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To all faculty and staff members at Chuo University

Considerations for Students with Diverse Backgrounds and Characteristics

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Chuo University, in accordance with the Chuo University Declaration in Support of Diversity and the Act for Eliminating Discrimination against Persons with Disabilities, aims to create a campus where people with diverse backgrounds can study together safely, their human rights are respected, and there is no discrimination or violation of human rights based on prejudice.

Chuo University currently has about 33,000 students. Among them, there are some who, for various reasons, experience difficulties in their studies and student life. With this in mind, it is important that we develop a supportive environment and consideration of individual needs throughout the school.

In the following document, we have compiled a list of possible considerations/accommodations for students with diverse backgrounds and characteristics. It also explains the types of support available from your faculty office or from the Diversity Centre at Chuo to assist students with diverse backgrounds. We appreciate your understanding and cooperation.

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1. Reasonable Accommodations for Students with Disabilities:

In accordance with the Act for Eliminating Discrimination against Persons with Disabilities that came into force in April 2016, and its amendment to make the provision of reasonable accommodation mandatory effective since April 2024, Chuo University is committed to providing reasonable accommodation for students with disabilities, thus aiming to realize the principles of Chuo University Declaration of Diversity issued in October 2017. Chuo University Guidelines for Support of Students with Disabilities and Notes on the Guidelines for Support of Students with Disabilities have been provided as guidelines for specific actions. If a student with disabilities is in your class, the office of your faculty or graduate school and/or the Chuo University Diversity Center may consult with you individually regarding the provision of reasonable accommodation. For more information on reasonable accommodations for students with disabilities and Chuo University's efforts to create an inclusive environment, please visit the following web pages (Japanese).

- Support for Students with Disabilities (Japanese)

<https://www.chuo-u.ac.jp/campuslife/diversity/disability/support/>

- Disability Support Handbook (For Students) and Guidebook (For Faculty and Staff) (Japanese and English)

<https://www.chuo-u.ac.jp/campuslife/diversity/disability/book/>

Such reasonable accommodations for students with disabilities are coordinated by faculty offices, campus social workers, and the Diversity Center working in co-operation with each other. They will contact you if a student in your class needs any accommodations, and we ask for your cooperation with this. If you have any questions, please contact your faculty office or the Diversity Center.

Here are some examples of accommodations for students with disabilities:

Accommodations for students with hearing disabilities/ diversity you may be asked to provide:

Some students with hearing disabilities/ diversity need note-taking assistance, or what is known as *Communication Access Realtime Translation* (CART). In this assistance, a support person converts oral information into written text. During a lecture, a support person sits next to the student with a hearing disability and expresses the content of the lecture, as well as what is going on in the classroom, in written form, using handwriting or a computer.

UD Talk, a support application that uses speech recognition technology, can also be used depending on the nature of the class and the needs of the students. When UD Talk is used, the teacher and students in the class may be asked to cooperate in order for the application to be used effectively. In some cases, UD Talk may be used in combination with assistance from support students.

(1) Points of support for students with hearing disabilities/ diversity:

- 1 Write on the whiteboard as much as possible.
- 2 Distribute handouts.
- 3 Summarize the contents and main points of video materials in handouts. Provide subtitles for video materials.
- 4 Summarize the contents and main points of audio materials in handouts.
- 5 Face the students and speak clearly and slowly. (If possible, remove your mask. Some students may use lip-reading.)
- 6 Avoid using demonstrative phrases.

(2) Considerations for note-taking and using UD Talk:

- 1 Clearly indicate the part of the textbook or document that you are reading.
Please give instructions such as “I will read page X of the document” before reading.
- 2 Show subtitles to video materials and prepare materials that summarize the content.

A note-taker can only write about 70 letters per minute by hand. Because videos are relatively fast-paced, it is difficult even for experienced note-takers to fully convey information. Please consider showing subtitles or preparing materials that summarize the content and main points of videos. The Diversity Center provides support with transcription. If you wish to use a video that has no subtitles, please consult with the Diversity Center at the beginning of the semester. Transcription takes time, so please be aware of this and set reasonable deadlines when giving assignments or other tasks that require viewing a video.

