

Attention, Students!

A DE&I Guidebook

for Promoting Inclusive Practices around Gender and Sexuality in Student Circles and Extracurricular Activities



The Ally
Circle Project

GSセンターってなに？ What Is the GS Center?

GSセンターは、早稲田大学のLGBTQ+（性的マイノリティなど）学生や、ジェンダー・セクシュアリティに関心のある全ての人（アライ含む）の居場所であり、誰もが自由に利用できるセーフスペース兼リソースセンターです。2015年3月Waseda Vision 150 Student Competitionにて、『日本初！LGBT学生センターを早稲田に！』と題した企画が総長賞を受賞しました。それをきっかけに、学生部のスチューデント・ダイバーシティ・センター内に、「ICC（異文化交流センター）」、「アクセシビリティ支援センター（ARC）」に加え、ジェンダー・セクシュアリティに関するリソースセンターとして2017年4月に「ジェンダー・セクシュアリティ・センター（GSセンター）」を開設しました。

The Gender and Sexuality Center (GS Center) is a safer space and resource center for LGBTQ+ students and everyone who is interested in issues related to gender and sexuality, including allies to the LGBTQ+ community. In March 2015, a student group, Diversity Waseda proposed the creation of the "first LGBT Student Center in Japan" at the Waseda Vision 150 Student Competition and won the President's Award. In April 2017, the Gender and Sexuality Center was established within the Student Diversity Center, along with the preexisting Intercultural Communication Center (ICC) and Accessibility Resource Center (ARC).



GSセンターでできること Services



個別相談
Individual
Counseling



コミュニティ
Community
Space



図書利用
Library



イベント
Events

Main Site

Toyama Campus
The Student Center (Building 30), F1, Room 103



No appointment is
needed to visit the Center

Satellite Site

Waseda Campus
Building 10, F2,
Room 213



Instagram



Website



note



Newsletter



Gender:

1. The socially constructed understanding of attitudes, emotions, and behaviors in a given culture that are typically associated with a person's sex assigned at birth. In this context, gender is often defined according to the binary gender system that recognizes two genders: women and men.
2. How a person identifies and expresses their gender. In this context, gender is not necessarily defined by the binary gender system of women and men.


Sexuality:

It refers to who a person is sexually, and/or romantically attracted to, and not attracted to. It also includes types of sexual and romantic acts and relationships a person desires and does not desire.

For details, go to page 5.



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DE&I in the area of Gender and Sexuality:

Diversity: to recognize diverse identities related to gender and sexuality, including LGBTQ+ identities.

Equity: to provide “fair” support and systems rather than focusing on “equal” treatment, based on the specific needs of individuals and groups, in order to remove the challenges caused by bias and discrimination.

Inclusion: to create a culture and environment where individuals of diverse gender and sexual identities, including LGBTQ+ people, can safely express themselves and pursue self-actualization.

The Ally Circle Project

Purpose:

To promote the creation of safer and more affirming environments in student circles and extracurricular activities for everyone, including LGBTQ+ people.

Project background:

The following problems at Waseda's circles and extracurricular activities exemplify why DE&I in the area of gender and sexuality is a necessity.

1. The systems and behaviors that are based on the gender binary and cisgender supremacy. (See page 6 for details for "cisgender")

Preparing only "women's" and "men's" changing rooms and overnight camp loading arrangements undermines the comfort of non-binary individuals and the privacy needs of others.

2. Heteronormativity and amatonormativity (*1) (*2)

At the parties for the circles and extracurricular groups, when topics like romance and sexual activities come up, there might be an assumption that everyone falls in love with and has sex with people of the "opposite" gender. As a result, those who are attracted to people of the same gender and those who are not attracted to others romantically and sexually are overlooked and excluded.

3. Sexism based on biases

Gender-based biases, such as "men should not show their weaknesses" and "women are not suited to be leaders," dismiss individual differences.

*1: Heteronormativity is the assumption that everyone is heterosexual and heteroromantic, and that being hetero is the standard in society.

*2: Amatonormativity is the assumption that everyone should and should want to be in a monogamous, romantic, and long-term relationship.

What Might Be Causing Those Problems?

There may be barriers preventing members of the circle and extracurricular groups from recognizing the problems described above. Alternatively, even if they are aware of them, they may not know how to address or mitigate them. The following points may help explain why this could be the case:

- The assumption that LGBTQ+ people are not present in their immediate environment.
- The lack of understanding that non-LGBTQ+ people could also be negatively affected by these problems.
- The lack of opportunities to learn about gender and sexuality.

