Ritsumeikan University &
Ritsumeikan Affiliated Schools
Harassment Prevention Guidelines

Ritsumeikan University and Ritsumeikan Affiliated Schools
Harassment Prevention Committee
1 Nishinokyo-Suzaku-cho, Nakagyo-ku, Kyoto 〒604-8520
E-mail: harass@st.ritsumei.ac.jp
Tel.: 075-813-8606
Website: http://www.ritsumei.ac.jp/mng/gl/jinji/harass-eng/
I. Preventing Harassment

Ritsumeikan University and Ritsumeikan Affiliated Schools strive to create a climate where people facilitate one another’s growth by valuing character and mutually respecting diversity.

1. Purpose of Guidelines

By refusing to tolerate harassment, Ritsumeikan University and the elementary schools, junior high schools, and senior high schools operated by the Ritsumeikan Trust (hereinafter “Ritsumeikan Affiliated Schools”) are creating a community where all university students, school-age students, and young children (hereinafter “students”), teaching staff and other staff can engage in dynamic learning, education, research and work in safe and pleasant education, research and work environments. This encourages the learning and growth of students and is crucial to fulfilling Ritsumeikan University and Ritsumeikan Affiliated Schools’ social mission.

With respect for the dignity and human rights of all students, teaching staff and other staff of Ritsumeikan University and Ritsumeikan Affiliated Schools, these guidelines were established to create safe and pleasant education, research and work environments, to prevent and eliminate harassment, and to institute appropriate measures should harassment occur.

2. Basic Stance of Ritsumeikan University and Ritsumeikan Affiliated Schools

Ritsumeikan University and Ritsumeikan Affiliated Schools are educational and research institutions that promote education and research. As set forth in the Constitution of Japan and the “Act on Securing, Etc. of Equal Opportunity and Treatment between Men and Women in Employment”, and in accordance with its fundamental spirit of respect for human rights, Ritsumeikan University and Ritsumeikan Affiliated Schools will not tolerate any infringement of human rights threatening the dignity, safety or security of students or members of the teaching staff or other staff. The same applies to harassment in the form of speech or behavior that infringes on human rights (hereinafter “speech and behavior”).

With the understanding of all students, teaching staff, and other staff, Ritsumeikan University and Ritsumeikan Affiliated Schools strive to be a harassment free educational and research institution.

3. Efforts Made by Ritsumeikan University and Ritsumeikan Affiliated Schools

Ritsumeikan University and Ritsumeikan Affiliated Schools have established the Harassment Prevention Regulations for Ritsumeikan University and Elementary Schools, Junior High Schools, and Senior High Schools Operated by the Ritsumeikan Trust (hereinafter “the Regulations”) and the Ritsumeikan University and Ritsumeikan Affiliated Schools Harassment Prevention Guidelines (hereinafter “the Guidelines”). While further clarifying its stance on respect for human rights that it has taken to the present, Ritsumeikan University and Ritsumeikan Affiliated Schools are promoting efforts to ensure that no harassment whatsoever will be tolerated.

In addition to the Regulations and the Guidelines, Ritsumeikan University and Ritsumeikan Affiliated Schools are also using the Ritsumeikan Charter, Action Guidelines for Teaching Staff and Other Staff and Code of Conduct for Ritsumeikan Affiliated Schools Teaching Staff and Other Staff to clarify its stance on respect for human rights.

■ The Ritsumeikan Charter

The Ritsumeikan Academy formulated the “Ritsumeikan Charter” in 2006, showing therein its basic guidelines for the future.

As stipulated in the ideals of the Ritsumeikan Charter, Ritsumeikan University will pursue the creation of
universal values based on academic freedom and will search for solutions to the pressing issues facing humankind, in order to help open the door to the future of the human race. To this end, it is important for all members of the university to respect each other and mutually accept universal rights and human rights as human beings, regardless of ideology, faith, race, citizenship, and origin. As the university is a place for growth and development, as well as for the free pursuit for truth, nothing is more important than respecting each other’s character and freely interacting with each other.

Action Guidelines for Teaching Staff and Other Staff

Ritsumeikan University established the “Action Guidelines for Teaching Staff and Other Staff” to accomplish the purposes of the Ritsumeikan Charter. The action guidelines state that teaching staff and other staff at Ritsumeikan University should: be conscious of the social responsibility borne by those who are engaged in higher education & research, respect fundamental human rights, fulfill their duties with integrity and justice, live up to high morality and public decency, and place emphasis on legal compliance. Accordingly, teaching staff and other staff at the university are required to respect fundamental human rights and the character, values, and privacy of undergraduate and graduate students, along with all the other people working at the university. In addition, the action guidelines demand that teaching staff and other staff do not commit any acts of harassment, taking strict action against such acts, in order to create an environment in which everyone can engage in education & research activities or work without anxiety.

Code of Conduct for Ritsumeikan Affiliated Schools Teaching Staff and Other Staff

Ritsumeikan affiliated schools teaching staff and other staff members shall adhere to the stipulations of the “Compliance Promotion Regulations.” Compliance refers to adherence by trustees, teaching staff, and other staff members to laws and the rules and regulations established by the Ritsumeikan Trust. It also refers to acting with the high ethical standards and social conscience expected of individuals engaged in education and research, executing one's duties in a fair, equitable, and honest manner. In addition, the teaching staff and other staff members of Ritsumeikan affiliated schools are required to fulfill their duties in accordance with the relevant work regulations, and refrain from harassment as stipulated in the Regulations and related laws and regulations. Further, if harassment occurs, individuals are expected to handle the matter in a strict manner.

4. Definitions

(1) The definitions of the terms used in the Guidelines and examples are shown below. (Regulations Article2)

① Students

All university students, school-age students, and young children who are enrolled at Ritsumeikan University and Ritsumeikan Affiliated Schools. Credited Auditors, Auditing Students, Trainees, Research Students, Special Course Students, and Special Auditing Students are included, too.

② Teaching staff and other staff

All teaching staff and other staff at Ritsumeikan University and Ritsumeikan Affiliated Schools, and the staff who handle administrative work of the Ritsumeikan Trust.

<Teaching staff>

“Teaching staff” refers to, as well as the teaching staff directly employed by Ritsumeikan University and Ritsumeikan Affiliated Schools (including teaching staff with no fixed contract term, Ninkisei Kyoin, Tokubetsu Keiyaku Kyoin, Tokumei Teaching staff, Tokubetsu Shohi Kyoin, Tokubetsu Ninyo Teaching Staff, Keizoku Koyo Kyoin, Sennin Lecturers, Tokunin Assistant Professors, Assistants, Full-Time Lecturers, Shokutaku Lecturers, Part-time Lecturers and Part-time Teachers) , Visiting Teaching Staff defined by “The Regulations Concerning Visiting Teaching Staff.”

