

Hosei University

Diversity Guidelines for Students, Faculty, and Staff

Hosei University Diversity, Equity & Inclusion Center



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In these guidelines, the main target for each of the specific initiatives in each chapter is indicated by the following two labels.

Students

Mainly for students

Faculty/ Staff

Mainly for faculty and staff

I Introduction

In 2016, Hosei University released the Hosei University Statement on Diversity (hereafter “Statement on Diversity”), which declared that the university would aim not only to eliminate discrimination against social minorities but also to respect differences, such as gender, age, nationality, race, ethnicity, culture, religion, disability, or sexual orientation /gender identity as unique individual characteristics. The university endeavors to create an environment in which students, faculty, staff, and researchers with diverse backgrounds can comfortably and creatively learn and work, and which allows every individual to flourish.

To achieve diversity, it is necessary to create a society where citizens, each with their own unique characteristics, can pursue their desired happiness without facing exclusion or discrimination on being a minority, and where all can live vibrant lives. To confront various challenges related to diversity, and to address specific issues, we have put together basic policies and specific initiatives on gender and sexuality; disability; and nationality, culture, religion, etc., which constitute the Hosei University Diversity Guidelines for Students, Faculty, and Staff. Let us utilize these guidelines and work together to make the university a place where we can all feel free to pursue our studies and careers creatively and realize our individual potential.

II Hosei University Statement and Basic Policies on Promoting Diversity

Hosei University has released a Statement on Diversity and established related basic policies to promote diversity.

1 Statement on Diversity

Hosei University Statement on Diversity

June 8, 2016

Achieving diversity means recognizing the wide range of values within our society and respecting the differing values embraced by free citizens as integral to their individuality.

Respect for human rights is the first step. Eliminating discrimination on the basis of gender, age, nationality, race, ethnicity, culture, religion, disability, or sexual orientation /gender identity is essential, but it is not sufficient. Diversity also means respecting such differences as integral to human individuality. Further, it means welcoming such differences and listening carefully to one another so as to gain a deeper understanding of each other’s perspectives, lifestyles, feelings, and ideas. It is the creation of a society where no minority group need fear discrimination or exclusion, where each unique citizen is guaranteed the opportunity to pursue their own dreams of happiness, and everyone can live a full and rewarding life.

Given its integral role in society, the university has a duty to promote diversity, both as an educational institution responsible for grooming a new generation of creative and innovative citizens and as a research institution called on to seek solutions to society’s myriad problems. The university’s role is to contribute to the development of a society where citizens with diverse values live side by side, helping one another realize their individual dreams of happiness. To perform this role, the university must be a place where students, teachers, and researchers from all backgrounds feel free to pursue their studies and careers creatively and develop their own individual potential.

Steeped in the spirit of “freedom and progress”, Hosei University has made a social commitment to build “practical wisdom for freedom.” Freedom is not a privilege limited to certain groups of people but a right guaranteed to every member of society. Building on a foundation of respect for human rights, accommodation of diversity, and equal opportunity, Hosei University will actively welcome students and faculty members of all nationalities and cultural backgrounds and raise the quality of our education and research with the aim of extending “practical wisdom for freedom” to people around the world.

Hosei University will work actively to achieve true diversity.

2 Basic Policy on Gender and Sexuality

(November 8, 2023 Board Decision)

In conformity with the Hosei University Statement on Diversity, the university renounces discrimination on the basis of gender, gender identity, sexual orientation, etc. We respect individuals' autonomy regarding gender and sexuality, eliminate obstacles to learning and working, and strive to create a safe and creative learning and work environment.

Further, Hosei University promotes gender equality and the participation of diverse members in education, research, and university management. We work towards creating a gender-balanced learning environment and workplace. We make efforts to facilitate an environment where members can balance their life events, careers and academic pursuits, enabling them to fully demonstrate their abilities and individuality and grow together.

3 Basic Policy on Support for Students with Disabilities

Provision No. 1262 (Enacted April 1, 2018)

The Hosei University Statement on Diversity declares that “eliminating discrimination on the basis of gender, age, nationality, race, ethnicity, culture, religion, disability, or sexual orientation /gender identity is essential, but it is not sufficient. Diversity also means respecting such differences as integral to human individuality. Further, it means welcoming such differences and listening carefully to one another so as to gain a deeper understanding of each other's perspectives, lifestyles, feelings, and ideas.” Based on this philosophy, Hosei University establishes the following basic policy to comprehensively support students with disabilities across the entire university.

1. Purpose of the support

Hosei University will provide appropriate support to students with disabilities facing challenges in learning at each campus. Support activities involve the participation of faculty, staff, and students, responding to the needs expressed by students requiring support. Through the removal of social barriers to education, we aim to recognize and respect one another's differences, regardless of disabilities, as unique individual characteristics, deepen our understanding of disabilities, and learn together.

2. Guiding principles of the provision of support

(1) Aiming to create a learning environment equal to that of students without disabilities

Hosei University strives to provide support for its students when they face challenges in learning due to disabilities, tailoring the assistance to the actual nature of the disabilities. We work to achieve an equal learning environment for all students, regardless of the presence of disabilities, and through reasonable accommodations, ensure that no disadvantages arise due to disabilities in classes and exams .

(2) Aiming to create a community where all students can grow together

Hosei University endeavors to alleviate as much as possible the challenges in learning that students with disabilities face by working in close collaboration with all students. A large number of student staff engage in activities to provide the necessary academic support in accordance with the needs of the students requiring assistance. Through such activities, we aim to create a community where all students involved can attain personal growth. .

(3) Coordination with various departments at Hosei University

The Support Office for Students with Disabilities is the main entity concerned with providing support provided to students with disabilities at Hosei University, which undertakes activities in conjunction with relevant departments throughout the university. Through these support activities, faculty and staff at Hosei University aim to deepen their understanding of disabilities and improve educational capabilities.

3. Target and scope of support

Those eligible for support are limited to the students of Hosei University, and it is a requirement that the students themselves desire the support. However, the specific content and scope of reasonable accommodations will be determined individually through thorough discussions with the students, in consideration of the actual conditions at each campus and the nature and degree of their disabilities.