Since the circles and extracurricular activities are student-driven, it is necessary to raise awareness and deepen understanding among all participating students.

Want to learn more? Read an article on Waseda Weekly (in Japanese only):
Make Your Circle and Extracurricular Activities More Comfortable! Learn What
You Can Do to Affirm Diversity.



LEARN about Gender and Sexual Diversity

To address the problems described on the previous page, it is important to learn about gender and sexual diversity. To help create an affirming environment for LGBTQ+ people, we invite you to start by learning some basic terms.

Elements of Gender and Sexuality

*In this section, “gender” does not refer to binary gender.

Gender identity:

One’s inner understanding of who they are in terms of gender. Gender identity does not have to “match” one’s sex assigned at birth.



Gender expression:

One’s external presentation of gender, such as clothing, appearance, and behavior.



Sexual orientation:

One’s sexual attraction, or the lack thereof, to others, based on aspects of gender, such as gender identity and gender expression.



Romantic orientation:

One’s romantic attraction, or the lack thereof, to others, based on aspects of gender, such as gender identity and gender expression.

Sex assigned at birth:

The designation of one’s sex by a doctor or midwife at birth, often based on visually recognizable physical sex characteristics, such as genitalia.



Basic terms

*Many other identities and experiences of gender and sexuality are present.

**The simple explanations are provided in this section.

◆ LGBTQ+:

A term used as a unifying umbrella by people who have experienced oppression and marginalization targeting their identities and conditions of gender and sexuality. It is an acronym that stands for Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning, with the plus symbol (“+”) representing the inclusion of many other non-normative identities and experiences of gender and sexuality.

◆ LGBTQ+ students' ally:

At the GS Center at Waseda University, an ally to LGBTQ+ students is understood as someone with a mindset of seeking to understand and empathize with LGBTQ+ people or who explicitly demonstrates such a stance.

◆ Queer:

An identity and experience of gender and sexuality outside the social norms.



◆ Progress Pride Flag:

It is a worldwide symbol of the LGBTQ+ community.

◆ Questioning:

A person who is uncertain about, or is reexamining, their identity and experience of gender and/or sexuality. Some may experience this as a stepping stone, while others choose to remain in this state or recognize it as a lasting part of their identity.

◆ Lesbian:

A person who identifies as a woman or feels connected to womanhood and is romantically and/or sexually attracted to other women.

◆ Gay:

A person who identifies as a man or feels connected to manhood and is romantically and/or sexually attracted to other men.

◆ Bisexual:

A person who is sexually attracted to two or more genders. A person who is romantically attracted to two or more genders is called “biromantic,” but some bi people use the term “bisexual” as an umbrella term for those who are attracted to two or more genders sexually and/or romantically.

◆ Asexual:

A person who is not or is infrequently attracted to others sexually.

◆ Allosexual:

A person who is attracted to others sexually.

◆ Heterosexual:

A person who typically identifies with a binary gender and is sexually attracted to another binary gender that differs from their own.

◆ Aromantic:

A person who is not or is infrequently attracted to others romantically.

◆ Alloromantic:

A person who is attracted to others romantically.

◆ Heteroromantic:

A person who typically identifies with a binary gender and is romantically attracted to another binary gender that differs from their own.

◆ Transgender:

A person whose gender identity is different from the sex assigned at birth.

◆ Non-binary:

