

# Guide to Consideration and Accommodation for LGBTQ+ Students

4th Edition

In 2017, Waseda University announced its “Promotion of Diversity Declaration,” solidifying its commitment to “create an environment in which all members of the University, their dignity and their diverse values and lifestyles being respected, can make the most of their individuality and abilities.” However, there are individuals who are troubled by misunderstandings and assumptions regarding gender and sexuality and who feel uncomfortable with social assumptions related to heteronormativity, gender binarism, and cis-normativity\*, and as a result face challenges in everyday life. For LGBTQ+ students, information about gender is intertwined with their personal dignity, values, and way of life. Transgender students, whose self-identified gender differs from the sex assigned at birth, often face hindrances in the form of non-coed classes, single-sex facilities, and other instances in which students are separated based on sex.

It is important to be knowledgeable of key information regarding considerations and accommodations for students and to work closely with them to overcome hardships. Please use this guide to help allow our diverse student body comfortably attend university and get the most out of their student lives. Please also refer to the “Support Guide for LGBTQ+ Students and Allies” (for students) issued by the GS Center.

\*Cisgender people are individuals whose gender identity matches their sex assigned at birth.

**Harm inflicted by actions or remarks pertaining to gender and sexuality does not only apply to LGBTQ+.**

## Index

- P2.3 ● Elements that Constitute Gender ● Terminology ● Counseling Services
- P4.5 ● Examples of Discriminatory Actions Toward Students
  - If a student reaches out to you for consultation
  - Comments from Students who have Felt Supported by the Consideration of Others
- P6 ● Major University Initiatives Related to Gender and Sexuality

## Basic Considerations and Accommodations

- 1 Consider it a given that there are LGBTQ+ present.**  
Do not speak with social assumptions related to gender binarism, heteronormativity, and cis-normativity, and do not act or speak in a way that negates a person’s identity.
- 2 Do not assume a person’s gender or sexuality based on their appearances or name.**
- 3 When addressing students, use universal honorifics or address them according to their preferences.**
- 4 Do not use discriminatory gestures or slurs such as “faggot,” “homo,” “lez,” and “those people,” and instruct students to do the same.**

### Contact Information

Office for Promotion of Equality and Diversity, Waseda University

**E-mail** [diversity@list.waseda.jp](mailto:diversity@list.waseda.jp)

**TEL** 03-5286-9871 (Ext.71-5142)

**Web** <https://www.waseda.jp/inst/diversity/en/>



\* This guide will be updated regularly to reflect expanded support initiatives and considerations. Please direct feedback to the Office for Promotion of Equality and Diversity. The unauthorized reproduction or use of the contents / images in this guide is prohibited.

(Published in March 2021)

# Elements that Constitute Gender

An individual's sexuality is comprised of a combination of four elements. Each element and their combinations represent a diverse spectrum, and therefore sexuality differs depending on the person.

- **Gender Identity:** A person's perception of having a particular gender
- **Sexual Expression:** How a person expresses themselves as a sexual being in society through physical movement, clothing, makeup, hairstyle, language, etc.
- **Physical Sex:** The characteristics of a person's birth sex and their biological gender characterized by secondary sexual characteristics
- **Sexual Orientation:** A person's sexual preference, or, in other words, the gender to which the person is attracted

## Terminology

### SOGI

SOGI (pronounced so-jee) is an initialism that stands for sexual orientation and gender identity. SOGI is an important inclusive term that represents all sexualities and is widely used in the international community when addressing human rights issues. The initialism may also include "E" from "gender expression" and be presented as SOGIE.

### SO Sexual Orientation

The pattern of someone's romantic or sexual attraction

**Lesbian**

**Gay**

**Bisexual**

**Pansexual**

A person who has a romantic or sexual attraction towards all people regardless of gender Aromantic

**Aromantic**

A person with little to no romantic interest towards others regardless of gender

**Asexual**

A person with little to no sexual attraction towards others regardless of gender

**Heterosexual**

A person sexually attracted to the opposite sex  
etc.

### GI Gender Identity

How someone perceives their gender

**Transgender**

A person who lives or wants to live with a gender identity that differs from the sex they were assigned at birth (on their family register, for example). A transgender person whose gender identity is female is a trans woman (MtF: male to female) and a transgender person whose gender identity is male is a trans man (FtM: female to male). A person who feels they are not exclusively masculine or feminine, or exists outside the gender binary, is X-gender or non-binary.

**Cisgender**

Cisgender people are individuals whose gender identity matches their sex assigned at birth.

etc.