4 Basic Policy on Nationality, Culture, Religion, Etc.

(November 8, 2023 Board Decision)

Based on the Hosei University Statement on Diversity, our university recognizes the presence of individuals with diverse nationalities, roots, races, ethnicities, cultures, religions, and other backgrounds among students, faculty and staff. We listen to one another's perspectives and promote respect for differences among us as unique individual characteristics and personalities.

Hosei University is committed to eliminating discrimination based on nationality, culture, religion, etc., and respects the individuality and personality of each person.

Hosei University aspires to creating an environment, in which all students, faculty, and staff can mutually respect one another's individuality and personality, interact with one another, learn and work creatively, feel safe and flourish. Moreover, we promote the globalization of the university by fostering deeper and broader education and research through engaging with diverse values. We further strive to expand and share the results of these efforts globally.

5 Statement on Preventing Harassment

(Enacted April 2008. Revision approved April 25, 2023,
by the Harassment Prevention and Countermeasure Committee)

Hosei University prohibits harassment.

Our university ensures the rights of all of its members to study, teach, and work in a comfortable environment where individuals are respected and human rights are not violated due to harassment.

Therefore, the university establishes a system for preventing and addressing harassment and works to the utmost to prevent harassment. Should harassment occur, the university will investigate the facts, seek to resolve the issue, as well as declare a firm stance in approaching harassment to prevent its recurrence.

III Hosei University Diversity Promotion Structure

1 Globality and Diversity Promotion Headquarters

Hosei University aims to achieve the goals of “realizing a global university” and “diversifying the university.” To become a global university, it is not only essential to globalize the campus but also crucial for students, faculty and staff to develop a global mindset. The university is committed to achieving globalization in a true sense, namely, the realization of globality.

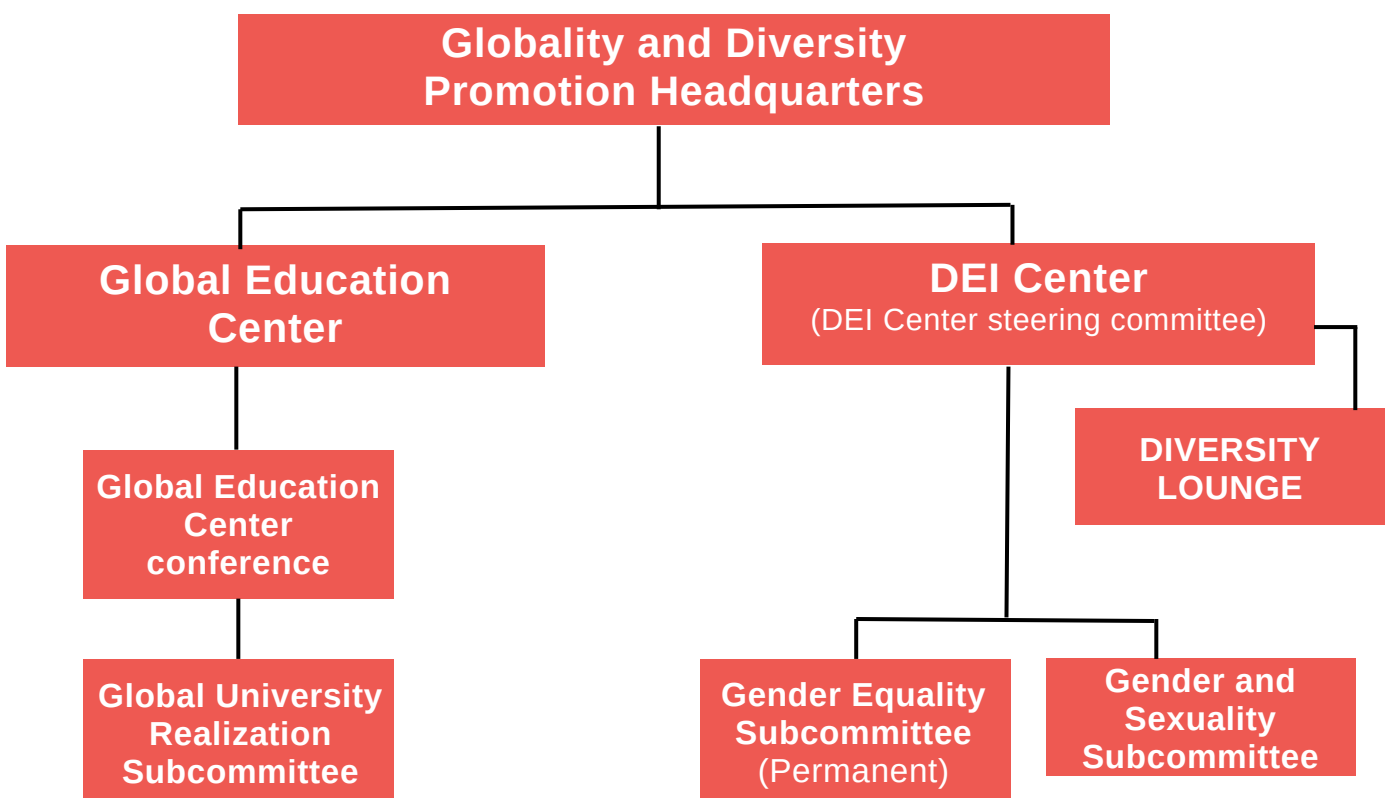
Recognizing that many challenges in achieving globality and diversity overlap, the university established a university-wide comprehensive and integrated headquarters structure . The Globality and Diversity Promotion Headquarters, inaugurated on April, 2024, is headed by the President, with members comprising the executive trustees, deans, and directors of relevant departments and bureaus.

2 Diversity, Equity & Inclusion Center (DEI Center)

To realize a university management that gives importance to diversity as conveyed in the Hosei University Charter and the Statement on Diversity, our university established the Diversity, Equity & Inclusion Center (DEI Center) in April 2024. The DEI Center is dedicated to creating an inclusive environment that embraces diversity, providing individual consultations on matters related to gender, gender identity, and sexual orientation, and promoting gender equality.

The DEI Center also houses the Diversity Lounge, which serves as a hub for information dissemination and interaction, fostering respect for and greater understanding of differences in gender identity and sexual orientation and matters related to gender and sexuality, as well as in nationality, roots, race, culture, disability, etc.. Books on diversity are available for reading and borrowing. The center also has a resident coordinator to provide support, creating a safe and welcoming environment for diverse students and visitors.