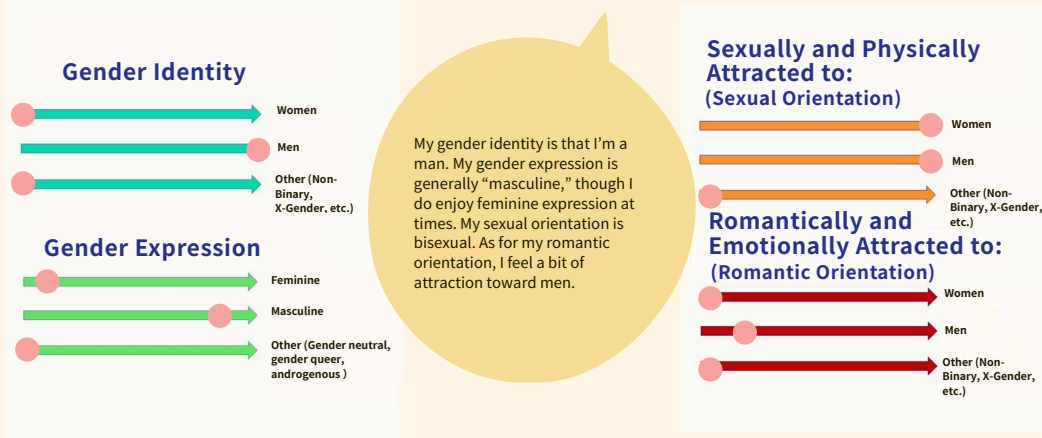
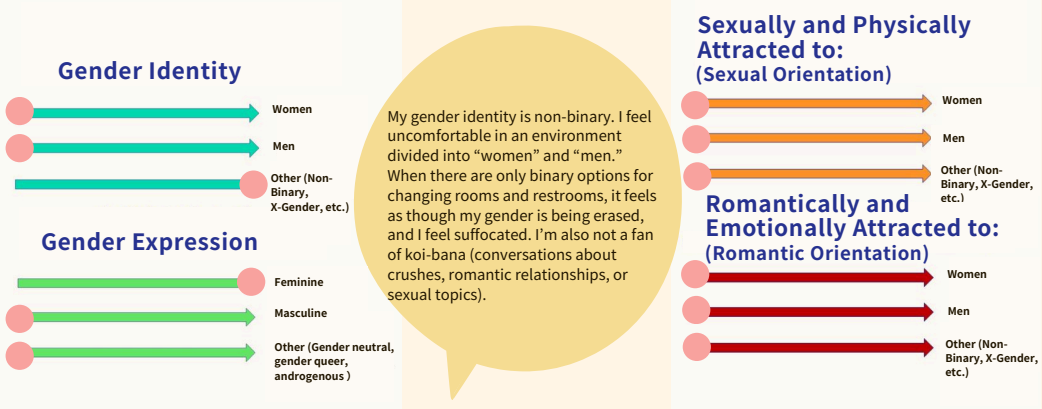
A person whose gender identity is outside the gender binary system. “X-gender” is a similar concept and a term coined in Japan.

◆ Cisgender:

A person whose gender identity matches the sex assigned at birth.

Examples:

These diagrams show that gender and sexuality consist of multiple elements, and that they are complex and diverse. Each arrow represents a sliding scale, with a circle placed along it to indicate how strongly a person experiences that element. By understanding where the circle is placed, or if it's not placed at all, we can view gender and sexuality as multidimensional rather than binary.



If you have never thought about your own elements of gender and sexuality before, please consider using this tool to see what comes up for you ✨

LEARN about Real-Life Examples of Obstacles and Unsettling Experiences



In this section, we address comments and behaviors related to gender and sexuality that may be inappropriate or harmful from a DE&I perspective.

The GS Center conducted an online survey, which was primarily publicized through our website. The survey was open to anyone, regardless of gender or sexuality, who had ever participated in Waseda University's circles or sports teams, such as current and former students from both Waseda and other universities, as well as individuals involved in the management of these groups, including non-students. We will share excerpts from the survey responses. The survey was conducted between June 3 and July 31, 2024. A total of 27 responses were collected.

*In this survey, "circle and sports team activities" refers not only to regular group practices and meetings, but also to events such as parties, social gatherings, shinkan (new member recruitment) activities (e.g., flyer distribution, welcome meals, trial participation), and other forms of communication related to the groups or teams.

Q In your circle or sports team activities, have you experienced any difficulties related to the inclusion of gender and sexual diversity? (Multiple responses allowed; N = 23)

- Comments, behaviors, and activities based on heteronormative assumptions, such as "do you have a boyfriend/girlfriend?" and "Who Would You Want as Your Boyfriend/Girlfriend? Ranking" (n = 14)
- Conversations proceeded based on the assumption that I and everyone present engage in romantic and sexual relationships (n = 12)
- Roles were divided and assigned based on gender (n = 10)
- Gender stereotypes were imposed (n = 9)
- Only binary gender options were available on membership and shinkan event registration forms (n = 8)

Other: I was addressed by pronouns that do not align with my gender identity; room assignments at the camp were arranged based on binary gender without considering individuals' preferences; game and competition categories were organized by binary gender; costumes, uniforms, and formal attire were designed and assigned based on binary gender.

The following are excerpts from the survey's free text responses.

Sexism Based on Biases

At a presentation event for a culture-type circle, a man who had repeatedly made discriminatory comments against women was allowed to present without any warnings or being reprimanded. Women were excluded from the presentation event, being told not to come.

At the presentation, comments such as "childbirth is a woman's instinctive duty."

There is an atmosphere in which men are the default choice for the circle leader, making it difficult for women to become leaders.

