



GENDER AND SEXUALITY GUIDEBOOK FOR FACULTY AND STAFF



Chuo University Diversity Center

April 2022

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The information in this Guidebook is current as of March 2022. If you have questions or comments, please contact us at: dc-soudan-grp[at]g.chuo-u.ac.jp. * Please replace [at] with @.

The Gender and Sexuality Handbook for Chuo University Students is also available on our website: <https://www.chuo-u.ac.jp/campuslife/diversity/gs/book/>

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Preface

In October 2017, Chuo University issued the "Chuo University Declaration in Support of Diversity," pledging that the University provide an equal learning and working environments for all its members. Based on this, we started to work on diversity and inclusion in the following three areas: support for students with disabilities, issues related to gender and sexuality, and global and intercultural issues. This guidebook summarizes what faculty members should know in the area of gender and sexuality.

Some may think that creating and sustaining initiatives on diversity and inclusion in an organization means to prepare to welcome new and diverse members. In reality, however, such initiatives begin with the recognition that the members of an organization are already diverse. As stated in the "Chuo University Declaration in Support of Diversity," Chuo University has always had students, faculty, and staff with various backgrounds and attributes, including different gender identities and sexual orientations.

Our activities for diversity and inclusion in the area of gender and sexuality started after the incident where our young graduate lost his life at Hitotsubashi Law School (See Column 01). After being outed by his coursemate, he sought help from various faculty and staff at his school, but a tragic outcome was not avoided. A university is supposed to be a place to help and support students' well-being; yet in this case, a student's life was threatened and lost on campus. Learning about the incident, some faculty members of Chuo University voiced their concern that the same could happen at Chuo. In response to their concerns, we began an initiative that has since evolved into various forms, including this guidebook.

At Chuo University, with its already diverse community, we must continue to develop and improve the environment here as part of our efforts for diversity and inclusion. Each faculty or staff member is an important contributor to our learning and working environment. We believe that, as we gain more knowledge and understanding of diversity and inclusion, we can create a significant change together. Please use this guidebook as an aid to create our better future.

March 2022

CHUO UNIVERSITY DECLARATION IN SUPPORT OF DIVERSITY

Learning is truly valuable for achieving a better quality of life. Those who desire to learn wish to achieve a better life by making use of what they can gain through learning. Today, societies have a responsibility to provide all people with equal opportunities for learning, regardless of their backgrounds or situations. In offering these opportunities, universities and other educational institutions play a key role, providing individuals with the knowledge and skills needed to achieve a better life. As institutions we must create communities in which these opportunities are offered to people of all abilities, medical histories, economic conditions, family environments, genders, gender identities, sexual orientations, ages, nationalities, races, languages, faiths and religions.

Chuo University has long been striving to nurture individuals possessing high levels of professionalism who can contribute to international society with sensitivity and personal character. The University acknowledges the importance of offering equal learning opportunities and a supportive and positive environment to all those studying at Chuo, ensuring that all are encouraged and respected. Furthermore, Chuo University aims to create a working environment in which all people can work together to support research and educational activities.

In order to achieve these aims, Chuo University will promote the following efforts:

- 1) Chuo University will create an environment in which people of all abilities, medical histories, economic conditions, family environments, genders, gender identities, sexual orientations, ages, nationalities, races, languages, faiths and religions can learn and work together.
- 2) Chuo University will create an environment in which all students can maximize their potential and all people can achieve a quality work-life balance.
- 3) Chuo University will promote care and consideration for its members with varying abilities, and encourage deeper understanding to eliminate social barriers.
- 4) Chuo University will respect the human rights of all people and prevent discrimination and the violation of human rights based on prejudice.

As a member of the human family, Chuo University will faithfully implement these efforts together with all members of its community.

October 2017

01 Support for Students

I. Handling of Name and Gender

(1) Handling of Name

If a student wishes to use an alias:

Students at Chuo University may use their aliases in the following cases:

- A. When a student has changed their name in the family register due to marriage, etc. but wishes to use the name before the change
- B. When a student of foreign nationality wishes to use their *tsushomei* ("common name") as stated in the certificate of residence
- C. In any other cases when the Dean acknowledges the wish as reasonable

When a student wishes to use an alias due to the difference between their sex assigned at birth and their gender identity, the case C may apply. For more information, please consult with the Diversity Center and/or their faculty office.