Hosei University Diversity Promotion Structure



IV Gender and Sexuality

1 Initiatives for Sexual and Gender Minorities

There is a certain presence of sexual and gender minorities, including LGBTQ people, in society, and likewise, in Hosei University there are students, faculty, and staff who identify as sexual and gender minorities. Faculty and staff's inappropriate responses, or inappropriate comments and behavior among students, even if unintentional, may potentially harm the mental and physical well-being of individuals who identify as sexual and gender minorities. To ensure that diverse students can focus on their academic or student life, and faculty and staff can engage in education, research, and work, it is essential to have an understanding and basic knowledge and information of sexual and gender minorities, stand by them, and work together with them to address the challenges they face. The following outlines the university's initiatives related to sexual and gender minorities and provides guidance on considerations for appropriate responses by students, faculty, and staff in academic studies, student life, education, research, and administrative procedures.

1.1 Common matters for Both Students and Faculty/Staff

(1) Management of Names and Gender Information

① Management of Names and Gender Information

Students

- To use a preferred name, a student enrolled in the university needs to make a request and obtain permission from the university, which will only be granted when deemed necessary. The usage is subject to approval through deliberation by the Faculty Council of the faculty, etc., with which the student is affiliated. For details, please inquire at the relevant academic department office or the DEI Center.
Scope of the use of preferred names: Student registry, student ID, academic data, various certificates and documents
- Those who have changed their names after graduation can apply for the issuance of certificates with the name recorded in the family register (or comparable official documents for non-Japanese) at the time of application.
- Currently, the gender on the school register is based on the gender recorded in the family register. If there is a change in the gender notation in the family register, please consult with the relevant academic faculty office, etc., or the DEI Center.

② Use of preferred names by faculty and staff

Faculty/Staff

- If a faculty or staff member of Hosei University wishes to use a preferred name, the faculty /staff needs to complete procedures for a name change.
 - Faculty members wishing to use a preferred name: Please download the "Change of Address and Name Notification" from the university's Human Resources Division/ Health Insurance Society website, fill in the required information and submit it to the faculty, etc., one is affiliated with.
 - Staff members using JWS: Please enter the notification details via JWS "In such cases..." section. For detailed instructions, refer to the manual available in the common folder.
 - Staff members unable to use JWS: please download the "Change of Address and Name Notification" from the university's Human Resources Division/ Health Insurance Society website, fill in the required information, and submit it to the Human Resources Division.
- Please consult with the health insurance association regarding the health insurance card.

③ Gender information on documents issued by the university

Students

Faculty/Staff

- Hosei University does not display gender information on the various documents issued by the university (including certificates related to enrollment and grades) for students (currently enrolled), those who have left the university, graduates, faculty, and staff.
- Gender information is indicated on medical examination certificates (issued only for enrolled students). (Individual consultation regarding the display of gender information may be arranged at the clinic.)
- In various statistical materials prepared by the university, statistical data based on the gender information of students, faculty, and staff may be presented.

④ Collection and management of gender information

Students

Faculty/Staff

- The university collects gender information for student registries, personnel records, medical examination-related information, etc. Gender information is strictly managed so that it is not disclosed in any way against the intentions of the individual.
- For documents required to be submitted by students, faculty, and staff to the university (including exams, papers, questionnaires, and attendance records), the university in principle does not set a gender field.
- Extra care should be exercised with regard to the “gender field” on documents. Reevaluate existing documents with a “gender field” with students, faculty, and staff as to confirm whether there are rational reasons for collecting or displaying gender information on these documents. If there are no rational reasons for doing so, please consider removing it. If it is necessary to have a “gender field”, provide options such as “male”, “female”, “prefer not to answer”. When managing gender information, ensure strict confidentiality to make the information inaccessible to third parties. It is also desirable not to include gender information in the roster for class.

(2) Honorifics, Facilities, etc.

Students

Faculty/Staff

① Honorifics

- To avoid language and behavior that identify others' gender, use gender-neutral titles such as “san”, “sensei,” etc., rather than gender-specific titles.

② Handling topics related to gender and sexuality

- When addressing topics related to gender and sexuality in the classroom, workplace, etc., assume the presence of sexual and gender minorities present among students, faculty, and staff. Pay sufficient attention to the content to ensure that it does not cause harm to them.

③ Universal Restrooms

- “Universal Restrooms” that anyone can use are available at the university. The locations of these restrooms on each campus are indicated on the barrier-free maps.
[Barrier-free map] https://www.hosei.ac.jp/shogai_shienshitsu/map/

(3) Coming Out and Outing

Students

Faculty/Staff

① What is coming out?

- In social life, individuals from minority groups may face situations in which they are compelled to decide whether or not to disclose aspects of themselves that are “not known to others” or “have not been communicated to others.” The act of disclosing these aspects about oneself is referred to as “coming out.”
- Coming out rarely involves uniform disclosures to everyone in one’s surroundings and is usually limited to specific individuals. It should be recognized that some people do not wish to come out.

② What is outing?

- “Outing” refers to the act of disclosing aspects of the sexual orientation or gender identity of a person who is a sexual or gender minority, which the person has not publicly shared and without the person’s consent.
- It is crucial to understand that outing is an unacceptable act that violates a person’s dignity and that it causes harm to the person. There was a case at another university in which a student subjected to outing committed suicide.

(4) Consultation for Sexual and Gender Minorities

① Student consultation services

Students

The DEI Center provides individual consultations with specialized coordinators regarding gender, gender identity, sexual orientation, and related matters. Adhering strictly to confidentiality, we address the concerns and issues of students facing difficulties in their student life and strive to the fullest extent possible to help them resolve and overcome these difficulties. When a specific problem needs to be solved, with the consent of the person seeking assistance, we collaborate with relevant organizations within and outside the university. (Refer to page 17 for office details.)

In addition, the university has specific “consultation services” for students focusing on various subjects relevant to them. If you wish to consult about or seek accommodations regarding matter related to sexual and/or gender minorities, please contact the DEI Center or the offices in relation to specific matters listed below.