<Other staff>

“Other staff” refers to, as well as non-teaching staff directly employed by Ritsumeikan University and Ritsumeikan
Affiliated Schools such as the non-teaching staff with no fixed contract term, Extended Tenure Staff, Tokutei Gyomu Senmon Shokuin, Keiyaku Shokuin, Jimu Hojo Shokuin, Senior Researchers, Research Assistants, staff from temporary staffing agencies and managers and coaches working under a contract.

③ Relevant parties
Persons other than teaching staff and other staff who are recognized to have working relation with Ritsumeikan University or Ritsumeikan Affiliated Schools and other persons who are deemed to have equivalent involvement in Ritsumeikan University or Ritsumeikan Affiliated Schools.

Included here are, for example, visiting teaching staff with no employment relationship, employees of contractors engaging in cleaning and security services at Ritsumeikan University and Ritsumeikan Affiliated Schools, employees of Ritsumeikan University Co-operative, researchers with no employment relationship, vendors of laboratory equipment and consumables, photocopier service persons and members of alumni and graduates' associations.

④ Guardians
Payers of school expenses and guarantors.

⑤ Supervisor(s)
“Supervisor or supervisors” refers to Dean (College), Deans (Graduate School), Directors, Acting Directors, Principals, Managing Directors (including both those of teaching staff and those of non-teaching staff), Deputy Managing Directors and Administrative Managers. (Deputy Managing Directors and Administrative Managers who are in extended tenure are excluded). Managing Directors in Affiliated Schools are excluded.

Supervisors are required to endeavor to prevent harassments through providing training, prepare a working environment with an atmosphere of open communication and respond appropriately in case troubles in human relations arise.

5. Scope of Application of the Regulations
In relation to a problem resulting from a harassment, when each or either party to the problem is a student or a teaching staff or other staff, the Regulations shall apply.

(1) Harassments arising in the relations between students, teaching staff and other staff of Ritsumeikan University and Ritsumeikan Affiliated Schools.
The Regulations shall apply regardless of time or place, even if said harassment occurred outside of school hours, outside of work hours, or off campus.

For example, they apply to speech or behavior in a seminar member trip or at a seminar member party. On the other hand, they do not apply to troubles between students one of whom borrowed a gaming device from the other, because it is a private act occurring outside class or student circle activities.

※ In the event that a teacher affiliated with Ritsumeikan University and Ritsumeikan Affiliated Schools perpetrates harassment while serving as a part-time instructor or the like at another school, with permission for dual employment having first been obtained, it shall be handled as a personal matter, as said act would be considered to have occurred off the job.

As a rule, it shall be handled by the other school involved. However, if, as a result, it is clear that an act of wrongdoing occurred that would considerably harm the honor and credibility of Ritsumeikan University and Ritsumeikan Affiliated Schools, the perpetrator could be subjected to disciplinary action.
(2) If either the complainant*¹ or the other party*² is a student or teaching staff or other staff of Ritsumeikan University or a Ritsumeikan Affiliated School:

If the complainant is a student or teaching staff or other staff of Ritsumeikan University or Ritsumeikan Affiliated Schools and the other party is neither a student nor teaching staff or other staff of Ritsumeikan University or Ritsumeikan Affiliated Schools, explanation of the intent of the Guidelines to the other party may be called for to elicit said party's understanding. In addition, when such an understanding is obtained, the institution or organization to which said party belongs shall be contacted and warned and may be called on to prevent a recurrence or conduct an inquiry.

For example, the Regulations shall apply to an administrative staff member using verbal abuse to a clerk at a company he/she visited on a business trip; meanwhile, they shall not apply to a student or a teaching staff or other staff verbally insulting a person with whom he/she became acquainted on a private trip (private act).

*¹ Complainant: The person making a complaint of harassment.

*² Other party: The person accused of harassing the complainant.

II. What is Harassment?
1. Definition of Harassment

Harassment, as defined here, concerns acts occurring in relation to education activities, research activities, administrative activities, students' activities (such as student circle activities) and other activities at Ritsumeikan University and Ritsumeikan Affiliated Schools. Even if there is discomfort or pain, those acts which take place within the proper use of power in respective activities shall not constitute harassment. For example, content including a sexual element which is necessary in class to explain differences in the application of law does not constitute harassment even if it causes pain.

Harassment refers to the act of harming another or causing another psychological or physical harm, thus harming another’s education, research, study or work environment or inflicting disadvantageous treatment on another for the purpose of education, research or work, among students, teaching staff and other staff and relevant parties, with speech or behavior concerning personal attributes, character, or other features.

Personal attributes include sex, gender, sexual orientation, age, ability, physical and mental condition, nationality, ethnicity, race, origin, place of birth, family connections, thinking, ideology, religion, occupation and anything else related to social standing.

In the Regulations, harassment is categorized into four types that educational or research institutions are prone to: sexual harassment, academic harassment, power harassment and other harassment.

2. Sexual harassment

(1) Definition of sexual harassment (Regulations Article2-1(1))

In the Regulations, sexual harassment is defined as conducts that inflict humiliation, distress or discomfort, or disadvantageous treatment on others by means of any unwanted speech or behavior of sexual nature.

It refers to causing discomfort, a sense of humiliation or psychological pain in another or causing difficulties in the study or work environment by means of sexual (in a broad sense) speech or behavior, or giving disadvantageous treatment in the study or work environment of another in response to another's refusal or resistance to such speech or behavior.
Any person can be a sexual harassment offender regardless of hierarchical relationship, position or sex.

(2) Types of sexual harassment
1) Unwanted sexual propositions and forced sexual activity
This refers to making relentless or coercive sexual propositions to another, touching another’s body without just cause, and engaging in stalking and similar acts.
2) Quid pro quo sexual harassment
This refers to someone who gives sexual speech or exhibits sexual behavior, makes unwanted sexual demands or propositions on another and puts that person at an advantage or a disadvantage, in personnel matters or at school or work, based on that person’s submission, refusal or resistance. This includes speech and behavior implying the same.
3) Hostile environment sexual harassment
This refers to sexual speech or behavior in venues for education, research, study or work which harms another's education, research, study or work environment, by making another's education, research, study or work environment so uncomfortable as to seriously impede the person's exercise of abilities.
4) Discriminatory speech or behavior based on awareness of gender roles
This refers to speech or behavior that is intended to sexually discriminate against students or teaching staff and other staff of Ritsumeikan University or Ritsumeikan Affiliated Schools.

*Please refer to “Speech and Behavior That May Constitute Sexual Harassment” on page 22.