(2) Handling of Gender

Documents with gender information:

Medical Certificates and Student Commuter Certificates have gender information on them.

Documents without gender information:

Other documents such as transcripts, enrollment certificates, certificates of expected graduation/completion, and graduation certificates do not include gender information.

II. Facilities

(1) Restrooms

There are multi-functional restrooms in every campus. FOREST GATEWAY CHUO in Tama Campus has a multi-functional restroom on every floor (except for the 4th floor.)

Please see the Barrier-free maps for details.

(2) Changing Rooms and Shower Rooms

There are separate changing rooms and shower rooms for men and women at Tama Campus (Gymnasium 1, Gymnasium 2, and C-Square) and at Korakuen Campus (Buildings 3 and 5).

Currently, there are no gender-neutral or private changing rooms. (Students may use multi-functional restrooms.)

(3) Nursing Room

A nursing room is located on the 4th floor of FOREST GATEWAY CHUO at Tama Campus, instead of a multi-functional restroom, available for pumping, breastfeeding, changing diapers, etc.

(4) Regular Health Checkups

Medical checkups are given separately to men and women. The examination form is an OMR (Optical Mark Recognition) sheet, and one needs to choose from either male or female in the gender field. An electrocardiogram (for new students only) is performed in a partitioned booth, where students need to undress their upper bodies. When having an X-ray of their chest taken, students are asked to wear a plain T-shirt, and to change in a large room with other students.

A medical checkup is needed to issue a "Medical Examination Certificate," which may be required for job hunting, teaching practice, etc. In some cases, the checkup is required for courses such as the teacher-training course and Physical Education classes. If your students have any concerns, they may take the checkup on a different date, so please consult with the Health Center or Diversity Center.

(5) Seminar Houses

Students are asked to fill in their student ID numbers and names in the accommodation register. The number of the people in the group, divided by gender, is also required. If you have any concerns, please consult with the Student Affairs Section at Tama Campus or the Student Affairs Section at Korakuen Campus, as it may be possible to register aliases and self-identified genders under certain conditions.

III. Classes, Vocational Training, Studying Abroad, etc.

(1) Classes

To promote gender equality, the use of "-san" as the honorific title is recommended regardless of a student's gender. Chuo University's "Guideline on Students with Gender Dysphoria or Gender Identity Disorder" also recommends that students be addressed with "-san".

(2) Vocational Training

For the Teaching Practice and Volunteer Experience Program (*Kaigotou Taiken*), students can consult in advance with the Office of the Teacher Training Course. For vocational training in the Curators Course, Social Studies Education Course, and Librarian Course, the Office of the

Faculty of Letters provides individual consultation in advance. (Vocational training is not a requirement in the Librarian Course.)

(3) Studying Abroad

There is no gender field in the application documents related to studying abroad. A student's name and gender information submitted to the overseas school where they wish to study will be based on the information in their passport that is used to obtain a student visa. The International Center is available for individual consultation in advance.

(4) Studying at Chuo University as International Students

An international student's name and gender information at Chuo University will be based on the official document (passport) they use to obtain their student visa, but they may be able to use their alias in some situations. Exchange students from partner universities are eligible to live in a residence with private rooms (Seiseki International Residence).

Prayer Rooms are located in the Global Building (GLOBAL GATEWAY CHUO) at the Tama Campus, and the Global Lounge on the 7th floor of Building No. 6 at the Korakuen campus.

IV. Job Hunting

The Chuo University-designated "CV/Personal Introduction Form" available at university Co-op shops does not have a gender field. The Diversity Center works with the Career Design Support Center to support individual students who need help.

COLUMN 1 THE HITOTSUBASHI UNIVERSITY OUTING CASE

In May 2015, a student at Hitotsubashi University Law School came out to his course mate on the LINE app. However, their friendship gradually became strained, resulting in the friend outing him to their mutual friends in a LINE group chat. His mental and physical health was gravely affected by this; he sought help from various sections within the university, but no one was able to offer effective support. Eventually, in August, he jumped from the Law School building and died.