- For matters related to “course registration and classes,” contact your affiliated faculty office.
- For matters related to “extracurricular activities and student life” contact the Student Affairs Center.
- For issues like “mental distress” or “emotional problems,” contact the Student Counseling Office.
- For matters related to “medical examinations, illnesses, injuries, etc.,” contact the clinic (Health Services Section).
- For matters related to “gymnasium usage,” contact the gymnasium office.

• All offices protect the privacy of those who seek consultation. However, in cases where coordination among different departments or staff members is necessary, with the consent of the person seeking assistance, relevant information may be shared. (In such cases too, the privacy of the person concerned will be protected.) However, please note that we may not be able to provide all the accommodations requested.

② If you want to seek advice related to your peers

Students

- If you are grappling with issues like “Someone I know has come out to me, but I don’t know what to do. I know someone who is suffering, but I don’t know how I can help,” or other similar issues, contact the DEI Center or the Student Counseling Office.

③ If you are a faculty or staff member consulted by a student

Faculty/Staff

- If you are consulted by a sexual or gender minority student on a related matter, you should first promise the student that “the matter will be kept confidential,” and then listen to the student regarding the matter. If you find it challenging or feel uncertain about the student’s concerns, you may seek advice from the DEI Center or the Student Counseling Office on each campus.
- In addition, if the student requests specific accommodations or if you find it difficult to handle the situation alone, you may need to seek the cooperation of relevant faculty/staff. In such cases, obtain the student’s consent to contact other faculty/staff in charge before coordinating with them. Protect the student’s privacy and share information about the student only within the scope deemed necessary.
- A student still struggling internally may hesitate to seek initial consultation. Therefore, as an initial response, it is necessary to find a place where privacy can be protected to listen to the student.

④ If a faculty or staff member seeks consultation or is consulted by a colleague

Faculty/Staff

- If you wish to seek consultation on matters related to sexual and gender minorities you may contact the DEI Center or, depending on the matter concerned, the Human Resources Division, the executive committee of the affiliated academic faculty for faculty members, or supervisors in the affiliated department for staff.
- If you are consulted by a colleague on matters related to sexual and gender minorities, be attentive to confidentiality and listen to the colleague’s concerns. If you find it difficult to handle the matter alone, obtain the colleague’s consent to contact other faculty/staff in charge before coordinating with them; protect the colleague’s privacy and share information only within the scope deemed necessary.

1.2 Matters related to Various Aspects of Student Life

(1) Classes

① Physical education

Students

- Whether physical education is mandatory or an elective varies by faculty. For safety reasons, classes may be divided based on available gender information. If you want to discuss matters related to physical education, please contact your affiliated faculty office or the DEI Center.
- Locker rooms are divided by gender. There are men's locker rooms and women's locker rooms. If you face any inconvenience using them, consult with your affiliated faculty office or the DEI Center.

② Group Divisions

Students

Faculty/Staff

- In class, avoid unnecessarily dividing students into groups by gender.

(2) Student life

Students

① Routine medical examinations

- For routine medical examinations conducted by the university, special arrangements may be requested through prior consultation. Please contact the Health and Physical Education Center's Health Services Section for details.

② Student dormitories

- Hosei University dormitories and priority / recommended dormitories are typically divided into men's and women's floors, and placement depends on the student's legal gender (e.g. as listed on the family register). Whether individual rooms have an attached toilet or bathroom varies by dormitory, and there are dormitories where such facilities are shared. Therefore, it is essential to check in advance.

(3) JobHunting and Career Support

Students

① Support for job hunting and internships

- The Career Center offers consultation at the time of job hunting and internships. Career counselors can advise students on various career-related concerns, including coming out during job hunting and post-employment concerns.

② Job hunting for sexual and gender minority students

- Career development that allows one to live a life true to oneself is crucial for sexual and gender minority students, just as it is for any students. Being sufficiently prepared for job hunting is important, which includes planning early on in one's university life. And students may seek advice from career counselors at this time also. Career counselors, drawing on their extensive experiences at the university, can provide support tailored to individual circumstances.

③ Career support for sexual and gender minority students of Hosei University

- Even in Japan, there is an increase in companies and organizations that show understanding of and provide necessary support for sexual and gender minorities. Indeed, indicators have been developed to evaluate such initiatives. However, the extent to which understanding and friendliness toward sexual and gender minorities permeate actual workplaces varies from company to company. It is therefore necessary to do some thorough research beforehand.
- If you are grappling with mental or academic difficulties, know that in addition to regular job hunting, you can also develop your career while receiving employment support.. Feel free to consult with the Career Center. They coordinate with the Student Counseling Office as appropriate and provide support tailored to individual circumstances. ►Refer to page 17 for contact details.

1.3 Initiatives for Faculty and Staff

(1) Welfare Benefits for Faculty and Staff with Non-Spousal Partners

Faculty/Staff

• For faculty and staff with non-spousal partners (limited to those for whom documentation issued by the local authorities and similar entities verifies their status as partners), there are provisions within the current regulations (see below) that may qualify them for various allowances currently available for spouses of faculty and staff (including individuals who are “living as married” (i.e. those who have not registered their marriage but are considered to be in a marital relationship). Please refer to the regulations below and contact the Human Resources Section of the Human Resources Division if you have any questions.

- Regulations for the granting of family allowance to faculty/staff *Article 3 (Scope of allowances)
- Regulations regarding congratulatory and condolence money

*Article 3 (Wedding congratulatory money), Article 8 (Disaster condolence money), Article 10 (Family condolence money, sympathy flowers, and condolence telegrams)

- Regulations for the payment of faculty and staff retirement benefits*Article 8 (Recipient in case of death)

