<td>516</td>
<td>111</td>
<td>21.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5,378</td>
<td>2,008</td>
<td>37.3%</td>
</tr>
</tbody>
</table>

*Some Centers are included in relevant Academic Service Offices.

**Academic Service Offices include faculty members from relevant Graduate Schools.

【訳注：脚注の内容にあわせて表の該当箇所に「*」「**」を挿入しております。】
2. **Respondent characteristics**

1) **Gender, position and department**

The total number of respondents was 2,004, of which 47% was male and 52% female. A comparison of the proportions of men and women in different age groups reveals increasingly more male respondents in older age groups; this reflects the demographic composition of the University as a whole.
By position, 27% of respondents were administrative officials, 21% were the university faculty, 18% were part-time administrative staff, and 12% were medical and nursing staff. By department 34% of respondents were in Comprehensive Human Sciences, 15% in Life and Environmental Sciences, 15% in Pure and Applied Sciences and 12% in Humanities and Social Sciences.
Of 1,367 respondents who were married, the percentage of living apart from his/her spouse reached about 10% for the university faculty, which was the highest of all by position, followed by laboratory school teachers and by medical and nursing staff.

The percentage of respondents whose spouse was in employment decreased with age.
By position, the percentage of respondents whose spouse was in employment was lower for the university faculty and technicians and Custodians and highest for medical and nursing staff among full-time workers.

Spouses by Position

2/
University faculty
Researchers
Laboratory school teachers
Administrative staff
Technical officials
Medical and nursing staff
Technicians and custodians
Other faculty members (part-time)
Other administrative staff (part-time)

3/
In full-time employment
In part-time employment
Own a business
Not in employment
Not specified
Of 1,367 respondents who were married, only 229 were living with his/her parent(s), indicating a trend toward nuclear families at the University of Tsukuba as well.

1/ Comparison of Family Structure by Marital Status

2/ Child(ren)

3/ Parent(s)

4/ Grandparent(s)

5/ Other family members

6/ Married

7/ Not married
3. Childbirth, childcare and family care

Of all respondents, about 400 were planning to have children in the future.

1/ “Are you planning to have children?” (n=2,004)

2/ Yes

3/ No

4/ Not specified
The percentage of respondents who were planning to have children was especially high among medical and nursing staff.
Not many respondents in their 20’s had children. This reflects the facts that female respondents who outnumber male respondents in younger age groups have fewer children than males and that there were fewer respondents with children among medical and nursing staff in which the proportion of the young age group is high.

Of all respondents, 27%, or more than 500, answered that he/she was or had been responsible for the care of a family member. More than 40% of workers in their 50’s and more than 50% of workers in their 60’s had a past or present experience in caring for family members.
4. Action plans needed for the support for childbirth, childcare and family care (overall)

1) Responses by gender

<table>
<thead>
<tr>
<th>1/ 必要性な支援施策【全体】 (調査数2004 3つまで回答)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/ 需要に応じた&lt;br&gt;保育所増設する&lt;br&gt;病児・病後児保育を行う&lt;br&gt;保育園入園待ち児の保育室を開設する</td>
</tr>
<tr>
<td>勤務に影響のない&lt;br&gt;幼児・学童保育を行う&lt;br&gt;保育園入園待ち児の保育室を設置する&lt;br&gt;出産・育児・介護に関する情報ネットワークを構築する</td>
</tr>
<tr>
<td>運用が必要な職員に対してベビーシッター等利用促進支援を行う&lt;br&gt;妊娠がある場合、妊娠延長の申請を受け付ける&lt;br&gt;経費黙認2世代以上の生計を負う職員に経済的支援を行う</td>
</tr>
<tr>
<td>その他&lt;br&gt;無回答</td>
</tr>
</tbody>
</table>

1/ Action Plans Required for the Support (All Respondents) (n=2,004, Multiple answers up to 3)

2/ Increase in childcare facilities
Daycare services for sick and convalescent children
Childcare services for elementary school students
Opening childcare facilities for children waitlisted for nurseries
Transportation services for nursery and school-age children
Establish an information network for childbirth, childcare and family care
Financial support for babysitter or other services for employees who are having difficulties in balancing work and childcare
Allow fixed-term employees to apply for extension
Financial support for employees living apart from their spouses
Others
Not specified

The most needed plan was “increase in childcare facilities” followed by “financial support for babysitter or other services for employees who are having difficulties in balancing work and childcare,” “daycare services for school-age children,” “daycare services for sick and convalescent children,” and “opening childcare facilities for children waitlisted for nurseries” in this order.