\*There are various expressions of sexuality, and therefore one cannot judge whether someone is transgender or cisgender based on appearances.

### SO/GI

**Questioning** A person without a set sexual orientation or gender identity

**Queer** A general term for sexual minorities

etc.

SOGI is a concept oppositional to the notions of gender binarism, the strict classification of gender as either male or female, and the assumptions of heteronormativity and cis-normativity.

## LGBT

LGBT is an initialism that stands for lesbian, gay, bisexual, and transgender and is commonly used as an inclusive term for sexual minorities. The initialism may be presented as LGBTQ to including “questioning” — those without a set sexual orientation or gender identity — and “queer” — a general term for sexual minorities. The initialism can also be presented as LGBT+ or LGBTs to represent the spectrum of sexuality.

**In contrast to LGBT, which focuses on individuals, SOGI is an inclusive term that represents all individuals regardless of their pattern of romantic or sexual attraction or how they perceive their gender. The initialism of LGBT attempts to categorize people, but individuals who are not grouped into these categories may feel this matter is irrelevant to them, so including all individuals with SOGI makes it relevant to everyone.**

## Coming out

The act of disclosing one’s sexuality. The act of coming out does not necessitate the disclosure of one’s sexuality to a large, unspecified number of people.

## Outing

The act of revealing the sexuality of an individual who has not come out and without their permission. An example of outing would be if a student discloses their sexuality to a friend who, without their permission, reveals this information to faculty or other individuals. The ways in which faculty address students can also lead to instances of outing. Outing destroys trust between people and can lead to psychological damage and feelings of isolation. In worst cases it can lead to death, and therefore needs to be treated as a serious violation of a person’s human rights.

\* After someone has come out to you, consulting with on- or off-campus institutions that have a duty of confidentiality will not be regarded as “outing.”

## ALLY

A term referring to a person who understands LGBTQ+ and supports LGBT social movements.

## SOGI Harassment

In June 2020, the amendment to the Labor Policy Comprehensive Promotion Act, commonly known as the Power Harassment Prevention Act, took effect, and therefore measures to prevent harassment in the workspace were enhanced to recognizing "SOGI harassment" – harassment based on sexual orientation and gender identity – and "outing" as forms of power harassment.

- [Reference Materials and Documents]
- “Basic Plan Regarding Gender Identity and Sexual Orientation in Tokyo,” Dec. 2019, Tokyo
  - “Employee handbook on gender identity and sexual orientation,” March 2020, Tokyo
  - “Eliminating prejudice and discrimination based on sexual orientation and gender identity,” April 2015, Ministry of Justice (See Feb. 16, 2021) [http://www.moj.go.jp/JINKEN/jinken04\\_00126.html](http://www.moj.go.jp/JINKEN/jinken04_00126.html)
  - “Measures to prevent harassment in the workplace have been enhanced from June 1, 2020!” Prefectural Labor Bureau Employment Environment and Equality Department (Office), Ministry of Health, Labour and Welfare. Created October 2020 (See Feb. 16, 2021) <https://www.mhlw.go.jp/content/11900000/000683138.pdf>
  - “Guide to Making an LGBT-Friendly Work Environment, According to Lawyers,” Dec. 2019, Lawyers for LGBT & Allies Network

## Counseling Services

Section / Consultation content	Contact Information
<p><b>Gender and Sexuality Center</b> (Bldg. 10, 2nd Floor)</p> <p>Specialist staff consult with students about questions, discomfort, or concerns related to gender or sexuality. (Consultation for faculty and staff regarding student accommodation is also available.)</p>	<p><b>Operating hours</b> Mon-Fri 9 am-5 pm</p> <p><b>E-mail</b> <a href="mailto:gscenter@list.waseda.jp">gscenter@list.waseda.jp</a></p> <p><b>Web</b> <a href="https://www.waseda.jp/inst/gscenter/en/">https://www.waseda.jp/inst/gscenter/en/</a></p> 
<p><b>Health Support Center</b> <b>-Student Counseling Room</b> (Bldg. 25-2 6th Floor)</p> <p>Responds to all concerns related to student life.</p>	<p><b>Operating hours</b> Mon-Fri 9 am-12 pm, 1 pm-5 pm Sat 9 am-1 pm</p> <p><b>TEL</b> 03-3203-4449[Reservation Priority]</p> <p><b>Web</b> <a href="https://www.waseda.jp/inst/hsc/en/information/counseling">https://www.waseda.jp/inst/hsc/en/information/counseling</a></p> 
<p><b>The Office of Compliance</b> (Harassment Prevention Committee Office)</p> <p>Responds to consultation requests related to harassment. May receive consultation anonymously. [reservation required]</p>	<p><b>Operating hours</b> 9:30 am-5 pm(excluding weekends, public holidays, and university holidays)</p> <p><b>E-mail</b> <a href="mailto:compliance@list.waseda.jp">compliance@list.waseda.jp</a></p> <p><b>Web</b> <a href="https://www.waseda.jp/inst/harassment/en/">https://www.waseda.jp/inst/harassment/en/</a></p> 
<p><b>[External]</b> <b>NEC VALWAY, Letd. (Contractor)</b></p>	<p><b>Operating hours</b> 8:30 am-7 pm(excluding weekends, public holidays, and New Year’s holiday)</p> <p><b>TEL</b> 0120-123-393 *English and Chinese support available</p> <p><b>Web</b> <a href="https://koueki-tsuhou.com/WFcxVtaEFdCd/en/">https://koueki-tsuhou.com/WFcxVtaEFdCd/en/</a></p> 