(3) Sexual harassment based on gender and sexual orientation
Sexual harassment also applies to those of the same sex. It applies no matter what sex or sexual orientation the person who feels that he/she has incurred harassment is. (More specifically, it applies no matter what people’s awareness of their sexuality is, what they feel their sexual identity to be, or what the objects of their love life and sex life are.)

[Reference: “Guidelines Concerning Measures to be Taken by Employers in Terms of Employment Management with Regard to Problems Caused by Sexual Harassment in the Workplace” (last amended on August 2, 2016; Public Notice of the Ministry of Health, Labour and Welfare No. 314)]

People making offensive remarks to those who identify as lesbian, gay, bisexual and transgender (LGBT) and people who speak or behave negatively concerning another person’s personality, ability, or behavior for the sole reason that said person is a sexual minority are infringing on human rights, and this shall be deemed sexual harassment.

*Please refer to “Speech and Behavior Against Sexual Minorities (LGBT) That May Constitute Sexual Harassment” on page 22.

Understanding forced agreements and relationships
Sexual speech or behavior that goes against the wishes of others constitutes sexual harassment.

Because teachers and students are particularly prone to power relationships, hierarchical relationships and authority exerted from a superior position, the party incurring harm (hereinafter “the victim”) often feels forced to accept or tolerate such speech or behavior.

In keeping, one party’s lack of clear refusal must not be simply taken by the other party as consent.
(4) Maternity harassment
Female teaching staff, other female staff, female students and the like must not be subjected to inappropriate speech or behavior when they utilize systems pertaining to pregnancy, childbirth, and childcare leave. The use of such conditions as reasons for dismissal or termination of employment or to demand voluntary resignation from work, voluntary withdrawal from school, or taking a leave of absence from school is prohibited by law as disadvantageous treatment. (In keeping with the amendment of the Child Care and Family Care Leave Act and the Equal Employment Opportunity Law, since January 1, 2017, employers are obligated to devise preventive measures in kind.)

However, maternity harassment shall not apply to speech and behavior based on what is necessary from a work standpoint, viewed objectively in light of the necessary division of work, safety considerations, and the like.

1. Harassment of those making use of systems
*This refers to speech and behavior concerning the use of the systems and measures (hereinafter “systems, etc.”) listed below that detract from the work or school environment.
① Applying health management measures during pregnancy and following childbirth
② Applying employment restrictions on hazardous work
③ Taking maternity leave prior to childbirth
④ Switching to light work
⑤ Restricting overtime work, late-night work, and work on holidays
⑥ Taking childcare time
⑦ Taking a leave of absence from school

《Anything suggestive of dismissal or other disadvantageous treatment》
This refers to anything suggestive of dismissal, refusal to provide guidance on education and research, or other disadvantageous treatment of female students or female members of teaching staff and other staff.

《Anything hindering requests to use or the actual use of systems, etc.》
• This refers to supervisors, advisors and the like telling female members who have consulted on or requested the use of systems, etc., not to do so.
• It also refers to the coworkers and friends of female members who have consulted on or requested the use of systems, etc., repeatedly or continuously asking them not to do so.

《People harassing others for using systems, etc.》
This refers to supervisors, advisors, coworkers, or friends who repeatedly and constantly harass female members who have used systems, etc. (by using harassing speech and behavior, by not letting them work, by making them do routine work only, etc.).

2. Situational harassment
*This refers to people who harm the work or school environment with speech or behavior pertaining to pregnancy or childbirth (hereinafter “pregnancy, etc.”), as listed below.
  ① The fact that someone is pregnant
  ② The fact that someone has given birth
  ③ The fact that someone cannot begin work or does not perform work in accordance with the provisions of the restrictions on hazardous work
  ④ The fact that someone cannot start work in accordance with the provisions of the work restrictions following childbirth or that someone has taken leave after childbirth
  ⑤ The fact that someone cannot or could not render service for reasons stemming from pregnancy or childbirth (morning sickness, severe morning sickness, the danger of miscarriage, failure to recover after giving birth, etc.) or that someone’s productivity has decreased

《Anything suggestive of dismissal or other disadvantageous treatment》
This refers to supervisors, advisors, etc., suggesting to the relevant female member dismissal, refusal to provide guidance on education and research, or any other disadvantageous treatment.

《People who harass women who have been pregnant, etc.》
This refers to supervisors, advisors, coworkers or friends who repeatedly or constantly harass a female member when she is pregnant, etc.

*Please refer to “Speech and Behavior That May Constitute Maternity Harassment” on page 22.

3. Academic harassment
(1) Definition of academic harassment （Regulations Article2-1(2)）
In the Regulations, academic harassment is defined as conduct that inflict humiliation, distress or discomfort, or disadvantageous treatment on others by means of any speech or behavior made by taking advantage of a superior position in education or research in connection with education activities or research activities at Ritsumeikan University (excluding unwanted speech or behavior of sexual nature).

“Superior position” here refers not only to that based on a hierarchical relationship but includes that based on power relations or an advantageous position.

Although people may feel dissatisfied with or offended by instructions, cautions or guidance necessary for the purpose of education, research or work, depending on how they take it, it does not constitute harassment if it is within the scope of what is appropriate in the line of education, research or work.

Classification and examples of academic harassment are listed as follows.
1) Educational harassment
① Refusing to provide or neglecting necessary educational guidance for no sound reason
② Imposing excessive assignments
③ Giving unfair treatment such as undeserved evaluation in conferral of academic degrees or credits
④ Violating or threatening freedom of choice for career

2) Research harassment
① Refusing to provide a research theme, prohibiting the use of equipment or facilities, or unfairly restricting opportunities to publicize research (this type is known as “research marginalization”)
② Exploiting others’ research achievements or personal ideas (this type is known as “research exploitation”)

4. Power harassment
(1) Definition of power harassment (Regulations Article2-1(3))
In the Regulations, power harassment is defined as follows:
   i) Conducts that inflict humiliation, distress or discomfort, or disadvantageous treatment in a workplace on others by means of any speech or behavior (excluding unwanted speech or behavior of sexual nature) made by taking advantage of a superior position in such workplace in connection with administrative activities
   ii) Conducts that inflict humiliation, distress or discomfort, or disadvantageous treatment on others in relation to students’ activities by means of any speech or behavior (excluding unwanted speech or behavior of sexual nature) made by taking advantage of a superior position in such students’ activities in connection with students’ activities at Ritsumeikan University.

“Superior position” here refers not only to an advantageous position based on rank or title, but also an advantageous position in human relations.

Power harassment does not only exist between superiors and subordinates but also between senior students and junior students and between coworkers. Subordinates can also subject superiors to it. It includes a variety of types of superiority (such as having acquired specialist skills or knowledge).