The top five plans were similar also by age group and by position.
However, the action plan that was considered most necessary was different between men and women. “Daycare services for sick and convalescent children” was most desired by female employees, while it was only the 6th rank in male employees, indicating that there is an urgent need for this type of support among female respondents.

1/ Comparison of Action Plans Required for the Support by Gender (All Respondents)

2/ Increase in childcare facilities
   Daycare services for sick and convalescent children
   Childcare services for elementary school students
   Opening childcare facilities for children waitlisted for nurseries
   Transportation services for nursery and school-age children
   Establish an information network for childbirth, childcare and family care
   Financial support for babysitter or other services for employees who are having difficulties in balancing work and childcare
   Allow fixed-term employees to apply for extension
   Financial support for employees living apart from their spouses
   Others
   Not specified

3/ Male

4/ Female
### 2) Responses by whether the respondent had responsibility for family care

<table>
<thead>
<tr>
<th>1/</th>
<th>要介護者の有無別必要な支援施策【全体】</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/</td>
<td>情報メモ</td>
</tr>
<tr>
<td></td>
<td>保育所を増設する</td>
</tr>
<tr>
<td></td>
<td>病児・病後児、保育を行う</td>
</tr>
<tr>
<td></td>
<td>学童保育を行う</td>
</tr>
<tr>
<td></td>
<td>保育園入園待機児の保育室を開設する</td>
</tr>
<tr>
<td></td>
<td>幼児・学童の送迎システムを設置する</td>
</tr>
<tr>
<td></td>
<td>出産・育児・介護に関する情報ネットワークを構築する</td>
</tr>
<tr>
<td></td>
<td>勤務が困難な職員に対してベビーシッター等利用促進支援を行う</td>
</tr>
<tr>
<td></td>
<td>任期がある場合、任期延長の申請を受け付ける</td>
</tr>
<tr>
<td></td>
<td>配偶者と離れ2世代以上の生計を営む職員に経済的支援を行う</td>
</tr>
<tr>
<td></td>
<td>その他</td>
</tr>
<tr>
<td></td>
<td>無回答</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3/</th>
<th>いる（いた）</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>138</td>
</tr>
<tr>
<td>182</td>
<td>255</td>
</tr>
<tr>
<td>22</td>
<td>78</td>
</tr>
<tr>
<td>33</td>
<td>93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4/</th>
<th>いない</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>417</td>
</tr>
<tr>
<td></td>
<td>498</td>
</tr>
<tr>
<td>177</td>
<td>267</td>
</tr>
<tr>
<td>67</td>
<td>184</td>
</tr>
<tr>
<td>68</td>
<td>522</td>
</tr>
</tbody>
</table>

1/ Comparison of Action Plans Required for the Support by the Presence/Absence of a Family Member Who Needs/Needed Care (All Respondents)

2/ Increase in childcare facilities
Daycare services for sick and convalescent children
Childcare services for elementary school students
Opening childcare facilities for children waitlisted for nurseries
Transportation services for nursery and school-age children
Establish an information network for childbirth, childcare and family care
Financial support for babysitter or other services for employees who are having difficulties in balancing work and childcare
Allow fixed-term employees to apply for extension
Financial support for employees living apart from their spouses
Others
Not specified

3/ Yes

4/ No
When comparing the respondents who were/had been responsible for family care and those who did not, “financial support for babysitter or other services for employees who are having difficulties in balancing work and childcare” was the most needed support among those who had experience in family care. The University has introduced a childcare coupon program, but it seems that financial support for family care is also important.
5. **Action plans needed for the support for childbirth, childcare and family care (university faculty)**