3 Facilitating seminars and group work in class

During discussions, please assign a facilitator to ensure that participants speak one at a time. Also, please ask students to raise their hand before speaking so that everyone can see who is speaking. In addition, please consider using the voice recognition application, UD Talk.

Accommodations for students with visual disabilities/ diversity of vision you may be asked to provide:

Some students require support such as transcription, PDF conversion, Braille translation, or 3D copies of study materials to make documents readable according to the contents and students' needs. Also, mobility assistance to the classroom, or audio guides for video materials (if any) may be arranged as necessary. At regular examinations, further arrangements can be made including extended exam hours and separate test-taking, testing in Braille, or enlarged test/answer sheets.

Points of support for students with visual disabilities/ diversity of vision:

- 1 Read aloud what is written on the board.
- 2 Provide lecture notes in advance.
- 3 Distribute materials summarizing the content and key points of visual teaching materials.
- 4 Avoid using demonstrative expressions.
- 5 When conducting exams, consult with the student well in advance.

Also, everyone perceives color differently. Some students have difficulty seeing certain colors, so when using displays or teaching materials that require color-recognition, please use a color scheme that is easy for everyone to recognize and use ways of distinguishing information other than color.

- 1 When creating graphs and charts, use as few colors as possible and distinguish information in ways other than color, such as shape, size, pattern, lightness and darkness.
- 2 When choosing colors for text and backgrounds, use colors in combinations of light and dark that have high contrast.
 - If you use darker colors for the background, use lighter colors for the text.
 - When drawing a multi-line graph, use different line types (e.g., solid and dashed) and large data-point markers with white outlines.
 - When drawing pie charts, use bright colors and combine colors of different brightness. It is also easier to understand if you show information in ways other than color, such as by using patterns. In all cases, include a boundary line and a legend for each area.
- 3 When writing on a black/white board, try using more contrasting color. (e.g., white and yellow chalk on a blackboard). Chalk in dark colors such as red, green, blue, and brown will be difficult to see. If you do use darker colors, try to indicate information in ways other than color, such as underlining or circling.

Even for students with similar disabilities, different types of accommodations and different environments will be desirable depending on the student's situation and the type of class. The Diversity Center may therefore consult with you about a student's individual needs.

2. Considerations of Gender, Gender Identity, and Sexual Orientation:

Chuo University gives consideration to students on the basis of gender, gender identity, and/or sexual orientation in order to prevent potential loss of academic opportunities. The Chuo University Guidelines for Harassment

Prevention also aim to prevent and raise awareness of harassment of sexual/gender minorities.

For example, treating students differently based on their gender may constitute harassment unless there is a rational reason for doing so. Please respect each student as an individual and treat them fairly and equally. Recently, there has been growing awareness of diversity in gender/sexuality that goes beyond the dichotomy of “male and female”, such as the legal sex, physical attributes, gender identity, sexual orientation, gender expression, etc. The United Nations uses the term “SOGI”, a combination of “sexual orientation” and “gender identity”, and prohibits discrimination on the basis of “SOGI”.

In our society, stereotypes such as “women/men usually behave this way”, “one’s gender identity is normally the same as the legal sex”, and “everyone is attracted to the opposite gender” are widespread. However, in reality, people may have characteristics that differ from the stereotypes typically associated with their gender, have a gender identity that differs from their assigned gender, and/or be sexually attracted toward the same gender. Being different in such a way from what is considered “normal” can lead to various difficulties in students’ lives, and to them being treated in a discriminatory manner.

The Diversity Center has coordinators specializing in Gender and Sexuality related issues. Please contact the Center if you have any questions or concerns about supporting students. In addition, the Center has published the following guidebook for faculty and staff, as well as a handbook for students, to let them know the various types of support services and initiatives available at Chuo University.