This tragic incident was widely reported in the media in 2016, when the bereaved family filed a lawsuit against the friend and the university. The LGBTQ+ Bridge Network, a Hitotsubashi University volunteer group, has published detailed documents about this case on their website, including the details of the trial.

The student who lost his life was a graduate of Chuo University (the Faculty of Law), who was pursuing his dream of becoming a legal professional. This story shows us how the act of outing threatens the safety and security of those who come out—that it can even cost them their lives. It also demonstrates that everyone involved in such a case of outing would have to face the gravity of the outcome and carry the weight of it for life.

Some municipalities and organizations, such as Kunitachi City, have since included the prohibition of outing in their ordinances and guidelines. Raising awareness of the need to prevent outings, as well as providing appropriate support if an outing takes place, is a matter of urgency to us all.

02 QUESTIONS AND ANSWERS

You may have questions and concerns in relation to gender and sexuality when you interact with students. Here are some examples of questions that we encountered in the past, and our answers to them.

Q.1 I know the term "LGBTQ," but I have never met anyone who actually falls into the category. Do they really exist?

A. It is more than likely that you have met some LGBTQ people without recognizing them. There are various studies you could refer to, but a recent random sampling conducted in Japan reported that the percentage of LGBTQ people was 3.3% (Kamano et al. 2019, Saitama Prefecture 2020). You should act on the assumption that LGBTQ people do exist around you. Whether you are a student, faculty, or staff, we should live our campus life with the awareness that we are already a diverse community.

Q.2 In my seminar course, it is our tradition to have a male seminar leader, and a female student as the sub-leader. Is there a need to change this?

A. Gender-based role divisions not only lead to the reproduction of stereotyped gender views, but may also be considered harassment. Some students may also feel uncomfortable with the idea of being seen/having to behave as a woman/man. Be careful not to restrict students' choices based on their gender, not just in role assignment but also on other occasions including career guidance.

Q.3 I don't think I am biased, and I always deal with students from a neutral standpoint. Isn't that enough?

A. There is a growing social commitment to a better understanding of gender and sexual equality, but misunderstanding and discrimination are still deep-rooted. Even if one intends to remain neutral, there are cases when words casually uttered become hurtful. Such "unconscious bias" or "microaggression" has become recognized as a social issue (Sue, 2020). It is important not to be overconfident, but to be aware that your words and actions might be taken as discriminatory. At the same time, it is equally important to actively encourage others to look out for and eliminate discrimination, so that everyone will be able to feel safe.

Q.4 I overheard some of my students saying things like "What is your favorite type of the opposite sex," and using the words "homo" and "rezu". Should I give them a warning?

A. "Homo" and "rezu" are both often used in a discriminatory manner, and some students, regardless of their sexual orientation or gender identity, may feel uncomfortable or hurt by such language. The assumption that everyone is heterosexual could also be hurtful. Perhaps you could ask them—not just for the sake of political correctness but to help them think further—how each of them would feel if those words were used about them? (If you cannot immediately respond, it is ok to bring up the topic later when you are ready.)

Students tend to be responsive to the attitudes of faculty and staff. It is important for both faculty, who mainly interact with students in the classroom, and staff, who mainly deal with students outside the classroom, to be aware that the way language is used can make people feel included or excluded. You can make students feel more comfortable by showing a clear and determined attitude to stop discrimination. Similar issues are likely to arise in extracurricular activities outside of the classroom (such as seminar camps and drinking sessions), so attention should also be paid to these occasions.

Q.5 There seems to be some conflict related to sexual orientation and gender identity among my students—but should I refrain from intervening, as they are personal matters?

A. You may find it difficult to intervene, since talking about gender identity or sexual orientation among a specific group of people can be difficult and may result in outing someone there. On the other hand, there are many situations where gender and sexuality issues cannot be dismissed as something personal. If someone in the group feels excluded because no one is intervening, their problems and emotional burden will just grow heavier. If you contact the Diversity Center, we can work with you to find a good way to intervene.

Q.6 I have been using "-kun" or "-san" when I speak to students based on their gender, and I feel it is difficult to use "-san" to all of them without distinguishing them by their gender. What should I do?

