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**Basic Policies and Guidelines Concerning Education and Research to Accommodate Diversity
in Sexual Orientation and Gender Identity (SOGI)**

Kwansei Gakuin University

Kwansei Gakuin formulated a “Building an Inclusive Community” statement in September 2010 (revised in March 2014) with the aim of creating a community without borders, which regards diversity as strength. In that statement, we declared that we will strive to respect the differences of the members of the Kwansei Gakuin community (students, pupils, kindergarteners, faculty, staff, alumni, and their families), who differ from one another not only according to gender and age, but also according to nationality, race, ethnicity, place of origin, primary language, religion, physical or mental characteristics, and sexual orientation, and that we will strive to build an environment which allows each individual member to demonstrate their talents.

Furthermore, in order to ensure respect for diversity of sexual orientation and gender identity ([SOGI*](#) diversity), we have enacted the following seven policies in the “Kwansei Gakuin Basic Policies and Code of Conduct for Achieving an Inclusive Community.”

- 1) Students are allowed to use an alias based on their gender identity at school.
- 2) To ensure that a member’s gender information is not disclosed in a manner unintended by the member themselves, we will handle personal information, including gender information, with care, and gender-related information will not be collected except in essential cases. In addition, in situations where it is necessary to collect gender-related information, we will leave the answer field blank (free description) and include “do not want to answer” among the options, to allow respondents to answer with the gender they self-identify as.
- 3) We will guarantee the freedom of members to make SOGI-related disclosures as an individual right.
- 4) We will give as much consideration as possible to diversity of SOGIs in school facilities, such as restrooms and locker rooms, regular health checkups, and classes such as physical education, which have heretofore been based on classification by gender.
- 5) We will provide counseling with regard to job hunting and internships that takes various SOGIs into account in cooperation with relevant departments, both internally and externally.
- 6) We will give as much consideration as possible to the diversity of SOGIs in the application of member benefits, as well as the use of gender-based designations in the classroom and the

workplace.

- 7) We will conduct training about specific cases and responses for the supporters who handle SOGI-related consultations (faculty and staff members at the Student Support Center and Harassment Counseling Center).

These guidelines summarize basic considerations and responses in order to ensure that we - the faculty and staff of Kwansai Gakuin University who belong to Kwansai Gakuin - can treat our students with diverse SOGIs with respect, in accordance with the philosophy of an inclusive community. Please make use of the glossary of terms and on-campus consultation services, as well.

Basic considerations and responses to students required of faculty and staff

1. Always treat students as though there are LGBTQ+* members among them.

Do not assume heterosexuality or a gender binary*, but rather, speak and act with consideration for diverse gender identities, gender expressions, sexual orientations, and physical sexual characteristics. Specifically, always act in accordance with 2–7 below. If a third party points out to you that you have accidentally said or done something inappropriate, apologize and correct it immediately and on the spot, rather than making excuses.

2. Do not try to unnecessarily determine gender.

As a general rule, do not mention the gender of attendees when giving class instructions or chatting. If information on gender is to be collected, the reason for this should be clearly stated and the questions should be designed to allow for answers in a form that is optimized for the information to be collected.

3. Do not use words or gestures that may have discriminatory meanings.

Terms such as “homo,” “lez,” “onee,” “okama,” “acchi” and “socchi” may be discriminatory. If you notice discriminatory or exclusionary language or behavior by students, do not overlook it, but point it out.

4. When taking attendance, be considerate of student names.

In Japanese, common honorific titles (e.g., “-san”) are used rather than titles that express gender. In classes conducted in a foreign language, respect the wishes of each attendee regarding how they would like to be addressed - for example, Mr., Ms., he, she, or the third-person singular they*.

5. Maintain strict confidentiality.

Take care to ensure that information regarding a student's gender and sexual orientation is not disclosed in a manner unintended by the student. For LGBTQ+ students in particular, information about their sexuality is a matter of human dignity as well as their safety in everyday life. Be aware that if a student is [outed*](#), it is possible that not only will they become unable to attend class, but also that their life and livelihood could be threatened.

6. Act with consideration in off-campus education and research activities as well.

Act in accordance with the aforementioned points during off-campus educational and research activities such as seminar camps, overseas training, surveys, and presentations at academic conferences. When overnight stays are involved, consideration should be given to rooms, bathrooms, changing clothes and other matters, in accordance with the wishes of the participants. However, since it may be onerous for the parties involved to make and coordinate such requests, efforts should be made to make it as simple as possible for everyone to be accommodated, such as first considering whether everyone could stay in individual rooms, etc.