Although people may feel dissatisfied with or offended by instructions, cautions or guidance necessary for the purpose of education, research or work, depending on how they take it, it does not constitute harassment if it is within the scope of what is appropriate in the line of education, research or work.

(2) Power harassment: Actions (types and specifics) and perspectives

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<tr>
<th>Actions: Types and Specifics</th>
<th>Perspectives</th>
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<tr>
<td>(1) Physical aggression (violence and injury)</td>
<td>This is not included within the scope of what is appropriate in the line of work.</td>
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<td>(2) Psychological aggression (intimidation, verbal abuse, etc.)</td>
<td>As a rule, these actions exceed the scope of what is appropriate in the line of work.</td>
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<td>(3) Isolation from human relationships (keeping people at a distance, excluding them from friendships, or ignoring them)</td>
<td>Specific judgments on whether these actions exceed the scope of what is appropriate in the line of work would conceivably depend on the situation and the frequency of the actions.</td>
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<td>(4) Unreasonable demands (demanding what is clearly unnecessary or impossible in the line of work or obstructing work)</td>
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<td>(5) Belittling demands (ordering a person to do work that is far below the person’s abilities or experience, or not assigning a person work, which would be irrational from a</td>
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(3) Power harassment between students
These acts described above are deemed as power harassment, irrespective of the situation where these acts are undertaken—these acts are not limited to the workplace. Even in extra-curricular activities among students, acts undertaken on the basis of status or advantageous position constitute power harassment.

- It seems like the orders of a senior student must be strictly obeyed and that those who do not obey will not be allowed to practice.
- A senior student coerces people into going drinking every day.
- In extracurricular activities, one person is singled out for unfair treatment.

5. Other types of harassment
In the Regulations, other types of harassment is defined as conducts carried out by any of students, teaching staff and other staff, guardians or relevant parties by means of any inappropriate speech or behavior (excluding unwanted speech or behavior of sexual nature), and inflict humiliation, distress or discomfort, or disadvantageous treatment on other students, teaching staff and other staff, guardians or relevant parties.

For example, even if a presentation at a seminar class by Student A about his survey on the situation of a certain region discomforts Student B who is from that region, it does not constitute an inappropriate speech or behavior because it is a report on the result of survey. On the other hand, a negative speech not deducible from the survey result such as “Student B must be XX because he is from this region” may constitute an inappropriate speech.

This type of speech and behavior is also harassment.
The definition of sexual harassment was established in the 1997 amendment of the Equal Opportunity Employment Act. Since that time, harassment potentially existing in various communities, including workplaces and schools, has surfaced. At present, over 30 types of harassment are commonly known, including those types commonly heard of. Several such types are presented here.

(1) Alcohol harassment
More than anything, urging or forcing students under 20 to drink alcohol is a crime.

Alcohol harassment involves drinking, and because forcing someone to drink alcohol can cause acute alcohol poisoning, this type of harassment can lead to situations that endanger lives.

- Using a hierarchical relationship to force people to drink alcohol with no regard for their physical constitution or condition
- Making people down drinks whole
- Intentionally getting people drunk
- Someone with seniority who is drunk dragging others to after-parties, not allowing them to go home
- Being inconsiderate of people who do not drink alcohol (by not providing non-alcoholic beverages, etc.)

(2) Gender harassment
Gender harassment is speech and behavior based on fixed gender stereotypes of men and women - regardless of individual abilities and characteristics - that makes others feel uncomfortable. Different from sexual harassment, it involves harassing others by criticizing speech and behavior that deviates from common notions of masculinity and femininity. From the standpoint of respect for diverse ways of life, we must not criticize the way people live or impose...
a way of life on them.

- In the workplace, only having women serve tea and only having men do work requiring physical strength
- Saying things like, “For a man/woman, you’re…” or “You should be more masculine/feminine”

*Please refer to “Speech and Behavior That May Constitute Gender harassment” on page 23

(3) Racial harassment
Racial harassment is unjust discriminatory speech and behavior based on differences in race, nationality or ethnicity.

Because a principle of the Ritsumeikan University Charter is to “…pursue the creation of universal values based on academic freedom and search for solutions to the pressing issues facing humankind…” it is important for all members of Ritsumeikan University or Ritsumeikan Affiliated Schools to respect each other and acknowledge one another’s basic human rights, regardless of race, nationality and other such differences.

*Please refer to “Speech and Behavior That May Constitute Racial Harassment” on page 23

(4) Dating violence
Dating violence is when people who are romantically involved are in a relationship of domination and submission; one physically or psychologically abuses the other with speech and behavior.

- One behaves violently (punching or kicking) when the other does not do exactly what they say
- One restricts the other’s behavior, attire, or social circle
- One forces the other to tell them their e-mail or LINE password

(5) School harassment
School harassment refers to such acts as speech or behavior of teaching staff based on the advantageous position they have toward children in education and guidance or speech or behavior used between young children or school-age children that unfairly inflict disadvantage in study or unfairly harm the study environment of others at an elementary school, junior high school or senior high school.

However, careful consideration must be given when determining whether or not to treat issues arising between young children or school-age children or matters concerning education and guidance as harassment. Consideration must be given to the developmental stage and accountability of the children. In principle, immediate response from an educational perspective must be taken at the Ritsumeikan Affiliated School concerned. For quick solution and response, such children are encouraged to consult teachers around them at school.

III. Basic attitude not to commit harassment
In order not to commit harassment, nothing is more important than respecting fundamental human rights.

People tend to think that harassment is difficult to be assessed because of differences in reactions from each individual or position. Therefore, it may be a good idea to look at it from the other persons' perspective.

Taking sexual harassment as an example, suppose the case in which your speech or behavior is directed at your partner, children, or any other person who is important to you. If you have a sense of discomfort, such speech or behavior is likely to constitute harassment.

In case of academic harassment or power harassment as well, suppose the case in which you are treated in the same way.
If you have a sense of unfairness or feel discouraged, it is likely to constitute harassment. It is also necessary to be fully aware of the following points.

1. **Harassment is assessed on the basis of how the person who received it takes it.**
   Speech or behavior, in particular, that which is sexual in nature, is taken differently by each individual, gender, position, or viewpoint. It should be kept in mind that whether speech or behavior constitutes harassment or not is mainly assessed on the basis of how the person who received it takes it. Even if you intend to express a sense of intimacy, it may discomfort the person receiving it or cause disadvantage in the person's study or work environment despite your intention. Thinking that “speech or behavior of this level will be acceptable to that person” or that “I have a close relationship with that person” may be an incorrect assumption and may lead to harassment.

2. **Do not repeat the same speech or behavior.**
   If you realize that your speech or behavior is refused or unwanted, you must not repeat such speech or behavior.