2 Preventing Harassment Related to Gender and Sexuality

2.1 Sexual harassment, etc.

Students

Faculty/Staff

- Any of the following, for example, may constitute sexual harassment: persistent or coercive solicitation for sex or advances towards a relationship (including stalking), spreading sexual slander, imposition of gender discriminatory or stereotypical gender expectations like “not feminine enough” or “not like a man” on someone, creation of situations that cause discomfort through bringing up topics that are sexual in nature in conversations or showing sexually explicit images or making unnecessary body contacts, engagement in discriminatory behavior and verbal abuse in relation to sexual orientation or gender identity, disclosure of such information to a third party without the individual’s consent (outing), etc..
- In the context of education and research, at times sexual matters are brought up. In such a context, only sexual language and behavior that are beyond the necessary scope of research and education will be considered problematic. On the other hand, in other contexts, addressing sexual matters, even in a similar manner, may be deemed inappropriate.
- Regarding pregnancy and childbirth, comments such as “pregnant women can’t be trusted with work because we never know when they’ll take a leave” made repeatedly by superiors or colleagues, not assigning work or assigning only menial tasks to someone using pregnancy as a reason, and conveying negative attitudes towards infertility treatment through language and behavior may all constitute harassment related to pregnancy and childbirth. Additionally, a superior’s or colleague’s negative remarks or pestering an employee for taking a childcare leave or using similar policies, such as “Why do you need to take such a long childcare leave?” and “It’s unthinkable for a man to take childcare leave,” may be considered as harassment related to childcare leave. Similarly, discouraging remarks on taking a family care leave or using similar provisions like “I wouldn’t claim it if it were me. You’d better not take it either,” or pushing someone into a situation where they feel compelled to give up taking a leave, may constitute harassment regarding childcare and family care leave, etc.

2.2 Preventing sexual violence

Students

Faculty/Staff

While the university is a space where students are free to pursue their academic interests, incidents of sexual violence on campuses or university communities (including clubs) have been noted worldwide. A report based on a survey of the experiences of university students in Japan (*1) highlights the following issues.

- Coerced drinking or sexual acts at parties for club activities
- Difficulty in seeking consultation on campus when the perpetrator is an academic supervisor or student in the same research lab.
- Insufficient understanding from academic supervisors or club advisors may lead to secondary victimization.

(*1) Report “Survey Research Project on the Consultation and Support for Sexual Violence among Young People” (2018, Gender Equality Bureau, Cabinet Office)

(1) What is Sexual Consent?

The use of language or engagement in acts of a sexual nature without the consent of the other party constitutes sexual violence. Sexual consent involves confirming in advance that both parties actively agree to engage in sexual talk and behavior. It is important to understand that boundaries vary from person to person and to be cautious regarding the following.

- Silence, coerced “consent,” and “I don’t know” do not constitute consent.
- Unclear or ambiguous “consent” and “consent” given when a person is unconscious do not constitute consent.
- Even if someone has “consented” once, one must not engage in sexual acts when the person is asleep or unconscious.
- Even if someone has “consented” once, the “consent” does not count if they change their mind.

(2) Active Bystander

Even if you are neither a victim nor a perpetrator, you may witness instances of sexual violence or similar situations around you.

There is the concept of “active bystander” with regard to how to respond when seeing someone in distress. Let’s think about what can be done to eliminate sexual violence and also to make the university a place where all can feel safe and free to be themselves. For example, the following actions are possible.

- DISTRACT: Redirect attention elsewhere (get in the way, call out to the person, drop an object, etc.)
- DELEGATE: Seek assistance from an appropriate person to handle the matter (faculty, staff, store employee, station staff, police, etc.)
- DIRECT: Directly get involved (ensure your own safety, it is best to handle the situation together with several other people)
- DELAY: Address the situation afterwards (speak to them, listen, ask if there is anything you can do, etc.)
- DOCUMENT: Make a record (video or audio recording, taking notes, etc.) (Ensure your own safety, and be mindful of how the data is used.)

(3) When you experience sexual violence

If you have been or believe you may have been sexually harmed , please do not carry the burden alone. Reach out to someone whom you can trust, the Student Counseling Office, DEI Center, professional organizations, etc.

- One-stop support center for victims of sexual crimes and sexual violence #8891: Comprehensive support is available.
- Sexual crime victim consultation hotline #8103: Connects to the police department sexual crime victims hotline
- Sexual violence relief site for university students <http://nosvva.net/> Email consultation available anonymously
- Cure time <http://curetime.jp/> Chat consultation available anonymously with multilingual support

<Reference> To mutually respect each other’s mind and body:Towards a society free of sexual violence – (Ministry of Education, Culture, Sports, Science and Technology)
https://www.mext.go.jp/content/20210416-mxt_kyousei02-000014005_35.pdf

2.3 Consultation regarding sexual harassment

Students

Faculty/Staff

Consultation regarding harassment is available at the Harassment Consultation Office.

▶Refer to page 18 for contact details.

3 Promotion of Gender Equality

(1) Why is the Promotion of Gender Equality Necessary?

Gender inequality is prevalent worldwide, and higher education institutions are no exception. There is a skewed gender ratio among students in certain faculties/departments, and among faculty and staff, there is a tendency that the higher the position, the lower the proportion of women is.

The university recognizes that not realizing the full potential of female faculty/staff constitutes a significant challenge, which we aim to address by creating a workplace where all individuals, regardless of gender, can thrive and an environment that fosters career development. Through these initiatives, we aim to achieve a female faculty ratio of 26% and a female managerial position ratio of 30% by the 2025 academic year.

Creating a gender-balanced place for study and work is not just for the benefit of women. As the ratio of women in decision-making positions (board members, deans, school principals, graduate school deans, research institute directors, administrative managerial positions, etc.) increases, diverse perspectives and ideas can be effectively utilized in managing the university. By establishing an environment that supports diverse and flexible work styles and simultaneously promoting work-life balance and career development, faculty and staff regardless of gender, who are facing challenges related to life events can envision their continuous growth and contribution in the workplace. As a result, the university can utilize this diverse pool of talents more substantially, and at the same time, continue to attract talented and outstanding individuals to join the university, leading eventually to greater efficiency and performance.

To address the low female ratio of faculty members, building a research environment that facilitates the hiring and retention of women is expected to result in an increase in the hiring rate of female faculty, especially in academic fields with a very low ratio of women faculty. This, in turn, is anticipated to bring about benefits such as the integration of diverse perspectives and ideas in research and education. As the research environment improves, we can expect an increase in the number of graduate school applicants, regardless of gender. In cultivating these talents, the university can also fulfill its social responsibility. Furthermore, as gender equality on campus advances, students at the university, irrespective of gender, can actively contemplate their careers. The culmination of these various transformations is expected to enhance the university's social value and reputation.