●Gender and Sexuality Handbook (For Students) and Guidebook (For Faculty and Staff) (Japanese, English, and Chinese)

<https://www.chuo-u.ac.jp/campuslife/diversity/gs/book/>

Examples of specific considerations:

- 1 Do not assign different roles (or specify clothing, treatment, etc.) based on a student's gender.
- 2 Avoid comments that assume the gender, gender identity, or sexual orientation of another person. For example, when referring to a student, instead of saying "the man in the middle," describe them in ways such as "the person in the middle with glasses and in a beige shirt".
- 3 When referring to a student, avoid using "san", "kun", "Mr." or "Ms.". Please use family name and "san", or ask students discreetly which name they want to be used.
- 4 When planning courses or events that require overnight accommodation, ask the participants in advance about their preferences and then choose facilities that can assign rooms according to their wishes: for example, choose accommodation with individual bathing facilities rather than only with large communal baths.
- 5 When discussing topics related to sexuality and gender, always assume that the listeners have a variety of sexual orientations and gender identities.
- 6 Be aware not only of harassment that results from you being in an advantageous position, but also of harassment that unilaterally assumes, ridicules, or belittles someone's sexual orientation or gender identity, and of SOGI harassment.

3. Consideration for Students with Diverse Backgrounds

Chuo University strives to create an environment where students do not lose academic opportunities because of their nationality, ethnicity, language, beliefs, religion, or culture. It is necessary to keep in mind that not only students from overseas but also a wide range of students with "foreign" or mixed roots—in terms of nationality, ethnicity, name, language, etc.—are studying at the university. For example, some students are foreign nationals who were born and raised in Japan, some are from families who have naturalized as Japanese citizens, and some are Japanese nationals who were born and raised abroad. The identity of each student is different, and some students may feel uncomfortable with labels such as "foreign" or "half"-Japanese. It is also important to recognize that Japan is not ethnically

homogeneous, but has always been composed of a diversity of ethnic groups.

Chuo University is working to identify issues to work on related to global diversity and multicultural community and to improve the learning and living environment on campus. For more information, please visit the following website (in both Japanese and English).

●Towards Global Diversity and a Multicultural Community:

<https://www.chuo-u.ac.jp/campuslife/diversity/gi>

Examples of specific considerations

- 1 Avoid dividing people into “Japanese” and “foreigners” unless there is an absolute necessity. When it is necessary, try to accurately convey what you want to say in context by using nuanced expressions (e.g., “the number of foreign children in Japan is increasing” → “the number of children with foreign nationality in Japan is increasing”)
- 2 Do not judge a person’s nationality or ethnicity based on their appearance, skin color, name, and/or the way they speak.
- 3 If you do not know how to read a student’s name, ask the person or your faculty office how to read it. Refrain from deciding and/or changing what to call a person without asking when their name is difficult to pronounce (or for other inappropriate reasons).
- 4 Refrain from making statements such as “our country” or “we Japanese” on the premise that we are defined by “Japan” or being “Japanese”.
- 5 Refrain from making assumptions or statements that reinforce stereotypes by using generalizations such as “This is how people from Country A would do it” or “This is how Japanese people do it”. Do not speak or act in such a way that treats an individual as a representative of a country or an ethnic group.
- 6 Use furigana when necessary. Try to express things simply.
- 7 Assuming that people of different religious and ideological backgrounds are present, ask for confirmation before attending a religious event or eating a meal that has a religious component. Also, when discussing religious matters, keep in mind the diverse backgrounds of your audience.

- 8 Also on the basis that the University includes people from diverse religious, ideological, and political backgrounds, do not ask or force people to express their views on these matters unless it is educationally necessary or appropriate.

Prohibition of outing

Finally, please do not disclose the content of any consultation you have had with a student without their permission (prohibition of outing). If you have any concerns, please consult with your faculty office or the Diversity Center. They will respond to you confidentially.

Chuo University Diversity Center

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e-mail: dc-soudan-grp[at]g.chuo-u.ac.jp *Please replace [at] with @.

Tama Campus: FOREST GATEWAY CHUO 2F

Myogadani Campus: 4F Student Counseling Room and Diversity Center

Korakuen Campus: Building No.6. 2F, Office of the Three Faculties of Science and Engineering

Ichigaya Tamachi Campus: 6F, Office of the Faculty of Global Informatics

- Chuo University Statement on Diversity (Japanese, English, and Chinese)

<https://www.chuo-u.ac.jp/campuslife/diversity/declaration/>