# Examples of Discriminatory Actions Toward Students

\*The following considerations and responses are necessary. Each example references actual incidents reported to the Gender and Sexuality Center.

Case 1

Someone assumes there are no LGBTQ+ present and says, "I doubt there are any [sexual minorities] here, but..."

→ Please refrain from making comments that negate the existence of people who are LGBTQ+. (It is not possible to judge whether someone is LGBTQ+ based on appearances)

Case 2

In class, a student is addressed based on their sex, such as "that guy over there in the back."

→ Address students by name, or walk up to them and address them as "you." You can also address students based on the color or style of their clothing. When addressing students by name, use universal honorifics such as "san." In classes that are not conducted in Japanese, address students using their preferred title or pronoun: Mr., Ms., he, she, etc. Faculty can create opportunities for students to inform them of their preferred pronouns through e-mail or paper questionnaires.

Case 3

In class, a student is told to split into groups with a 1:1 ratio between men and women and therefore does not know how to proceed.

→ Instead of asking students to split into groups based on sex, ask them to form groups that best allow for a diverse range of ideas.

Case 4

At a seminar camp, lodging space is assigned based on sex, without consideration of students' preferences.

→ Some students want consideration, so create opportunities for students to communicate their preferences. When a student makes a request, speak with them to determine the problem and formulate a detailed consideration or accommodation. The extent to which a person has come out, as well as their specific circumstances, depend on the person. Therefore, you must respect the wishes of the individual and respond accordingly.

Case 5

A student is mocked for their androgynous appearance or movements and is expected to act in a feminine manner.

→ Do not promote stereotypes based on a person's sex and respect everyone's diverse spectrum of individuality. Instruct students to do the same.

Case 6

In a seminar, a student mocks another student with a discriminatory gesture or slur, such as "homo" or "lez," but the present faculty does not reprimand the offender.

→ Understand what are considered discriminatory slurs and gestures and point out to students that slurs such as "homo" and "lez" are disrespectful and unacceptable.

**\* If you accidentally say or do something that is inappropriate, apologize and correct yourself immediately on the spot.**

## Comments from Students who have Felt Supported by the Consideration of Others

In my first language class, the teacher distributed a questionnaire to ask for our preferred pronouns. This put me at ease and allowed me to focus on my studies.

My instructor respected the confidentiality of my personal information after I came out to them. This put me at ease.

During class, the instructor informed us that they have supported a number of LGBTQ+ students. This made it easier for me to come out.

I was worried that, as a transgender person, I would face difficulties during my training to become a teacher, but I was able to succeed without difficulties thanks to the support of faculty and staff.

## Consultation example related to online classes

### Case 7

In a class where a student's name and appearance are displayed on screen in accordance with the student register, a student is distraught because the sex implied by their name conflicts with their appearance.

→ Some students want accommodation, so if a student consults with you, respond in a way that allows the student to attend the class comfortably.

### Regarding displayed names

**[Collaborate]** This is accessed via Waseda Moodle and thus associated with the registered user, automatically displaying on screen the user's name as indicated in the student register. Entering via a guest link allows one to freely input their display name. For information about what to be wary of when providing accommodations by using guest links, please contact the Office for Promotion of Equality and Diversity.

For detailed information regarding all functionalities, please refer to "Teach Anywhere (Online Lecture)"



### [Zoom]

Zoom can be linked to Moodle. As with Collaborate, when entering via Waseda Moodle, the user's name that is registered with the University will be displayed. Participants can freely input their name, so when managing attendance, for example, inform students how to input their names.

### Case 8

Classes conducted via zoom may not permit a student to join if their display name does not match their name indicated in the student register, and therefore the student hesitates to participate.