A. You could, for example, announce in class at the start of the academic year or semester that all students will be addressed with "-san" in the class. You might make mistakes till you get used to it yourself, and some students may not respond when they are called so you might have to call them several times to get their attention; still, there is great significance in asking them and yourself, "Is it necessary to address people differently according to their gender?"

Q.7 But wouldn't students feel uncomfortable if I suddenly change the way I call them?

A. It is true that the faculty and staff often say they feel "-kun" and "-san" sound more friendly, and that suddenly addressing all students with "-san" feels somewhat distant. If you feel that way, why don't you use this opportunity to discuss with students about the meaning of using just "-

san"? By doing so, faculty members and students can develop a common awareness of the issue. Also, recently many elementary and junior high schools have adopted "-san" as the unified honorific, so there will be fewer students who feel uncomfortable in the future.

Q.8 Many of my students will likely get married and raise children in the future anyway, so isn't it okay to talk to them based on that assumption?

A. Regardless of one's gender identity or sexual orientation, everyone has the choice to marry or not, to have or not to have children, and there are a great variety of life plans and family styles nowadays. Your assumption excludes those students whose life plans do not fall within it, and it may not be based on the actual social situation today. Also, you may think you are merely expressing your personal opinion, but you need to be cautious because as a faculty member, your comments to students may have an unexpectedly strong impact.

Q.9 I know there is a wide range of gender identities, but the rooms assigned to students at seminar camps are separated strictly between male and female. What could we do?

A. Some students may find it difficult to use rooms/bathrooms/restrooms separated by two genders. If there are no mixed-gender facilities, you need to find out if any of your students have concerns, and if so, listen to their requests in advance. You may be able to arrange a separate room for them, have a shower/bath time set separately for them, or ask them to use a bathroom on a different floor. (Please note that similar difficulties may occur in dormitories.)

Q.10 A student consulted me about job hunting, explaining that they are worried because of their gender identity/sexual orientation. I have no knowledge about such a situation. What can I do?

A. Diversity and inclusion initiatives at workplaces are progressing day by day to create workplaces where diverse employees can fully exercise their capabilities. Please feel free to visit the Diversity Center to consult with us and we can provide you with up-to-date information related to career support.

COLUMN 2 CREATING A SAFE AND COMFORTABLE CAMPUS FOR EVERYONE

Many efforts have been taken to make our campuses more inclusive. Improving equal access to the restrooms is one example; multi-functional restrooms have been installed on almost every floor of the Forest Gateway Chuo building at Tama Campus. Another similar initiative is the installation of a lactation room for students and staff members who have small children with them.

In recent years, efforts to provide free sanitary products in restrooms are gaining attention, and it has been recognized that some students do not have sufficient sanitary products for various reasons including the financial burden. Also, when a student has a sudden need for sanitary products on campus, the places they can purchase them are limited, which could cause difficulties for them with attending classes. We must work together to raise awareness about menstruation on campus, so that sanitary products can be provided as necessary items in facilities, just as toilet paper is always available for free in restrooms.

03 TERMS RELATED TO GENDER AND SEXUALITY

Here is the basic terminology related to gender and sexuality. These words appear repeatedly throughout this handbook, so please take this opportunity to learn their meanings.

Gender

The term “gender” refers to socially created gender differences. Related terms include: gender stereotypes (so-called masculinity/femininity, which refers to the socially accepted ideas of certain behaviours that are expected of men/women); gender bias (gender-related prejudice and discrimination); and gender roles (fixed gender norms such as ‘men should work outside home while women should take care of household chores and child-rearing’).

Sexuality

The term "sexuality" refers to people's sexual/gender experience and expressions, including one's gender identities and sexual feelings, thoughts, attractions and/or behaviours. In recent years, one's sexuality is defined by a combination of at least the following four elements.

- Sexual Orientation: The gender(s) one is romantically and/or sexually attracted to. Nonsexual romantic attraction is sometimes called “Romantic Orientation”.
- Gender Identity: How one experiences one's own gender
- Gender Expression: How one expresses one's gender through clothing, hairstyle, language, behavior, etc.
- Sex Assigned at Birth: Sex recognized at birth based on physical characteristics.

These elements and the combination of them vary; hence people's sexualities differ from person to person. The range of differences is sometimes described as a “spectrum.”