3. **The person receiving harassment doesn’t always express how he/she feels.**
   A person that has received harassment doesn’t always indicate that such speech or behavior is uncomfortable. There are many cases where those suffering harassment cannot refuse it because the perpetrator is their teacher or superior. Not expressing refusal should not be taken as “agreement.”

4. **Pay attention to the extended situation of work, education or research.**
   It is not sufficient to be careful about harassment only during working hours, in the workplace, in class or during research activities. Specifically, you need to pay attention to harassment in other situations where a relationship in work, education or research is maintained, such as at training camps, parties, social functions, or any other event.

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**Romantic relationships between teaching staff and students**

(1) Teaching staff are in a position higher than students (The balance of power between teaching staff and students is inherently on the side of teaching staff.)

   Teaching staff and students cannot be in a 50/50 or collegial relationship. At universities in particular, they appear to be in a 50/50 or collegial relationship since they exchange views and debate with each other. However, teaching staff are authorized to assess the academic achievements of students and thus teaching staff are in a position that is higher than their students.

   Furthermore, in graduate schools, the authority of teaching staff becomes even stronger. Teaching staff at graduate schools has conclusive influence on their students, in terms of guiding research or reviewing papers to confer academic degrees. Teaching staff should be conscious of their advantageous position, as it could easily lead to harassment.

   For the reasons above, a romantic relationship between teaching staff and students is likely to lead to serious sexual harassment or academic harassment once such a relationship has broken down. Specifically with young children and school-age children, such relationship will cause an undeniable impact on their later growth. Teaching staff are required to be strongly aware of this.

(2) Toward maintaining a sound educational/research environment

   Teaching staff should be always conscious of their special position regarding relationships with students and should pay particular attention not to enter into inappropriate relations with them. Should teaching staff form a romantic relationship with their students (over whom teaching staff have authority when giving out academic evaluations), the teaching staff must inform the Dean, Director or Principal of such to maintain the fairness of
The Dean, Principal or other supervisor after being informed, then takes necessary actions in education & research, in line with the responsibilities of a supervisor, to avoid the situation where a private relationship and teacher-student relationship coexist.

IV. If you suffer harassment…

The victim is not to blame.

You as a victim are not responsible for harassment. Take action toward settlement before the situation gets worse. Do not blame yourself or tolerate the situation. There are cases where the perpetrator doesn’t realize that his/her speech or behavior constitutes harassment at all. You can thus possibly settle harassment for yourself rapidly by directly notifying the perpetrator verbally or in writing that his/her speech or behavior is harassment and uncomfortable, or by informing the supervisor of the situation—if you are not in a hostile relationship with the perpetrator.

In an emergency case where you are in imminent danger, make contact with people around you or with the administrative offices for help, or contact police if necessary. When you go to the police in case of emergency, you will be accompanied by a teaching staff or other staff.

On the website of the Ritsumeikan University and Ritsumeikan Affiliated Schools Harassment Prevention Committee (hereinafter “Harassment Prevention Committee”), you can find ways to respond to harassment, emergency contact numbers, and information about external counseling offices. You can also refer to the “Harassment Prevention Handbook,” which is included in the new students’ guidance handbook in the form of PowerPoint slides; its excerpts are also available at the administrative office of each college and other selected locations.

V. Processes and Procedures for Resolving Issues

1. Harassment counseling

1) Harassment Advisors (Regulations Article14)

① In response to harassment counseling, the university is staffed by Harassment Advisors, including those who were selected from the teaching staff of each college or graduate school. The Harassment Advisors are stationed at the administrative offices of each college, Office of Student Affairs, the Health Center (Office of Medical Services), Office of Payroll and Employee Benefits and at other places at Kinugasa Campus, BKC, Suzaku Campus and OIC. Teaching staff and other staff are stationed as Harassment Advisors at each Ritsumeikan Affiliated School.

② Harassment Advisors receive training twice a year to properly offer harassment counseling.

③ Harassment Advisors provide consultation on the harassment that the counselee (person who feels that he/she has incurred harm) claims to have experienced. If the counselee wishes to file a complaint, the Harassment Advisor in charge shall give to the counselee a written complaint, receive it when completed, and submit it promptly to the Harassment Prevention Committee Secretariat (hereinafter referred to as “Secretariat”).

2) Requesting and receiving counseling

① In addition to students or teaching staff and other staff who feel that they have been harmed by harassment, counseling can also be provided for those who saw and heard someone else being harassed and felt uncomfortable, those who were told by someone else that they were harassing others, and supervisors, relevant parties or guardians of young children or school-age children of Ritsumeikan Affiliated Schools who have been consulted about harassment.

② Counseling can be scheduled by telephone, fax or e-mail.

③ Counseling is provided face-to-face, in principle, at an office or place where privacy is fully protected.

④ When you receive counseling, you can select any Harassment Advisor with whom you feel at ease talking to,
regardless of the campus, college, graduate school, or school where you study. In addition, with justifiable reason, the counselee may request to change Harassment Advisors during the counseling process.

⑤ The counselee can also seek support from an outside professional counselor when desired or necessary.

⑥ Harassment Advisors have the duty of confidentiality. Without the consent of the counselee, the details of counseling or the names of counselee are never be revealed to those other than the Harassment Advisors in charge or the members of the Harassment Prevention Committee.

⑦ Needless to say, people other than the Harassment Advisor who have been consulted about the harassment may take part in the counseling process. However, as it may be necessary to take action quickly to help the victim and resolve the matter, please recommend that the victim be counseled by a Harassment Advisor as necessary.

3) Records of the details of the harassment
The actual circumstances of harassment may not be immediately obvious to people other than the complainant and the other party (hereinafter “parties involved”). If you feel you are suffering harassment, try to record the details correctly as much as possible, including when, where, from whom, and how you suffered harassment and who saw or heard the harassing act or speech.

2. Specific (complaint) settlement methods and processes
The complainants who feel they have been harmed by harassment can file a complaint with the Harassment Prevention Committee, aside from taking independent action toward solution referring to advise by a Harassment Advisor and receiving support.

(1) Types of complaints and how they are handled (Regulations Article11 Relations)
Complaints are classified as follows, and counselee chooses a method of settlement.

1) Notification
① The Harassment Prevention Committee notifies the other party that a harassment complaint has been filed by the complainant, either anonymously or using his/her real name, with necessary specifics of the complaint and prompt the other party to stop the speech or behavior in question to solve the problem.
② After interviewing the complainant to confirm the specific details to be communicated to the other party, the members of the Harassment Prevention Committee and the staff of the Secretariat communicate the specifics of the complaint to the other party.
③ The Harassment Prevention Committee Secretariat then notifies the complainant that the other party has been informed.