→ For students who want accommodation, verify their inputted display name beforehand and allow them to join using their preferred name.

### If a student reaches out to you for consultation:

LGBTQ+ students may be wary of consulting with others out of fear of prejudice or a lack of understanding. If they have the courage to confide in you, it is important to think through their issue with them. After verifying what is troubling them and how they would like to proceed, communicate that you want to help. If specific response measures are necessary, confirm with them to what extent they are comfortable sharing information. If you have questions regarding how to respond, please contact the GS Center. (Online consultation is also available)



At a drinking gathering for my seminar, the instructor reprimanded classmates who were telling "gay jokes." Thanks to my instructor, I was able to enjoy the gathering.

My instructor demonstrated awareness and sensitivity towards LGBTQ+, despite the class not being related to the topic. That made me happy.

My career adviser informed me that they are an "ally," which made it easier for me to consult with them.

As a transgender student, I was worried about attending a seminar camp, but I consulted with faculty regarding lodging and bathing arrangements and we came up with a solution that put me at ease and allowed me to get the most out of the camp.

The establishment of the GS Center has created more opportunities to learn about academic discussions pertaining to gender and sexuality and people's personal experiences. Because of this, I feel like I am welcomed at the university.

# Major University Initiatives Related to Gender and Sexuality

<https://www.waseda.jp/inst/diversity/en/support/sexual-minority/>



## Handling Personal Information Pertaining to Sex

For LGBTQ+ students, information about gender is intertwined with their personal dignity, values, and way of life. If circumstances require you to obtain this information, make sure to handle this information with the utmost care, just as you would with basic personal information. Students often come out to faculty during consultations, and information obtained during these discussions must be handled with the utmost care. Information pertaining to sex is not indicated on attendance rolls or certificates (with some exceptions). The University is conducting a university-wide initiative to minimize the collection of information pertaining to students' sex.

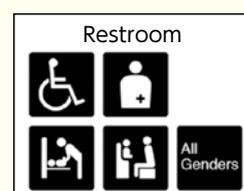
## Providing gender-neutral / accessible restrooms and changing rooms

We have installed gender-neutral / accessible restrooms and multipurpose changing rooms on campus. An original "All Genders" sign is affixed to these installations, and they can be used by anyone regardless of gender.

### 〈Waseda University Accessibility Map〉

A map listing the latest information on barrier-free features and daycare facilities, as well as gender-neutral / accessible restrooms.

[https://www.waseda.jp/inst/diversity/en/support/accessibility\\_map/](https://www.waseda.jp/inst/diversity/en/support/accessibility_map/)



▲Gender-neutral / accessible restroom

## Issue of "Guide to Consideration and Accommodation for LGBTQ+ Students" for faculty and students (this pamphlet)

This pamphlet highlights points to consider for the classroom and student life so that a diverse range of students can comfortably commit to their studies and university life. After reviewing the "Basic Considerations and Accommodations" on the top page and acquiring a basic understanding, please use this guide to respond appropriately.



## Providing faculty and staff with seminar and training to deepen understanding of diversity and inclusion

We provide the online contents "Diversity and Inclusion Seminar", which is compulsory for all faculty and staff (from 2020), and the "Ally Cultivation Training" for staff (from 2021) to deepen their understanding of diversity and inclusion and enable them respond appropriately.

## Issue of "Support Guide for LGBTQ+ Students and Allies" for students (GS Center)

This pamphlet contains information about student support initiatives and response measures for student life, as well as information about consultation support; gender and name management, such as the use of aliases; health examinations; room allocation when using seminar houses; and job-hunting and study-abroad support. For detailed information about these support initiatives and whom to contact for inquiries, please refer to this guide.

## Providing open courses related to diversity, gender, and sexuality

Thanks to the support of the Waseda Supporters Club (WSC), the University offers the open courses "Learning Diversity" and "Law and Society in the Context of Gender Equality." You can find a list of recommended courses for learning about diversity on our website.

## Obtainment of "PRIDE Index" recognition

To create a "campus environment" where a diverse range of students can comfortably commit to their studies and student life, and a "work environment" that is comfortable for a diverse range of faculty and staff, the University is using the PRIDE Index evaluation guidelines to apply for recognition.

[PRIDE Index]

Established by the private organization work with Pride, this index evaluates LGBTQ+ initiatives in the workplace. There are five indexes — policy, representation, inspiration, development, and engagement / empowerment — each of which have their own assessment standards. A point is awarded for each fulfilled index, with gold status awarded for five points, silver for four points, and bronze for three points.