1) **Overall response**

```
必要性の高い支援施策【教員】
(調査数422 3つまで回答)

<table>
<thead>
<tr>
<th>支援内容</th>
<th>順番</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 順番</td>
<td></td>
</tr>
<tr>
<td>遠方勤務型を優先的に割り当てる</td>
<td>71</td>
</tr>
<tr>
<td>遠方勤務型を優先的に割り当てる</td>
<td>148</td>
</tr>
<tr>
<td>R.A配置など研究上の人物支援を行う</td>
<td>287</td>
</tr>
<tr>
<td>周辺地域や研究上の人物支援を行う</td>
<td>316</td>
</tr>
<tr>
<td>研究上の経済的支援を行う</td>
<td>23</td>
</tr>
<tr>
<td>職務評価において、出産・育児・介護中であることを考慮に入れる</td>
<td>26</td>
</tr>
<tr>
<td>その他</td>
<td>43</td>
</tr>
<tr>
<td>無回答</td>
<td>127</td>
</tr>
</tbody>
</table>
```

1/ “Which support do you think is necessary?” (University Faculty) (n=422, Multiple answers up to 3)

2/ Preferential allocation of part-time positions
Preferential allocation of government subsidies
Research support, *e.g.*, by allocation of a RA
Academic support, *e.g.*, by allocation of a TA
Financial support for research
Faculty evaluation with consideration for childbirth, childcare and family care
Others
Not specified

Comparison by any age group, workplace location and marital status revealed the following three ranks of support actions:

1) Most desired supports (selected by ≥70% of respondents)
   - Preferential allocation of part-time positions
   - Faculty evaluation with consideration for childbirth, childcare and family care

2) Moderately desired supports (selected by ≥30% of respondents)
   - Research support, *e.g.*, by allocation of a research assistant (RA)
   - Academic support, *e.g.*, by allocation of a teaching assistant (TA)

3) Least desired supports (selected by ≥10% of respondents)
   - Preferential allocation of government subsidies
   - Financial support for research.

The Office of Gender Equity has been working to set up a system under which employees can apply directly for the University-controlled part-time positions. At the same time, it seems imperative to incorporate a section for childbirth, childcare and family care into the faculty evaluation system.
2) Analysis by department

1/ Comparison of Needed Support by Department (University Faculty)

2/ Preferential allocation of part-time positions
Preferential allocation of government subsidies
Research support, e.g., by allocation of an RA
Academic support, e.g., by allocation of a TA
Financial support for research
Faculty evaluation with consideration for childbirth, childcare and family care
Others
Not specified

3/
Humanities and Social Sciences

4/
Business Sciences

5/
Pure and Applied Sciences

6/
Systems and Information Engineering

7/
Life and Environmental Sciences

8/
Comprehensive Human Sciences (Human Sciences)

9/
Comprehensive Human Sciences (Physical Education, Health and Sport Sciences / Art and Design)

10/
Comprehensive Human Sciences (Medicine)

11/
Library, Information and Media Studies

12/
Others

By department, “research support, e.g., by allocation of an RA” was considered most required by the respondents in Life and Environmental Sciences. This result indicates that it is necessary to investigate the need for RA allocation for the faculty members who are likely to spend a lot of time in laboratories.
6. Other action plans that are considered to be required for the support for childbirth, childcare and family care

The following services were suggested by 270 respondents for possible support actions for childbirth, childcare and family care.