This does not constitute acknowledgment that an act of harassment occurred.

2) Conciliation
① The Harassment Prevention Committee, after interviewing both or either of the complainant and the other party about facts, formulates measures to solve the problem arising from the harassment, in view, if necessary, of discussions with the supervisor of the other party or the other party per se. Then the Harassment Prevention Committee requests the other party or his/her supervisor to implement the measures for resolution.
② Based on interviews with the parties involved, appropriate measures to be taken are determined through discussion among the Secretariat, the Harassment Prevention Committee members and the parties involved, or between the Chairperson of the Harassment Prevention Committee and the supervisor of the other party (Dean, Director, Acting Director, Principal, Managing Director of teaching staff, Managing Director of non-teaching staff, Deputy Managing Director, or Administrative Manager).
At the discretion of the Chairperson of the Harassment Prevention Committee, there may be cases in which an interview is held for one of the parties, or in which differences achieve conciliation with one of the parties.

③ The Chairperson of the Harassment Prevention Committee communicates the results of said conciliations to the complainant.

This does not constitute acknowledgment that an act of harassment occurred.

3) Investigation
① With this method, the Harassment Prevention Committee conducts fair and appropriate investigations to find out facts about the speech or behavior which the complainant claims to have received from the other party, judges whether the speech or behavior of the other party constitutes harassment or not, and notifies the parties involved of the result of its judgment. Then, while encouraging understanding, it issues whenever necessary a recommendation to the supervisor of the other party or the other party on the measures to be implemented to solve the problem arising from the harassment.

② In principle, an investigation is conducted when the specifics of the counseling or written complaint indicate the possibility that there has been an act of harassment and when it is deemed appropriate to settle the matter in accordance with the method explained in investigation. This method is used to settle the matter if the conciliation process ends unsatisfactorily.

③ The Investigative Committee is established under the Harassment Prevention Committee. The facts and whether or not an act of harassment has occurred will be determined based on interviews with the parties involved and third parties along with a review of the materials submitted. In principle, the Investigative Committee will be composed of members of the Harassment Prevention Committee and the staff of the Secretariat. From considerations for the neutrality and fairness of the investigation, the Investigative Committee shall consist of those members who are neither in the same line of command with the parties involved nor interested parties. (Regulations Article7-3)

④ After the Harassment Prevention Committee has approved the report from the Investigative Committee, the Chairperson of the Harassment Prevention Committee will report the result (whether the act has been assessed as harassment or not) to the parties involved.

⑤ If the Harassment Prevention Committee judges that the committed harassment is serious and deserving of disciplinary actions, the Chairperson of the Harassment Prevention Committee may issue a recommendation to request disciplinary procedures. Recommendations regarding students or school children are made to the Dean of the college or graduate school the student belongs to, or the Principal of the Ritsumeikan Affiliated School the school child belongs to (hereinafter referred to as “Head of the college or school”). Recommendations regarding teaching staff and other staff are made to the Chairperson of the Board of Trustees. Decisions shall be made with reference to the “Guidelines for Disciplinary Actions (October 17, 2012, Executive Board of Trustees),” “The Regulations regarding Disciplinary Actions” or standards on disciplinary actions established by individual Ritsumeikan Affiliated Schools. (Regulations Article12)

⑥ If the other party has a comment on the Harassment Prevention Committee’s judgement on the harassment when the Harassment Prevention Committee decides to issue a recommendation for disciplinary actions, the other party can submit a written comment to the Chairperson of the Harassment Prevention Committee within two weeks from the date of receipt of the investigation report. The Harassment Prevention Committee submits its recommendation with any comment received from the other party attached to it. (Regulations Article13)

⑦ The Committee may recommend to Chancellor necessary measures to settle or prevent issues arising from harassment. (Regulations Article13-2) The Chancellor makes specific requests to the supervisor who should take the recommended measures or response.

⑧ The period required for investigation should be basically within six months. It may take, however, less than six months or more than six months depending on the complexity of the matter to be investigated or the number of the
parties involved. (Regulations Article11-5)

(2) Time limit for filing a complaint (Regulations Article11-1-2)
Students, teaching staff and other staff claiming to have received harassment can file harassment complaints if not later than three years from the date of harassment, provided that it took place during the period of their study or work at Ritsumeikan University or Ritsumeikan Affiliated Schools (effective from April 1, 2020). If the harassment is claimed to have continued for a certain period, the first day of the harassment is the starting point of the three years.

Up until March 31, 2020, harassment complaints may be filed by former students or school children, if not later than three years after they were removed from the register due to graduation from, degree completion of courses at or withdrawal from Ritsumeikan University or Ritsumeikan Affiliated Schools; by teaching staff and other staff, and relevant parties, if not later than three years after leaving their positions; and by guardians, if not later than three years after the students concerned were removed from the register; all provided that the harassment took place during the period of their study or work at Ritsumeikan University or Ritsumeikan Affiliated Schools.

Complaints may be filed even after the elapse of three years if it was delayed by unavoidable circumstances, such as hospitalization. (Regulations Article11-1-3)

(3) Steps for settlement
① When the Harassment Prevention Committee receives the “Record of Harassment Consultation” that the Harassment Advisor has prepared and the Chairperson deems emergency measures necessary, certain actions, such as educational measures, may be taken before a written complaint is submitted or before the Harassment Prevention Committee holds a meeting. (Regulations Article11-7)
② The person who can make a complaint is limited to the person who feels that he/she has been harmed by harassment. For minors, also their guardians can file complaints.
③ A complaint can be made by having the counselee submit a written complaint to the Harassment Advisor.
④ Once a complaint is made, the Harassment Prevention Committee will be immediately notified by the Harassment Advisor and the Chairperson will determine the most effective way to settle the matter in accordance with the wishes of the complainant and the details of the complaint, based on the Regulations and the Guidelines. At that time, if the appropriateness of the complaint and the most effective settlement method cannot be determined based only on the specifics of the counseling and the materials submitted, a preliminary investigation may be conducted prior to initiating specific measures for a settlement.
⑤ If the Chairperson of the Harassment Prevention Committee deems that the settlement method chosen by the complainant (notification, conciliation or investigation) is inappropriate for solving the problem, the Chairperson can request the complainant to change the settlement method. (Regulations Article11-1-4) Even if the settlement method has been changed for a complaint, the date of complaint will remain unchanged: for example, if the initial complaint was dated April 1, then the complaint with a changed settlement method will be dated April 1.
⑥ Support to voluntary action within the college, school, department or section in case the complainant and the other party belong to the same department
If the complainant and the other party are affiliated with the same department, an arrangement may be made in which members of the department would play a key role in conciliation. In that case, the Harassment Prevention Committee will provide advice or support from the perspective of fairness and justice.