LGBTQ

LGBTQ stands for Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, and is often used to refer to sexual and gender minority people in general. There are also terms such as Pansexual and Asexual (sexual orientations), and X-gender and non-binary (gender identities). The acronyms "LGBTs" and "LGBT+" are thus sometimes used to show wider inclusivity. Japanese terms such as “homo”, “rezu”, and “okama” often have discriminatory connotations and should be avoided.

SOGI

SOGI stands for Sexual Orientation and Gender Identity. It is a term related to both sexual/gender minority and sexual/gender majority people. This acronym is used widely to recognize all the relevant issues as human rights issues. Another acronym, SOGIE, includes Gender Expression, and SOGIESC adds Sex Characteristics.

Coming Out

Coming out is an action by a person to tell someone else about their sexuality of their own volition. It should be solely up to the individual to decide whether or not to come out, or when, to whom, and to what extent.

Outing

Outing is the action of revealing someone's sexuality to a third party without that person's consent. This is a serious violation of human rights and should never be done. If someone comes out to you and you feel the need to talk about it, you can reach out to the Diversity Center, where you can consult about this with confidentiality.

Ally

An ally is a person who understands LGBTQ issues and people, and acts as a supporter/advocate for them. This term was originally used for non-LGBTQ people when they were involved in LGBTQ-related activities, or when they expressed their understanding of or support for LGBTQ issues. Recently, however, many say "everyone can be someone else's ally," meaning that one can be an ally by respecting other people's gender and sexuality, regardless of whether you are LGBTQ or not. It is very important for each of us to become an ally in order to improve the environment for LGBTQ people.

Microaggression

Microaggression is a small daily comment or action that is based on stereotypes and prejudice, which unconsciously or unintentionally hurts the person it is used towards. Behind this is a lack of understanding about people and issues relating to race, gender, disability, etc.

COLUMN 3 GENDER-BASED CONSTRAINTS

Have you ever said or been told things like “You should/should not do this because you are a man/woman”? If so, you might want to think about how masculinity and femininity work in our society.

This is not to say that all masculine and feminine traits should be denied; some people, for example, enjoy dressing or behaving in a masculine/feminine way, which is not a problem. However, when it becomes statements such as “women do not need to go to colleges far away from the family home nor study abroad”, or “men must be strong”, they constrain us and deprive us of our freedom. There are people who suffer from such social pressure.

In order to make a society where everyone can pursue their own passions and interests, it may be necessary for us to reexamine these gender-based constraints. Please ask yourself; Are you trying to give up on something you want because of such restrictions, and/or forcing someone else to do things due to these constraints?

04 CHUO UNIVERSITY DIVERSITY CENTER

The Diversity Center was established in April 2020 following the "Chuo University Declaration in Support of Diversity". The Center aims to support student's learning and campus life in various ways. We also provide information that faculty and staff need to be able to support students.

Diversity Center Office

Tama Campus 042-674-4554 <https://www.chuo-u.ac.jp/inquiry/form/?id=134>

FOREST GATEWAY CHUO 2nd floor

Monday through Friday (during term time)

10:00-17:00 (Reception closes at 16:00)

Diversity Square

Tama Campus

FOREST GATEWAY CHUO 2nd floor

Monday through Friday (during term time)

10:30-14:30

I. What we offer at the Diversity Center

(1) Providing a safe and secure space

Diversity Square, designed to be a safe space for students, is adjacent to the Diversity Center office. Students can rest, have a chat, and read books in the Square.

(2) Collecting and offering information, educating and training

Diversity Square collects and lends books related to diversity and inclusion. We also organize events including lectures and training sessions. Please check our website and our Twitter account for details.

(3) Individual Consultations

Faculty members as well as students can individually consult with coordinators with expertise in gender and sexual diversity at the Diversity Center. If your student wants you to accompany them in their consultation, do not hesitate to visit us together. If you are on a campus in central Tokyo and find it difficult to come over to Tama campus, we can arrange a meeting at a different campus.

Consultation Process

Step 1 Contact

You can arrange a consultation smoothly if you contact us in advance using the Contact Form.