7. If a student asks for help

What is important is to provide an appropriate response and support for the problems that the individual is having in their student life. Show that you are willing to be there for them, and that you are making an effort to understand. Since this is an issue that deeply affects the lives and well-being of students, as a rule, faculty members should not handle such matters alone, but work in cooperation with School offices and other offices (hereinafter referred to as "the office"). Since students themselves are often unclear about what they want to do or what they want to be done, take the following steps.

- 1) Confirm what the student is having trouble with and what they want to do about it going forward.
- 2) Tell the student that you will try to handle the issue in accordance with their wishes,
- 3) Make sure of the extent to which they are willing to share this information with the office and other relevant organizations within the university, and obtain their consent to share it. If consent is obtained, take steps 4) through 6) within the extent of such consent.
- 4) After consulting with the student, please inform the office and relevant campus organizations of the fact that you have done so, as well as the content of the consultation, if necessary. Where appropriate, you may do so without identifying the student.
- 5) If you have any questions about how to handle an issue, please consult with the office each time.
- 6) Tell the student to consult with the office and relevant campus organizations if they need to

do so. The staff member at each consultation service contact point will accept the consultation, while taking care to maintain the student's anonymity, and will refer the student to another faculty member or contact point if they so choose.

Examples of improvements that should be made

- Assuming students' gender on the basis of names, clothing, etc., and addressing them in ways such as "that girl"
(this can be rephrased as "the person wearing so-and-so," for example)
- Giving instructions such as "split into half in male and female groups"
(this can be rephrased as "split into groups of people with different characteristics," for example)
- Asking an androgynous-looking student if they are male or female, etc.

Use of aliases (assumed names) by students

A student may use an alias on campus if they so request. If a student with gender dysphoria wishes to use an alias, tell them to consult with the office. The consent of the student's guarantor (seal or signature) is not required.

If a student uses an alias, the alias will be used for all references to the student within the university, unless the student chooses to use a different name for their diploma, etc., and communications from the university to the student's guarantor will also be made under the alias.

Changes of gender by students

The student information maintained by the university is registered with the student's gender in the family register. This is necessary information to consider the provision of comprehensive student support services and for use as statistical data. However, the student ID card issued by the university and the student register maintained by class instructors do not include a gender field.

Please note that if a student has not changed their gender on their family register, they will not be able to change their gender registered with the university. If you receive a request from a student who wishes to change their gender as registered with the university, tell them to bring documentation showing the change in their family registry and to consult with the office.

Consultation services

School/Graduate School Offices

If students wish to receive considerations, responses, or guarantees of rights related to diversity, including gender and sexuality, in connection with classes or research, they may consult with the relevant office.

Organization for Student Activity Support, Campus Empowerment Office

https://www.kwansei.ac.jp/students/students_018082.html

The Organization for Student Activity Support supports every aspect of student life, from environmental to financial. The Campus Empowerment Office, which operates within this organization, works with each department to provide smooth academic support for students with disabilities, in addition to providing academic support to meet the individual needs of students who require consideration.

Health Care Center

The Health Care Center supports the healthy lives of students, faculty and staff, and also provides medical care for treatment of illnesses. The Center is available to handle all health-related consultations. Contact: 0798-54-6035

Harassment Counseling Center

<https://ef.kwansei.ac.jp/efforts/harassment>

Specialized counselors are available for harassment-related consultations.

Contact: ch-soudan-center@kwansei.ac.jp

About the University's Human Rights Awareness Activities

Institute for Human Rights Research and Education

https://www.kwansei.ac.jp/r_human

This organization supports human rights education and research at Kwansei Gakuin University. It offers human rights education courses for all students, plans and holds lectures on human rights issues twice a year, and organizes Kwansei Gakuin Rainbow Week. It also publishes "LGBTQ+ Alumni Life Stories" (accessible from the website of the Institute for Human Rights Research and Education).

Barrier-free Map

https://www.kwansei.ac.jp/cms/kwansei/pdf/access/barrier_free_map.pdf

Information on the current barrier-free status and evacuation sites, etc. of each Kwansei Gakuin University campus. The locations of multipurpose toilets and other facilities can also be checked on the map.

Glossary

The four components of sexual identity

To understand the diversity of an individual's sexuality, it is possible to divide their sexual and gender identity into the following four components.