3. Points to heed regarding harassment counseling and settlement
(1) Confidentiality (Regulations Article16-1-1 and 16-1-2)
Harassment advisors, members of the Harassment Prevention Committee and Investigative Committee, and any other
person who is involved in counseling or in the processes of making a complaint about harassment have the duty of confidentiality to preserve the privacy of counselees, the parties involved and others concerned with the specifics of the consultation and complaint. Harassment Advisors and committee members are not to divulge the names of those concerned, the details of counseling or complaints, or any other confidential information that may have come to their knowledge, even if staff have resigned from office. Any violation of these regulations may be subject to disciplinary actions under the Work Regulations. Such information may be disclosed, however, in case emergency measures are requested by the Harassment Prevention Committee Chairperson or otherwise required for the performance of duties.

(2) Respect for privacy (Regulations Article 16-2-1 and 16-2-2)
The parties involved and the third parties who cooperated in the process of notification, conciliation or investigation shall not disclose any matters reported from the Harassment Prevention Committee, the real names of the persons concerned, specifics of the case or any other information obtained to others without due care.

For example, no information from the Harassment Prevention Committee reports should be posted on SNS or shown or told to friends. As an exception, the parties involved may use such information when needed for legal procedures such as claiming damages.

(3) Prohibition of disadvantageous treatment (Regulations Article 17-1 and 17-2)
Supervisors shall not give disadvantageous treatment to nor harass the counselees, complainants or the third parties who cooperated in investigations for filing a complaint or helping in the process, for example, by assigning them to do only routine duties. Intentionally annoying or unreasonably giving disadvantageous treatment to the other party will constitute harassment to the other party.

If such an act should be committed, the Harassment Prevention Committee will recommend the Chairperson of the Board of Trustees to consider procedures concerning disciplinary actions.

(4) Cooperation with the Harassment Prevention Committee (Regulations Article 11-2)
With respect to complaints, the parties involved and third parties shall cooperate sincerely in fact-finding investigations. They shall not refuse interviews, or make false complaints or statements.

With respect to investigations, the parties involved in a harassment case are not permitted to refuse the investigations concerned, or refuse to receive the report on the investigation result. If you are asked for cooperation as a witness, please cooperate as much as you can. Your cooperation is important for the confirmation of the facts and for the settlement of the issue. As previously stated, the duty of confidentiality is strictly imposed on those who are dealing with investigations; therefore, you never have to have your privacy violated or suffer disadvantage due to your testimony. Your cooperation is requested for prompt response.

(5) Withdrawal of complaint by the complainant (Regulations Article 11-4-1)
The complainant can withdraw his/her complaint if the Harassment Prevention Committee has not yet issued a notification to the other party in the case of settlement through notification, if the Harassment Prevention Committee has not yet requested the supervisor or the other party to take measures in the case of settlement through conciliation, or if the Harassment Prevention Committee has not yet made a decision on whether or not the case constitute harassment in the case of settlement through investigation.

(6) Withdrawal of complaint due to non-cooperation of complainant (Regulations Article 11-4-2)
If the complainant has not cooperated on the settlement of the matter for more than three months since the filing of the complaint, and the Harassment Prevention Committee deems that the complainant has no intention to settle the matter,
the complaint will be regarded as having been withdrawn.

However, this shall not apply if the Chairperson of the Harassment Prevention Committee deems that unavoidable circumstances were involved, such as illness or studying abroad.

(7) Policy of non-interference in complaints
With respect to complaints, the parties involved cannot be represented by proxy. This is because harassment complaints are internal procedures premised on the cooperation of students, school children and teaching staff and other staff. The appointment of a representative may hinder the discovery of facts. For complainants who are minor school children, however, their guardians may serve as a representative.

(8) Rejection of complaints (Regulations Article11-3)
The Harassment Prevention Committee may decide to reject a complaint if the claims set out in the complaint is founded on the same facts as those concerning a previously filed complaint, if some approach other than filing a complaint is deemed more appropriate, if the settlement of the issue is beyond the scope of work of the Harassment Prevention Committee or under other appropriate circumstances.

Such cases include, for example, complaints brought for the second time regarding cases for which the Harassment Prevention Committee has already notified the complainants that they do not constitute harassment; complaints about response by an academic society that should be brought against the academic society concerned; complaints for demanding graduation of students who have not satisfied the requirements for graduation; cases which do not fall under the definition of harassment; or cases which involve no legitimate interest for the complainant.

If a complaint is rejected, the complainant will be promptly notified of the fact. The other party and related third parties will also be notified, only if it is necessary.

(9) When a complaint is not assessed as harassment
When a complaint has been accepted for investigation, it sometimes cannot be determined from the results of the investigation that an act of harassment has occurred; moreover, sometimes it can be determined that a relevant act has occurred but that harassment does not apply.

4. Harassment Prevention Committee

(1) Responsibilities of the Harassment Prevention Committee
The Harassment Prevention Committee is responsible primarily for the investigation of harassment cases, response to promote the settlement of the matter as well as the recommendation of necessary measures and disciplinary actions. For this purpose, the committee needs to have a certain authority. The Chairperson is designated by the Chancellor, and one of the Vice Chairperson positions is assumed by the Executive Trustee of General Affairs. In addition, the Committee has a system in place to elect the remaining Vice Chairpersons and the Chief Administrative Officer in order to flexibly respond to a specific case. In any case, the Harassment Prevention Committee or its Chairperson is responsible for the final decision.

When necessary, the Harassment Prevention Committee may also provide advice on how the supervisor should respond.

(2) Measures by the Harassment Prevention Committee (Regulations Article11-7)
If the Chairperson assesses that emergency countermeasures are necessary, he/she may require the relevant organizations to take “measures.” Such measures include, with the consent of the complainant, a change of seminars or classes as an educational measure and the suspension of the other party’s Rainbow account. In addition, the Chairperson may require
that the dean, school principal, or other supervisor to remove the teaching staff who is the other party from being in
charge of the relevant class, or prevent the teaching staff from studying abroad. The speech or behavior will be assessed
as to whether it constitutes harassment or not, based on the results of a fair investigation by the Investigative Committee;
and in either case, the Harassment Prevention Committee will propose methods of settlement and request the supervisor
to take action within the appropriate scope based on considerations for the human rights of both parties involved,
requesting appropriate action and guidance to be taken while discussing with the relevant organizations as necessary.

For cases concerning extra-curricular activities, such requests may be made via supervisors on the extra-curricular
activity advisors or general managers concerned.