(2) Systems Supporting the Balancing of Life Events (childcare, family care, etc.) and Work

Faculty/Staff

- To assist in the balancing of childbirth, childcare, and family care and education, research, and work, the university has a support system for educational and research activities, etc., during life events. Please refer to the following page for a summary.

[DEI Center website] Support for life events (childcare, family care, etc.)
<https://www.hosei.ac.jp/diversity/danjyo/care-support/>

- Various informational documents and application forms (childcare leave, family care leave, etc.) for faculty and staff are posted on the page for university faculty and staff members (ID and password required) on the university website.

University website → For faculty and staff → University faculty and staff members, or Affiliate school faculty members → Human Resources Division/ Health Insurance Society

- Regulations regarding childcare leave, family care leave, etc.

Provisions for childcare, childrearing, family care, etc. are available for spouses (including those who have not registered their marriage but are “living as married”). In some cases, faculty and staff who have obtained documentation as partners from local authorities eligible for these provisions.

The “child” eligible for who can be confirmed to have a legal parent-child relationship with a faculty/staff provisions in this childcare and childrearing support system includes one. Please contact the Human Resources Section of the Human Resources Division if you have any questions.

(Relevant articles)

Article 14 (Eligibility for family care leave) / Article 26 (Caregiving leave) / Article 27 (Exemption from unscheduled work for childcare and family care) / Article 28 (Limitation on overtime work for childcare and family care)

Article 29 (Limitation on late-night work for childcare and family care) / Article 32 (Working reduced hours for family care)

V Disabilities

The Act for Eliminating Discrimination against Persons with Disabilities enacted in 2016 prohibits unjustifiable discriminatory treatment of “persons with disabilities” and venders effort in providing reasonable accommodations obligatory. Amendments in 2020 make the provision of reasonable accommodations mandatory from April 2024. Against this social background, Hosei University has established the Support Office for Students with Disabilities and formulated the “Basic Policy for Supporting Students with Disabilities,” focusing on academic support for students with disabilities. The specific support measures involve identifying the needs of students with disabilities, and based on this basic policy, decisions are made through constructive dialogue in alignment with the educational goals of each faculty, the degree-granting policy (Diploma Policy), the curriculum development and implementation policy (Curriculum Policy), and the content of courses (syllabi).

1 Initiatives for Students with Disabilities

1.1 The support process

Students

(1) Academic Considerations (For currently enrolled students)

The student wishing to receive support initiates the registration process by filing a request at the Support Office for Students with Disabilities. The flow from registering as a user to requesting reasonable accommodations from the course instructor(s) is as follows.

Registration as a user at the Support Office for Students with Disabilities



Meeting with the student to identify the support needed



Formation of a support team (discussion on details of support)



Confirmation of support measures with the registered student



Sending accommodations request to the course instructor(s)

(2) Accommodations Regarding Entrance Examinations (For examinees)

- Examinees with disabilities who require accommodations in taking exams or studying at the university can follow the guidelines in “Information for Applicants Needing Accommodations for Entrance Examinations and Studying at the University (Guide for Applicants with Disabilities)” to submit their requests.
- If deemed necessary by the university, an interview will be conducted with the applicant to discuss accommodations for entrance examinations and studying at the university. Accommodations for exams may include extended exam times, provision of a separate room, and permitting the use of assistive devices. For studying at the university, a follow-up interview will be conducted after admission to determine the accommodations needed.

1.2 Details of learning support

Students

Hosei University supports students with disabilities to ensure that they can attend classes in an equal learning environment alongside students without disabilities.

<Examples of support>

- ① Support for students with hearing impairments : Note taking (PC), transcription
- ② Support for students with visual impairments :
Digitization and Braille translation of textbooks, face-to-face reading
- ③ Support for students with orthopedic impairments : Assistance with note taking and securing seats
- ④ Support for students with developmental disabilities :
Use of assistive devices, securing seats, provision of materials
- ⑤ Support for students with mental health issues disabilities :
Medication/stepping out of the classroom during class, securing seats, provision of materials
- ⑥ Support for students with chronic diseases, intractable diseases, and functional disabilities, etc. : Use of assistive devices, accommodations for regular medical appointments, emergency response measures

- The supports listed above are only examples. As the level of disability and class format vary, the specific support measures will be determined individually through discussions.
- The role of the Support Office for Students with Disabilities is to assist students to achieve independence in society through reasonable accommodations. While every effort will be made to support student in learning, there may be times when requests cannot be met due to constraints in budget and human resources. Further, support that fundamentally alters the essence of classes cannot be provided.

1.3 Other support

(1) Support staff for students with disabilities

Students

- The Support Office for Students with Disabilities offers note-taking (speech-to-text translation) and a variety of other courses for students.
- Upon completion of these courses, interested students can register as student support staff to engage in support activities aimed at assisting students with disabilities in class.

(2) Barrier-free maps

Students

Faculty/Staff

- Barrier-free maps for Ichigaya, Tama, and Koganei Campuses have been created and are available at the following link.
[Support Office for Students with Disabilities website] https://www.hosei.ac.jp/shogai_shienschitsu/map/

(3) Employment and career support for students with disabilities

Students

- To assist students with disabilities who want to engage in job hunting, the Career Center, Student Counseling Office, and Support Office for Students with Disabilities cooperate to provide individual consultations, information on employment for persons with disabilities, and guidance on job seminars tailored for students with disabilities.

(4) “Handbook for Faculty and Staff: Supporting Students in Need as a Team”

Faculty/Staff

- The Student Counseling Office and the Support Office for Students with Disabilities have issued the “Handbook for Faculty and Staff - Supporting Students in Need as a Team” (*2). This handbook, primarily authored by counselors under the supervision of a psychiatrist, provides guidance for faculty and staff in handling situations involving students with disabilities.

(*2) Available on the page for university faculty and staff members (ID and password required) on the university website.

University website → For faculty and staff → “University faculty and staff” or “Affiliated school faculty”
→ Materials issued by the Student Counseling Office and Support Office for Students with Disabilities → Student Counseling Office

1.4 Consultation regarding issues related to studying at the university

Students

- The Support Office for Students with Disabilities aims to create an environment where students with disabilities can learn on par with other students. The office coordinates with relevant parties to conduct various support activities.
- Led by coordinators with specialized qualifications, the office provides support that responds to the needs of students. If you encounter difficulties in studying at the university, please contact the Support Office for Students with Disabilities on each campus. ►Refer to page 17 for office details.