<table>
<thead>
<tr>
<th>Which services do you think should be in place at the University in support of childbirth, childcare and family care?</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>N/S*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Expansion of daycare facilities and services</td>
<td>45</td>
<td>27</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>2 Flexible working conditions such as reduced duties and work hours</td>
<td>44</td>
<td>28</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>3 Improved climate and understanding for leave system</td>
<td>31</td>
<td>16</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>4 Hiring replacement workers</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>5 Improved maternity and childcare leave systems</td>
<td>24</td>
<td>19</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6 Enhanced financial support</td>
<td>21</td>
<td>12</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>7 Improved nursing leave system</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>8 Support system to encourage childcare and family care for male employees</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>9 Opening of consultation services</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>10 Enhanced services on campuses other than Tsukuba</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11 Raise awareness for the system</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12 Friendly work environment for pregnant women and women with children</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13 Establishment of nursing facilities and services</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>14 Consideration for transfer/relocation</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15 Improved support system for undergraduate and graduate students</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>16 Extended support for part-time employees</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17 Support for return to work after maternity leave</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>18 Informational support services for family care</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>19 Others</td>
<td>21</td>
<td>8</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>All</td>
<td>270</td>
<td>167</td>
<td>101</td>
<td>2</td>
</tr>
</tbody>
</table>

*Gender not specified.

We have received a variety of concrete opinions that will be helpful for us when planning the next activities at our office.

The University of Tsukuba has signed contracts with daycare facilities to expand the childcare services for its employees. Under the Act on Advancement of Measures to Support Raising Next-Generation Children the University has also announced its Phase III Action Program in April 2010 to promote improvements in the work environment. We will need to conduct another survey to follow the changes in opinions after these improvements are in effect.

It should also be noted that we have received many responses from laboratory school teachers. Understanding their conditions, e.g., through interviews, seems worth an immediate investment of effort, as their work environment is very different from those in the university setting.

The corporate contracts agreed with daycare facilities in 2009 cover childcare services not only for Tsukuba Campus but also for Tokyo and other areas. It is necessary to disseminate this information more widely and verify new plans whether they are targeting only Tsukuba Campus or not.
7. Affirmative actions that are considered effective

<table>
<thead>
<tr>
<th>1/ 有効と思われるポジティブ・アクション</th>
<th>(調査数471)</th>
</tr>
</thead>
<tbody>
<tr>
<td>業績評価が認められた場合、女性教員の積極的採用を明言する</td>
<td>168</td>
</tr>
<tr>
<td>全学で女性教員の割り当て数を定める</td>
<td>60</td>
</tr>
<tr>
<td>女性教員の採用・昇任数に応じて、各部門の研究費を増額する</td>
<td>97</td>
</tr>
<tr>
<td>女性教員の採用・昇任数に応じ、各部門の研究費を増額する</td>
<td>81</td>
</tr>
<tr>
<td>無回答</td>
<td>186</td>
</tr>
</tbody>
</table>

1/ “Which affirmative action do you think is effective?” (n=471)

2/ Clear policy statement for active recruitment of highly-recognized women as teaching members
   Fixed numbers of female faculty members across the University
   Increase in divisional salary budget to meet employment/promotion of female faculty members
   Increase in divisional research budget to meet employment/promotion of female faculty members
   Not specified

When asked which affirmative actions could be effective, the majority of the researchers did not specify their answers. To them affirmative actions may seem to be reverse discrimination or a lack of fairness.
Comparison of Perceived Effective Affirmative Actions by Gender

When compared by gender, on the other hand, the number of respondents who did not specify the answer was relatively smaller in women than in men. This result indicates that female researchers are more strongly aware of the need for affirmative actions.

The affirmative action that was most popular was “clear policy statement to actively recruit women for publicly advertised teaching positions when their performance is equal to that of male candidates.” This answer was popular regardless of age group, gender, workplace location and position.

The President of the University of Tsukuba announced this policy in the past. The survey result suggests that it is important to raise awareness of this policy regardless of gender for better understanding of the purpose of this affirmative action.
8. Career support and consciousness change that are considered effective

<table>
<thead>
<tr>
<th>1/ 有効と思われるキャリア支援・意識改革施策 （調査数2004）</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/ 女性職員のためのカウンセラー相談を行う</td>
</tr>
<tr>
<td>女性職員のためのメンター相談を行う</td>
</tr>
<tr>
<td>女性職員のためのハラスメント相談を行う</td>
</tr>
<tr>
<td>女性職員のロールモデルを提示するセミナーを行う</td>
</tr>
<tr>
<td>女性職員のネットワークを構築する</td>
</tr>
<tr>
<td>女性職員リーダー養成のための支援を行う</td>
</tr>
<tr>
<td>男女共同参画に関する職員のためのセミナーを行う</td>
</tr>
<tr>
<td>男女共同参画に関するシンポジウムを行う</td>
</tr>
<tr>
<td>無回答</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>351</td>
</tr>
<tr>
<td>436</td>
</tr>
<tr>
<td>262</td>
</tr>
<tr>
<td>389</td>
</tr>
<tr>
<td>497</td>
</tr>
<tr>
<td>514</td>
</tr>
<tr>
<td>246</td>
</tr>
<tr>
<td>438</td>
</tr>
</tbody>
</table>