When I point out inappropriate or incorrect remarks about gender and sexuality to circle members, my comments are dismissed and trivialized. I sometimes even experience "mansplaining." (*3)

Discomfort and Pressure Caused by Gender Norms

Although I questioned the rules on outfits, such as men wear suits, and women wear dresses, and the "lady first" custom, I was unable to change them.

It does not sit well with me how the men members emphasize a "men's culture" through their behavior.

Discrimination Based on the Gender Binary System and Cisgender Supremacy (*4)

The group rejected someone's membership application based on the perception that they were not cisgender.

In dance choreographies, "women's moves" and "men's moves" are assigned in a binary manner without considering individual preferences.

At the info session, I felt suffocated by unconscious treatment of me as a "woman," such as the comment made to me that "it would have been nicer for you if there was a woman senior member," and when group assignments were made based on perceived gender.

There were situations where participation in activities was forced based on the binary division of men and women, reflecting an environment where heteronormativity and rigid gender norms are deeply embedded.

Senior members use "-kun" or "-chan" to address junior members (Although I asked, during introductions, to be called without honorifics, with "-san," or by nicknames, it was not adopted)

*3: Mansplaining is a blend of man and explaining. It refers to the act of a person living socially as a man giving unsolicited explanations on something to a person living socially as a woman, in a condescending manner that dismisses the woman's expertise, knowledge, and experience.

*4: Cisgender supremacy is the belief that being cisgender is naturally superior to not being cisgender, such as being transgender and non-binary.

Q

Have you ever decided not to join a circle or a team you wanted to, or joined but later quit, due to the difficulties you described in the previous question?

I have joined a circle or a team, but am currently thinking of quitting

11.1%

Yes
33.3%

I feel an emotional burden to have to “hide” my sexuality when someone asks me if I have a boyfriend although I have a same-gender partner. (*)

At the shinkan trial event, I felt uncomfortable being forcibly divided into women’s and men’s changing rooms. I had to give up on joining the circle. (*)

No
55.6%

(N=18)

These are linked to some students losing the opportunity to fully enjoy circle and extracurricular activities!

These are also connected to the circles losing interested and motivated prospective members!

A Common Misconception:

There’s no need for consideration or inclusive practices in our circle because we don’t have any LGBTQ+ members or requests for accommodations.

In reality...

“I’m afraid of the possibility of rejection if I come out to share that I am part of the LGBTQ+ community. What if I am no longer welcome?”

“I’m scared of being outed (to be revealed my LGBTQ+ identity without my consent).”

...Those are some of the reasons why people remain silent and do not share their identities around gender and sexuality with others.

What is necessary is to create a circle environment where LGBTQ+ people can feel just as comfortable as anyone else, regardless of whether they are actually present or not.

TAKE ACTION as an Individual

Things you can do to avoid misgendering (*5)

A person's perceived gender based on their appearance is not always the same as the gender they wish to be treated as. Treating them as the wrong gender could be hurtful to them.

Consider replacing habitual phrases with **gender neutral expressions.**

❌ She is...

This person/ [insert name]/ [insert the right pronoun confirmed by the person] is studying sociology in the School of Culture, Media and Society.



You're so considerate.
You have a great aesthetic sense.
You're brave.



❌ You have such high joshi-ryoku (girly skills)/otoko-gi (manliness)

❌ Iyashi-kei danshi (a soothing type of guy)

You're iyashi-kei!
with a smile

Excuse me,
the person/you
in shorts

❌ Oni-san (Sir, gentleman)



TOILET

When asked for the location of the restroom, provide directions to all available options: accessible, women's, and men's restrooms.

Providing directions to just one of the restrooms could result in misgendering them.

*5: Misgendering is an act of using language or treating a gender non-conforming individual, including transgender, non-binary, and X-gender individuals, in a way associated with a gender they do not identify with, whether intentional or not. This could endanger the physical and psychological safety of individuals subjected to misgendering.

Three Steps to Avoid Hurting Someone When Koibana-ing (talking about crushes, romantic relationships, or sexual topics)

STEP 1

Make sure to obtain consent from those present by asking questions like, “Is anyone uncomfortable with koibana?” or “Would it be okay to have some koibana here?”



STEP 2

Disrupt the idea that experiencing romantic attraction or relationships is the default. For example, you might ask, “Are you someone who experiences or seeks romantic relationships?”



STEP 3

Replace phrases like “Do you have a boyfriend/girlfriend?” and “What kind of guys/girls are you into?” with “Do you have a partner?” and “What kind of person are you into?”



If you hear a heteronormative or amatonormative remark, casually saying something like “Well, that’s not true for everyone!” is a nice way to correct them.