- **Biological sex:** Gender assigned at birth. Often determined by external genitalia at birth, but internal genitalia, sex chromosomes, and sex hormones can also be considered. Note that not all biological elements characteristic of either sex are necessarily present.
 - **Gender identity:** What gender the individual identifies as
 - **Gender expression:** How the individual refers to themselves in the first person, how they define themselves with clothes, and how they express their own gender in life in society
 - **Sexual orientation:** To whom the individual is or is not emotionally and sexually attracted.
- Each component is diverse in itself, as are the ways in which they can be combined. It is important to develop a common understanding from the perspective that the question of sexual identity is relevant to all people, not just "sexual minorities."

LGBTQ/LGBTQ+

LGBT is an acronym for lesbian (female homosexual), gay (male homosexual), bisexual, and transgender, and is widely used to refer to people whose sexual orientation or gender identity differs from the prevailing societal attitudes and expectations. The terms LGBTQ, LGBT+, and LGBTQ+ are also sometimes used to include Questioning (people whose sexual identity is not fixed) or Queer (a term that includes a more diverse range of sexuality without assuming a fixed identity).

Transgender

Refers to a person whose self-identified gender differs from their gender assigned at birth, or to that state. Although it overlaps with the medical concept of "gender identity disorder" to some extent, not all transgender people necessarily have a consistent gender identity as "male" or "female," nor do they necessarily want to be treated as "male" or "female."

In addition to the usage in which those who transition from male to female are called "MTF" and those who transition from female to male are called "FTM," (generally it is preferred that these expressions not be used by people other than the individuals concerned) the former can also be referred to as "trans women" and the latter as "trans men." In the field of psychiatry, the concept of "gender dysphoria" (a state of feeling a discrepancy between one's sex assigned at birth and one's gender identity) has been used rather than "gender identity disorder," and gender dysphoria itself is not considered a mental disorder.

Transgender is an umbrella term (an all-encompassing term), and the prevailing thinking is binary

transgender and nonbinary transgender exist as categories of transgender people.

Cisgender

The opposite concept to transgender, referring to a person whose self-identified gender matches their gender assigned at birth, or to that state. Conventionally, it was believed that the state of having one's assigned gender at birth coincide with one's gender identity was "normal," and no identifying term existed for it. By giving this state the name "cisgender," it is now possible to consider what has been considered "normal" as one of a variety of gender identities.

Gender binary

A social norm that requires that gender identity must be clearly either "male" or "female," and that a person's gender identity must match their physical characteristics.

Non-binary

A person whose gender identity does not fit into the distinction of "male" or "female" - i.e., neither, either, in between, undecided, etc. - is called "non-binary." In Japan, the term "X-gender" is also used.

Like transgender, non-binary is strictly an umbrella term (an all-encompassing term), within which there are even more fine-grained labels such as "genderqueer," "agender," "bi-gender," and so on. As such, it is important to note that simply hearing the label "non-binary" does not imply a full understanding of a person's gender identity.

Asexual/aromantic

A person who has no sexual interest in other people is called "asexual," and a person who has no romantic interest in other people is called "aromantic." The "a" here is the English negatory prefix "a."

Pansexual/panromantic

In developing a romantic feeling or a sexual interest, a person who can experience sexual attraction to people of all genders, regardless of categories such as male or female, is called "pansexual," and similarly, a person who can feel romantic affection to people of all genders, regardless of categories such as male or female, is called "panromantic."

Third person singular "they"

In English, there is a usage in which "they" is used as a personal pronoun that does indicate a binary gender distinction of "male" or "female" in the third person singular ("be" takes the same

form as the third person plural — “are”).

SOGI

An acronym that stands for Sexual Orientation and Gender Identity. While LGBT is a concept that refers to the identity of a specific minority group, SOGI is used as a concept that encompasses the sexual and gender characteristics of all people. The generic term “SOGIE,” encompassing Gender Expression, is also used.

Outing

Outing refers to the act of revealing information about someone’s sexual or gender identity that has not been disclosed to others, either against the person’s will or without confirming their intentions. Gendered addressing of students by faculty members (“-kun”, “Miss,” etc.) may also lead to outing. Outing may result in a loss of educational opportunities for sexual minority students (e.g., being unable to attend classes) and, in the worst case, may constitute a serious, life-threatening violation of their human rights.

If a student has come out to you and you are worried about what to do, it is not “outing” them to consult with an on- or off-campus counseling service that is obligated to maintain confidentiality.

Allies

This refers to those who work to understand and provide support for sexual minorities.

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