1/ “Which career support or consciousness change do you think is effective?” (n=2,004)

2/ Counseling services for female employees
Mentoring system for female employees
Harassment consulting services for female employees
Seminars to present female role models
Development of a female employee network
Support to foster female leaders
Employee seminars on gender equality
Symposium on gender equality
Not specified

Overall, 1) counseling services for female employees, 2) employee seminars on gender equality and 3) support to foster female leaders were selected most in this order.

The University has opened the Au Work-life Balance Counseling Center, and on-campus seminars for management-level employees are also scheduled. It is necessary to continue to advertise these opportunities throughout the campuses in the future.
Comparison of Perceived Effective Career Support by Gender

2/
- Counseling services for female employees
- Mentoring system for female employees
- Harassment consulting services for female employees
- Seminars to present female role models
- Development of a female employee network
- Support to foster female leaders
- Employee seminars on gender equality
- Symposium on gender equality
- Not specified

3/
- Male

4/
- Female

When compared by gender, both male and female respondents were more likely to select both “counseling services for female employees” and “support to foster female leaders.” However, male respondents tended to select “employee seminars on gender equality,” while female respondents were more in favor of “development of a female employee network.”

“Role model presentation” and “symposium” were least selected by both women and men. It may be because that these ideas were abstract to the respondents. These results should be carefully taken into account in our future activities.
9. Approach to gender equality at the University of Tsukuba
1) Website and questionnaire

Visibility of the website for gender equality

Of 2,004 respondents, 75% were unfamiliar with the Office of Gender Equality’s website. Men, respondents in their fifties and sixties, and administrative officials were somewhat more likely to be familiar with the site, although no group’s awareness exceeded 30%.

1/ “Do you know the website of the Office of Gender Equality?”

2/ Yes

3/ No

4/ Not specified

The website of the Office of Gender Equality was renewed in February 2010, now providing abundant contents such as life information as well as new communication tools such as a bulletin board. The website is also viewable on mobile phones.

The result of this section of the survey clearly indicates the need to raise the visibility of the website and encourage generations full with life events (childcare, for example) to use the website.
Visibility of the questionnaire survey report on gender equality

Of 2,004 respondents, about 75% answered that they did not know about the questionnaire survey report on gender equality.

There were more men than women, employees in their 50’s than other age groups, and administrative officials than other types of employee who answered they knew, but their percentages were all less than 40%.

This tendency was very similar to the previous answer about the website. The results of this survey will also be posted on the website. However, it is essential to inform all employees about the report to facilitate information sharing.

1/ “Do you know the questionnaire survey results on gender equality we have reported previously?”
   (n=2,004)

2/ Yes

3/ No

4/ Not specified
2) Introducing new courses

Need for a new academic course on gender equality

1/ “Do you think the University should start a new course on gender equality?”
(n=2,004)

2/ Yes

3/ No

4/ Don’t know

5/ Not specified
Comparison of the Need for a Gender Equality Course by Position

1/ Comparison of the Need for a Gender Equality Course by Position

2/ University faculty
   Researchers
   Laboratory school teachers
   Administrative staff
   Technical officials
   Medical and nursing staff
   Technicians and custodians
   Other faculty members (part-time)
   Other administrative staff (part-time)

3/ Yes
   No
   Don’t know
   Not specified

About one third of the respondents answered that they didn’t know about the need for a gender equality course. The rate was especially high among technicians and custodians; more than 60% of them selected “don’t know.”