2 Initiatives for Faculty and Staff with Disabilities

(1) Employment of persons with disabilities

Faculty/Staff

- Employers with a certain number of regular employees are obligated by the “Act on Promotion of Employment of Persons with Disabilities” to employ persons with disabilities so that they constitute 2.3% or more (scheduled to be raised to 2.5% in the future) of regular employees. Employers are also required to report their hiring status to the government annually.
- At Hosei University, full-time faculty and staff (those working more than 20 hours or more per week) who hold a disability certificate are requested to notify the university, and a special subsidiary company (*3) on Tama Campus, Orange Forest Co., Ltd. has been established to employ persons with disabilities.
- Faculty and staff are expected to understand the system of employing persons with disabilities at Hosei University and, as colleagues working together, provide the necessary accommodations in the workplace

(*3) A “special subsidiary company” refers to a company that “gives special consideration to employing persons with disabilities, and contributes to providing more opportunities for persons with disabilities to become independent and to participate in society.” By meeting certain requirements and obtaining approval from the head of the Employment Security Office, persons with disabilities who have been hired can be included as employees of the parent company in calculating the ratio of employees with disabilities.

(2) Consideration in Entrance Examination Duties

- Hosei University requests its full-time faculty, full-time staff, administrative contract staff, and temporary staff to take on a share of the general entrance examination supervision duties. Upon completing the necessary procedures, full-time faculty and staff who have a disability certificate may be exempt from entrance examination supervision duties (be excluded from the basic count for their affiliated department). Relevant announcements are made by The Human Resources Division at the beginning of each academic year, so please complete the required procedures by the specified deadline. For more details, please contact the Human Resources Section of the Human Resources Division.

VI Nationality, Culture, Religion, Etc.

Hosei University promotes globalization, proactively accepting international students and providing support for students going abroad. Currently, more than 900 international students are studying in undergraduate faculties and graduate schools at the university. Students, faculty, and staff diverse in nationality, roots, race, ethnicity, culture, and religion etc., pursue their studies and careers on our campuses.

1 Initiatives Regarding Nationality, Culture, Religion, Etc.

(1) Prayer spaces and meals

Students

Faculty/Staff

- The DEI Center and the Global Education Center Administrative Division offer prayer spaces upon request. (Please note that availability may vary, and there might be instances where we cannot accommodate the request due to the status of facility usage). If you require a prayer space, please contact the DEI Center or the Global Education Center Administrative Division.
- Currently, there are no dining facilities on campus that provide meals accommodating religious considerations or various dietary practices.

(2) Support and counseling offices for international students

Students

The Global Education Center on Ichigaya campus and the office in charge of Global Affairs on Koganei and Tama campuses provide support and assistance regarding the following matters for international students and address inquiries related to their student life. ▶Refer to page 18 for contact details.

- Matters related to student life
Guidance and procedures regarding residence status, information on student insurance, housing, etc.
- Matters related to scholarships, etc.
Information/selection/ application for various scholarships for international students, implementation of tuition reduction and waivers
- Matters related to various international exchange events
Support for activities organized by international student associations, and assistance with and information on international student exchange events, and hosting and providing information on various international exchange events

(3) G Lounge

Students

- The G Lounge is open to international students for interaction among themselves and with Japanese students at each campus. It also serves as an office for international volunteer opportunities, international internships, and various courses offered through the Global Education Center. ▶Refer to page 18 for details

(4) Employment and career support

Students

- The Career Center provides information on various job opportunities for international students, just as it does for Japanese students, and offers individual consultations. It also provides support tailored to the needs of international students. Those aspiring to work in Japan are encouraged to actively use the Career Center to realize their career goals. ▶Refer to page 17 for contact details.

2 Preventing racial harassment

Students

Faculty/Staff

- Racial harassment refers to inappropriate words and deeds related to nationality, roots, race, ethnicity, etc. conducted by members of the university community in education, research, learning, employment, etc., which cause disadvantages or harm to other members or violate their dignity or human rights
- Examples of racial harassment include making overly generalized statements that hurt another country or culture (e.g. "People from ○○ country are barbaric"), denying or insulting, physical and cultural characteristics, negatively perceiving differences of opinion as due solely to nationality or race, emphasizing a student's status as an international student in front of everyone in class, and engaging in hostile or defamatory words and deeds against a specific nationality, race, or ethnicity.
- If you experience harassment, you may consult with the Harassment Consultation Office. ▶Refer to page 18 for contact details.

Appendix

1 Various Consultation Offices (Usage Guidelines)

(1) Diversity, Equity & Inclusion Center (DEI Center)

The DEI Center focuses on creating an inclusive environment and offers individual consultations by a professional coordinator on gender, gender identity, sexual orientation, etc. The DEI Center also houses the Diversity Lounge, a hub for information dissemination and exchange to foster mutual understanding. It promotes understanding and respect for differences such as in gender identity and sexual orientation, as well as in nationality, roots, race, culture, disability, etc., as unique individual characteristics. The lounge also makes available relevant books for reading on site and loaning out, and a space where diverse students can feel safe and relaxed.

[Location and opening hours] 1F Fujimi Gate, Ichigaya Campus Open: Monday through Friday, 9:00 a.m. to 5:00 p.m. (closed 11:30 a.m. to 12:30 p.m.)

[DEI Center website] <https://www.hosei.ac.jp/diversity/>

(2) Student Counseling Office

The Student Counseling Office works together with students to address various challenges encountered in their university life, providing assistance to make student life more fulfilling. If you find yourself facing difficulties or uncertainties and need someone to talk to, feel free to use the services of the Student Counseling Office. Qualified clinical psychologists are available to listen attentively and discuss concerns at a relaxed pace.. *English-speaking counselors are also available several days a week. Please inquire if you are interested.

[Location and opening hours]

Ichigaya: 4F Fujimizaka Bldg. Open: Monday through Friday, 9:00 a.m. to 5:00 p.m. (closed 11:30 a.m. to 12:30 p.m.)