Step 2 Visit Reception

With Reservation: please fill in the consultation form upon arrival. You may fill in the information (name, department, contact info, consultation reason, etc.) to the extent you are comfortable with.

Without Reservation: you will be requested to fill in the consultation form. You will be able to have a consultation with the coordinator if available. If no one is available, you can make a reservation for a later date.

Step 3 Consultation

The coordinator or other staff will talk with you.

As of April 2022, due to the ongoing coronavirus pandemic, we might arrange an online session with you instead of an in-person consultation.

Step 4 Support

We will consider what we can offer and how we can support you based on the information you provide us with. We will coordinate with other departments if necessary.

II. We offer support in the following areas:

(1) Gender and Sexuality

Coordinators with expertise on gender and sexual diversity are available.

For example:

When a student is not sure about their sexuality and wants to talk about it.

When a student is outed by someone after they came out to them and is in trouble.

(2) The Diversity Center also covers the two following areas:

Disability Support

Coordinators with expertise on disabilities, and issues related to disabilities, are available.

Global issues

Issues related to nationality, race/ethnicity, language, religion, etc.

III. The Diversity Center works with the following sections of the university when necessary.

Harassment Prevention Committee Support Desk 042-674-3507

<https://www.chuo-u.ac.jp/inquiry/form/?id=92>

International Center 042-674-2211

<https://www.chuo-u.ac.jp/inquiry/form/?id=55>

Student Counseling Section

Tama Campus 042-674-3481 <https://www.chuo-u.ac.jp/inquiry/form/?id=131>

Korakuen Campus 03-3817-1724 <https://www.chuo-u.ac.jp/inquiry/form/?id=128>

Ichigaya Tamachi Campus 03-3513-0309

Myogadani Campus 03-5978-4222

Health Center

Tama Campus 042-674-2968 <https://www.chuo-u.ac.jp/inquiry/form/?id=57>

Korakuen Campus 03-3817-1722

Ichigaya Tamachi Campus 03-3513-0319

Myogadani Campus 03-5978-4178

COLUMN 4 WHAT IS “NORMAL”?

In our society, those whose gender identity matches the sex assigned at birth and who are attracted to people of the opposite gender are considered the sexual/gender majority. A person whose gender identity matches the sex assigned at birth is "cisgender", and a person who is attracted to the opposite gender is "heterosexual". This means the majority of people are "cisgender" and "heterosexual".

Have you ever referred to such people as “normal”? The risk of referring to them as “normal” is that you implicitly label those who do not have these attributes “abnormal.”

Whether you are a woman or a man, or neither, whether you are attracted to other people or not, each person’s sexual orientation and gender identity should be respected. We should be aware that people who are cisgender and heterosexual are just part of a range of diverse sexualities.

AFTERWORD

“A friend of mine is transgender, and seems to be having a hard time with job hunting. I want to tell them I am on their side, but I don’t know what to say.” How would you respond if a student shared such a concern with you?

“Ally” is a term that has gradually become known in recent years. As described in the terminology, “ally” refers to a person who has knowledge about LGBTQ and other sexual minorities, and takes some action to support them. Even if you cannot do anything specific yet, being willing to understand someone and stand by their side is the first step to being an ally. If everyone becomes someone else’s ally, regardless of their sexuality or gender identity, our campus will become a safer place.

As mentioned in Column 04, social norms are constantly changing, and we are always required to question existing values of normality. And in doing so, we must always listen to the small voices, or the “voices of the voiceless” that tend to be buried and silenced. Imagination is important when we want to listen to such voices.

We are with students who are going through a time of remarkable growth. College life may be just one phase in their life; yet, the knowledge and experiences gained through their campus life will be a great source of nourishment for their future. We believe that, by having just a little bit of knowledge and imagination about diversity and inclusion, we can provide an environment where our students can confidently take the next step forward.

* In creating this handbook, we were helped by many preceding examples, including *Consideration for Sexual Minority Students: A Guide for Dealing with Sexual Minority Students* (4th Edition) published by Waseda University’s Office of Promotion for Equality and Diversity (2021), and *the Support Guide for Sexual Minority Students and the Allied Students Ver. 4* published by Waseda University GS Center (2021). We would like to express our gratitude to them.

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The ratio of LGBTQ in the entire population

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