The percentage of respondents who answered “don’t know” was similar when compared by gender, age group or workplace location. It seems important to reinforce the significance of gender equality before career choice.
3) Temporary daycare services

**Interest in temporary daycare services**

About one third of the respondents expressed interest in using a temporary daycare services.

In particular, the percentage was high among respondents in their 30’s, who are likely to have preschool or early school-age children, as well as among the laboratory school teachers.

1/ “Are you interested in using temporary daycare facilities or similar services?”
(n=446)

2/ Yes

3/ No

4/ Don’t know

5/ Not specified

**Comparison of Interest in Temporary Daycare Services by Age Group**

<table>
<thead>
<tr>
<th>20’s</th>
<th>30’s</th>
<th>40’s</th>
<th>50’s</th>
<th>60’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
</tr>
</tbody>
</table>

1/ Comparison of Interest in Temporary Daycare Services by Age Group

2/ Yes

3/ No

Don’t know
Not Specified
1/ Comparison of Interest in Temporary Daycare Services by Position

2/
University faculty
Researchers
Laboratory school teachers
Administrative staff
Technical officials
Medical and nursing staff
Technicians and custodians
Other faculty members (part-time)
Other administrative staff (part-time)

3/
Yes
No
Don’t know
Not Specified
Among the reasons why the respondents were not interested in using temporary daycare services, “no need” was selected mostly by men. It seems likely that they have another family member at home who is responsible for childcare.

Among women, in contrast, the most selected answer was “expensive.” It is necessary to improve the support system for employees who really need this type of service. To facilitate the use of temporary daycare services, we are starting a childcare coupon program in the academic year 2010 as a part of financial support efforts. Future efforts should include on-campus temporary daycare services.

1/ Comparison of Reasons for No Interest in Temporary Daycare Services by Gender

2/ No need
Expensive
Service is not user-friendly (e.g., application is cumbersome)
Never experienced
Others
Not specified

3/ Male

4/ Female
Sixty-one percent of the respondents thought that the counseling services were necessary. The percentage was similar when compared by gender or by age group.

1/ "Do you think counseling services by counselors and psychological counselors are necessary?" (n=2,004)
2/ Yes
3/ No
4/ Don’t know
5/ Not specified
By position, the percentage of respondents who thought the counseling services were necessary was highest for part-time faculty members; approximately 80% answered “necessary.” On the other hand, the technicians and custodians had the lowest percentage of “necessary” and the highest percentage of “unnecessary” answers.

1/
Comparison of the Necessity for Counseling Center by Position

2/
University faculty
Researchers
Laboratory school teachers
Administrative staff
Technical officials
Medical and nursing staff
Technicians and custodians
Other faculty members (part-time)
Other administrative staff (part-time)

3/
Necessary
Unnecessary
Don’t know
Not Specified
“Why do you think a counseling center is not necessary?”
(n=165)

Other on-campus counseling systems (e.g., harassment counseling) are available
Off-campus services are available
Don’t know how many people are using the services
Others
Not specified

Overall, 8% of respondents indicated a belief that the counseling center is not necessary, and a majority of this group cited a lack of knowledge of how many individuals are served by the center as the underlying reason for that belief. Gender, age group, and position had no appreciable impact on this attitude.

Twenty-five percent of respondents who answered “don’t know” indicated the same reason.

These results point to the importance of raising awareness about center activities and, to the extent that is compatible with the facility’s confidentiality obligations, disclosing the number of individuals taking advantage of counseling services.
5) Website

*Necessity of the Office of Gender Equality website*

With regard to the website of the Office of Gender Equality, the majority of the 2,004 respondents answered that it was necessary, while one third of them answered “don’t know.”

1/ “Do you think the website is necessary?” (n=2,004)

2/ Yes

3/ No

4/ Don’t know

5/ Not specified
The percentage of respondents who considered the website necessary was considerably higher among part-time faculty members, while the percentage of respondents who considered the website unnecessary was higher among technicians and custodians and laboratory school teachers. These results were similar to those on the counseling center.