If someone comes out to you, do not out them. (*6)

*6: Outing is an act of disclosing someone’s romantic orientation, sexual orientation, gender identity, history and experience of gender transition, and/or HIV status without their consent, whether intentional or not. This could endanger the physical and psychological safety of individuals subjected to outing.

TAKE ACTION as a Leadership Team Member

Daily Activities and Shinkan Events

- ❑ Prepare ground rules to increase the safety of members
E.g., use chosen names, obtain consent when talking about romance and sex
- ❑ Distribute blank name tags where each member can write down their chosen name
- ❑ Abolish unnecessary gender fields on forms. If gender must be asked, add “other” and “choose not to answer.”
If one must enter gender, specify why it is necessary, and to whom and to what extent the information will be shared
- ❑ As much as possible, book venues with private changing rooms and accessible restrooms
- ❑ Include information about the availability, or the lack of thereof, of private changing rooms and accessible restrooms in event materials, such as those for shinkan trial events
If there are no private changing rooms, specify that changing is optional, and that it is possible to change in the restrooms
- ❑ Allow members to choose the gendered roles or styles they wish to take on, such as “woman” or “man” roles in theater productions, costumes, ceremonial attire, uniforms, or dance genres like “girls” or “boys” styles, regardless of their legal sex. Make sure this policy is clearly communicated to all members.
- ❑ When a team member raises concerns about competing in binary gender categories, look into the policies and guidelines of the competition’s governing body or contact them for more information
- ❑ When a team member comes to you with concerns related to gender and sexuality, ask them to what extent their information can be shared, and with whom
- ❑ Inform members about this guidebook and the GS Center

Examples of Tangible Actions

Added “other” and “decline to answer” options to the gender field on the membership form. (Reported in the survey)

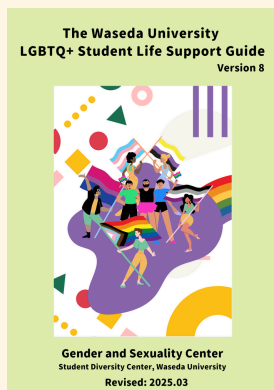
When a prospective member asked about the binary gender ratio of the group, I responded, “There are [number] people I perceive as women.” (From a GS Center user*)

When asked to provide the binary gender ratio of the circle members for a circle magazine, we submitted it as “no response.” (Reported in the survey)

Overnight Camps

- ❑ When selecting accommodations, check if single rooms and private showers are available. If this information is not clearly stated in the materials, contact the travel agency or the lodging directly.
- ❑ When the only available bathing facility is a communal bath, try to reserve a room with a private shower, or consult with the lodging to see if the communal bath can be used privately by scheduling individual time slots.
- ❑ Include an option for single rooms as well as shared rooms on the overnight camp registration form.
 - ⚠ Be mindful that explaining the availability of single rooms or private showers as “accommodating the needs of LGBTQ+ individuals” may give the mistaken impression that “everyone who uses these options is LGBTQ+.” This could discourage people from selecting them. Instead, consider offering explanations such as “Some people may feel uncomfortable sharing a room or being seen while changing or bathing,” which conveys that these options are provided to support individuals with privacy needs.

“The Waseda University LGBTQ+ Student Support Guide,” published by the GS Center, includes a list of seminar houses indicating whether they offer single rooms, private showering options, and accessible restrooms (referred to as the Restrooms for Everyone).



Examples of Tangible Actions

At first, the private lodging facility only offered communal baths and large shared rooms. However, once we contacted them directly, they were able to arrange single rooms for us. (From a GS Center user*)

We made the overnight camp registration form with the following three options: 1) a large shared room, 2) a single room, and 3) a shared room with access to a private shower. (From a GS Center user*)

*Comments from the GS Center users were included with their consent.



If you have any concerns about how your circle or extracurricular group is run, or about specific behaviors of the group members, please feel free to consult with the GS Center through its **individual counseling services**.



By sharing your circle’s tips and plans for promoting inclusive practices around gender and sexuality at information sessions and on social media, you can reach people who are looking for safer and more welcoming spaces.

MEMO

This project was launched in spring 2023, led by student staff at the GS Center, to help create inclusive and safer environments in circles and extracurricular activities for all students, including LGBTQ+ students.

Please make use of this guidebook to ensure all students can enjoy a safer student life, free from fear and anxiety.

Special thanks to the survey respondents, on-campus departments, and everyone who supported this project.

Attention, Students! A DE&I Guidebook for Promoting Inclusive Practices around Gender and Sexuality in Student Circles and Extracurricular Activities: Tips for the Leadership Teams and Individuals

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