Tama: 2F All-purpose Bldg. (Bldg. No. 1) Open: Monday through Friday, 9:30 a.m. to 4:30 p.m. (closed 11:55 a.m. to 12:55 p.m.)

Koganei: 4F Administrative Bldg. Open: Monday through Friday, 9:30 a.m. to 4:30 p.m. (closed 11:30 a.m. to 12:30 p.m.)

[Student Counseling Office website] <https://www.hosei.ac.jp/gakusei-sodanshitsu/>

(3) Support Office for Students with Disabilities

The Support Office for Students with Disabilities is dedicated to realizing an environment in which students with disabilities can learn on par with other students. The primary focus of our support activities revolves around “learning support.” We aim to create a community where both students with disabilities and their supporting peers can grow together.

[Location and opening hours]

Ichigaya: 1F Sotobori Bldg. Open: Monday through Friday, 9:00 a.m. to 5:00 p.m. (closed 11:30 a.m. to 12:30 p.m.)

Tama: 2F All-purpose Bldg. (Bldg. No. 1) Open: Monday through Friday, 9:00 a.m. to 5:00 p.m. (closed 11:30 a.m. to 12:30 p.m.)

Koganei: 2F Administrative Bldg. Open: Monday through Friday, 9:00 a.m. to 5:00 p.m. (closed 11:30 a.m. to 12:30 p.m.)

[Support Office for Students with Disabilities website] https://www.hosei.ac.jp/shogai_shienschitsu/

(4) Career Center

The Career Center provides personalized consultations to address various questions and concerns related to career paths and employment. Career counselors are available to assist each individual. Additionally, it houses a reference corner stocked with various reference materials to support job hunting activities.

[Location and opening hours]

Ichigaya: 2F Sotobori Bldg. Open: weekdays, 9:00 a.m. to 5:00 p.m. / Saturday, 9:00 a.m. to 12:00 p.m.

Tama: 2F All-purpose Bldg. Open: weekdays, 9:00 a.m. to 5:00 p.m. (closed 11:30 a.m. to 12:30 p.m.) / Saturday, 9:00 a.m. to 12:00 p.m.

Koganei: 2F Administrative Bldg. Open: weekdays, 9:00 a.m. to 5:00 p.m. (closed 11:30 a.m. to 12:30 p.m.)

Tuesday: 10:00 a.m. to 5:00 p.m. (closed 11:30 a.m. to 12:30 p.m.), Saturday: 9:00 a.m. to 12:00 p.m.

[Career Center website] <https://www.hosei.ac.jp/careercenter/>

(5) Global Education Center / G Lounge

The Global Education Center provides consultation services regarding tuition reduction and waiver for international students, scholarship programs, procedures related to residence status, daily life information, etc. There is a G Lounge on each campus, which serves as a space for interaction among international students as well as between international and Japanese students. It also serves as an office for international volunteer opportunities, international internships, and various courses offered through the Global Education Center.

[Location and opening hours]

Ichigaya: 2F Ouchiyama Bldg. (International Office and Global Students and Scholars Support Office, Global Education Center)

Open: Monday through Friday, 9:00 a.m. to 5:00 p.m. (closed 11:30 a.m. to 12:30 p.m.) / Saturday, 9:00 a.m. to 12:00 p.m.

Tama: B1F All-purpose Bldg. (Unit in charge of global affairs, Tama Administration Section, Tama Administrative Division)

Open: Monday through Friday, 9:00 a.m. to 5:00 p.m. (closed 11:30 a.m. to 12:30 p.m.)

Koganei: 3F Administrative Bldg. (International Exchange Support Office)

Open: Monday through Friday, 9:00 a.m. to 5:00 p.m.

[Global Education Center website] <https://www.global.hosei.ac.jp/>

(6) Harassment Consultation Office

Professional consultants will listen to concerns of individuals seeking consultation, understand their preferences, and seek a solution together while protecting their privacy. Certified professionals such as clinical psychologists and certified psychologists are stationed at the Harassment Consultation Office. Please refer to the university website (URL below) for details regarding the system for harassment prevention, consultation, etc..

*Consultations are primarily conducted through face-to-face meetings. To ensure the privacy of individuals using the service, consultations are by appointment only to avoid overlap of visitors. Please fill out the "Consultation Application Form" on the [Harassment Consultation Office website] to contact the office in advance via email or other means.

*Meetings (by appointment) can be conducted in a language other than Japanese if an interpreter can be arranged.

[Location and times] Ichigaya Campus

Open: Monday through Friday, 9:30 a.m. to 11:30 a.m., 12:30 p.m. to 4:30 p.m. (on request, 11:30 a.m. to 12:30 p.m.)

[Harassment Consultation Office website] <https://www.hosei.ac.jp/campuslife/support/sodanmadoguchi/harassment/>

2 Frequently Asked Questions (FAQ)

We have compiled frequently asked questions on the following pages. Please access the pages for more information.

[DEI Center] <https://www.hosei.ac.jp/diversity/qa/>

[Support Office for Students with Disabilities] https://www.hosei.ac.jp/shogai_shienshitsu/faq/

[Global Education Center]

International exchange program > Currently enrolled international students > Frequently Asked Questions

3 Related Materials and Websites, Etc.

- **Hosei University Guidelines for Harassment Prevention and Policies**
<https://www.hosei.ac.jp/hosei/daigakugaiyo/rinen/hoshin/torikumi/harassment/guide/>
- **Hosei University "Handbook for Faculty and Staff: Supporting Students in Need as a Team"**
(Issued by the Student Counseling Office and the Support Office for Students with Disabilities)
* Available on the university website for university faculty and staff members. Access requires ID and password.
- **Hosei University "Digital Handbook for International Students"**
(Issued by the Global Education Center)
<https://www.global.hosei.ac.jp/wp-content/uploads/2022/03/4af8ea080aae368b25ea684dedda99c5.pdf>
- **"Reasonable Accommodations Handbook"** (Issued by the Japan Student Services Organization)
https://www.jasso.go.jp/gakusei/tokubetsu_shien/shogai_infomation/handbook/index.html



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Hosei University Diversity , Equity & Inclusion Center

<https://www.hosei.ac.jp/diversity/>