1/ Comparison of the Necessity for the Website by Position

2/
University faculty
Researchers
Laboratory school teachers
Administrative staff
Technical officials
Medical and nursing staff
Technicians and custodians
Other faculty members (part-time)
Other administrative staff (part-time)

3/
Necessary
Unnecessary
Don’t know
Not specified
1/ “What kind of information is necessary on the website?” (n=1,056)

2/ On-campus support systems and services for childbirth, childcare and family care
Support systems and services for childbirth, childcare and family care in local communities
Support systems and services for childbirth, childcare and family care along the Tsukuba Express line
Support systems and services for childbirth, childcare and family care along the Joban line
Bulletin board and members-only community for Yurinoki Day Care Center users
Bulletin board and members-only community for University employees
Members-only community for employees of Tsukuba-based research and educational centers
Educational support for RA and TA
Support for outside funding
Career support including seminar on role models
Others
Not specified

For the website contents, 75% of the respondents answered that information on support systems and services for childbirth, childcare and family care on campus or in local communities was necessary, while 35% selected bulletin board and members-only community for Yurinoki Day Care Center users or for the University employees. These numbers were similar regardless of gender, age group, position, workplace location and marital status.

The website of the Office of Gender Equality was renewed in February 2010 and is now providing abundant contents such as life information and new communication tools such as a bulletin board, which have been considered necessary by the respondents. It seems that we have to raise the visibility of the website to increase the usage of the contents.
10. Gender equality at the University

We received opinions on gender equality at the University from 208 respondents.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>N/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived workplace situation</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>1 There is gender discrimination.</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>2 Homebound responsibilities have a negative influence on recruitment/promotion of female workers.</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Required system or approaches</td>
<td>117</td>
<td>48</td>
<td>69</td>
<td>0</td>
</tr>
<tr>
<td>3 Improved system and climate for easier use of maternal and childcare leave / Better workplace understanding for maternal and childcare leave</td>
<td>13</td>
<td>5</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>4 Consciousness change and education for the entire workplace</td>
<td>13</td>
<td>4</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>5 Consciousness change in men</td>
<td>13</td>
<td>6</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>6 Wider publicity of the system and approaches</td>
<td>12</td>
<td>4</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>7 Environmental arrangement to support balance between work and family and allow diversified ways of working</td>
<td>11</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>8 Enhanced daycare facilities and services</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>9 Proper and fair performance evaluation</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>10 Proactive recruitment/promotion of women</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>11 Active organizational approach to and promotion of equality</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>12 More stringent measures against harassment</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>13 Systems should be also accessible by undergraduate and graduate students.</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>14 More emphasis on support for family care</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>15 Consciousness change in women</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16 Expanded maternal and childcare leave</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>17 Increased financial support for childcare</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Gender equality in general</td>
<td>48</td>
<td>27</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>18 Unsatisfied about the direction of gender equality movement</td>
<td>23</td>
<td>13</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>19 Gender equality is advanced/no longer needed. Does not feel discrimination.</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>20 Varies by region</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>21 Environmental arrangement is necessary to encourage men to participate in household duties and childcare.</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>22 Concerned that extreme actions may lead to reverse discrimination.</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23 Social change is needed.</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>24 Inherent gender difference and gender roles are acceptable.</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>37</td>
<td>25</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>25 Comments on the questionnaire</td>
<td>10</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>26 Need for improvements in working conditions</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>27 More administrative efficiency is needed.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>28 Others</td>
<td>19</td>
<td>11</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

*Gender not specified.

There were many comments on the system and approaches needed. There is a continued need to create a better environment to support childbirth, childcare and family care. At the same time, we have to work on consciousness changes in the workplace. The areas in which women want to see particular improvements are the salary system and awareness changes in management-level male employees/faculty members. The University should make further efforts to improve the working environment, for example, through on-campus seminars targeted at management-level employees.

We also received comments of dissatisfaction with the gender equality activities and with our office. Some of these opinions seem to arise from doubts about affirmative action, but there are also many opinions that the activity of the Office of Gender Equality is not sufficient. We must publish additional information of our activities on our website and more effective implementation of policy by reflecting various opinions within the University.