(3) Disciplinary action against students, etc. and against teaching staff and other staff (Regulations Article12,
Article13)
① A member of teaching staff or other staff who has committed harassment in his/her workplace or any other
situation may be subject to disciplinary action based on Work Regulations. In the same way, students who have
committed harassment may be subject to disciplinary action based on “The Regulations on Student Discipline”.
Young children or school-age children may be subject to disciplinary action based on the regulations of each
school.
② The final judgment on “disciplinary action” is not made by the Harassment Prevention Committee, but on the basis
of the “Regulations Regarding Procedures for Disciplinary Action against Teaching Staff and Other Staff” (or, “The
regulations on student discipline,” in the case of students). In the case of young children and school-age children, the
final decision is based on school regulations. If a decision is made to start procedures for disciplinary action, details
of the investigation by the Harassment Prevention Committee are made available to the applicable organization.
③ When it has been decided that disciplinary action will be taken for an act of harassment, an announcement will be
made based on the provisions of the Guidelines Regarding the Announcement of Disciplinary Action in the case of
teaching staff and other staff, and the Ritsumeikan University Student Disciplinary Regulations in the case of students.

(4) Prohibition of retaliatory actions by the parties involved and third parties
The counselee, the complainant, the third parties, and the other party must not take harassing or retaliatory actions against
each other in relation to the counseling or complaint. They should mutually respect the human rights and privacy of
other parties.

(5) Prevention of recurrence and victim support
Once it is concluded that the case constitutes harassment, it will be ensured through investigation reports and request to
the supervisor that the other party will receive support and guidance within an appropriate scope that makes him/her
review the matter and become aware of his/her own speech or behavior. Such support and guidance include training for
gaining a better understanding of harassment and to ensure that they do not re-offend.

The supervisor will be requested to offer support to the complainant within an appropriate scope and with due
considerations for the human rights of both parties involved, which may include the creation of an environment in which
he/she is able to continue to study or work without anxiety.

VI. Awareness-raising, education, and training (Article 4-1 and 4-2)
The Harassment Prevention Committee engages in information collection & provision and public relations (e.g., leaflets
or websites) in an effort to prevent harassment, as well as in the training and development of support skills for
“Harassment Advisors.” It is also responsible for awareness-raising, education, and training of students and teaching
staff and other staff of Ritsumeikan University and Ritsumeikan Affiliated Schools * in regards to fundamental human
rights. Through these efforts, the university will continuously strive to create a campus and school environment in which
no harassment occurs.

*Harassment prevention trainings at Ritsumeikan Affiliated Schools are conducted by individual schools as part of their school affairs. Education and training for young children and school-age children are provided in class or otherwise, with educational considerations appropriate for their developmental stages.

VII. Review and Revision of the Guideline
These Guidelines went into effect on July 1, 2007 and will be revised as necessary in accordance with their implementation status.

Fourteenth revision: April 1, 2019

This revision will go into effect on April 1, 2019. Complaints initiated as of March 31, 2019 or earlier will be handled based on the prior version of the Guidelines.
Complaint and Investigation Process: General Flow

Counselee

Harassment Advisor

Submits a written petition for an investigation

Existence of facts pertaining to harassment

When it is possible that an act that can be considered harassment has occurred...

...the written complaint is accepted.

The Harassment Prevention Committee responds.

Interview with the complainant

Interview with the other party

Interview(s) with bystander(s)

Assessment of the occurrence of harassment

The assessment is reported and explained to the other party.

1. Investigation results
2. Measures to settle the matter

The matter is settled; measures are taken to prevent a recurrence.

The assessment is reported and explained to the complainant.

1. Investigation results
2. Measures to settle the matter

When disciplinary action is judged necessary

A recommendation is made to the person with the authority to take disciplinary actions

*When judged necessary, disciplinary procedures are initiated by a different organization, based on the Regulations.

The counsellee takes independent action to settle the matter based on advice from a Harassment Advisor, or the like.

Preliminary investigation

*The Harassment Prevention Committee holds interviews with the complainant, other party and third parties, as necessary.

1. The complaint is founded on the same facts as those claimed in a previously filed complaint
2. Another settlement method is more appropriate.
3. The complaint is beyond the scope of the Committee's work etc.

The written complaint is not accepted.

This is explained to the complainant.

This is explained to the other party, as necessary.
* The examples of speech and behavior that follow are merely examples. Other types of speech and behavior can also constitute harassment. Also, depending on the context, one type of speech and behavior may constitute other types of harassment as well.

### Speech and Behavior That May Constitute Sexual Harassment

1. **Sexual speech**
   1. Speech that is based on sexual interest or desire
      1. Asking someone their measurements or mentioning their physical characteristics. Examples: “You’ve gained a little weight, haven’t you?” Or, “You’ve lost a little weight, haven’t you?”
      2. Telling obscene jokes
      3. Asking a woman who seems not to be feeling well if she has her period or if she is in menopause, etc.
      4. Asking someone about their sexual experiences or sex life
      5. Making someone an object of sexual gossip or sexual teasing
      6. Telling one’s personal sexual experience

2. **Sexual behavior**
   1. Behavior that is based on sexual interest or desire
      1. Coercing someone into a sexual relationship
      2. Touching someone unnecessarily
      3. Insistently asking someone out to eat or out on a date
      4. Constantly looking at someone’s body
      5. Making telephone calls of a sexual nature; sending letters or e-mails with sexual content or using SNS to do so
      6. Intentionally showing someone obscene photographs or reading someone obscene articles from magazines or the like
      7. Using obscene photos or the like for desktop backgrounds

   2. Behavior intended to discriminate on the basis of gender
      1. Forcing someone to sing a duet at karaoke
      2. At drinking parties, making someone sit next to the boss, serve sake, or slow dance

### Speech and Behavior Against Sexual Minorities (LGBT) That May Constitute Sexual Harassment

- Teasing someone or making someone a target of bullying about sexual orientation or gender identity
- Harassing someone who has come out as LGBT
- Calling someone names that have no respect for individuality (“homo,” “queer,” etc.)
- Using speech or behavior that expresses disgust (“Don’t touch me, you homo.” “Lesbians give me the creeps.”)
- “So you’re one of THOSE?” [Said while placing the back of the hand against the face in a gesture used in Japan to connote homosexuality]
- “No one here is a gay or has a gender identity disorder, right?”
- Saying something like “I can’t tell if he’s a he or a she,” when referring to an LGBT person.

### Speech and Behavior That May Constitute Maternity Harassment

1. Harassment of those making use of systems, etc.
- When a female student or teaching staff or other staff consults her supervisor about taking time off from work for a prenatal checkup and her supervisor tells her to go to the hospital on her day off or something similar and does not help her out
- Telling a female member that maternity leave and childcare leave will not be approved or that she does not need to come to work or school anymore and should just write her letter of resignation (from work or school)
- Repeatedly saying things like “You’ve just started working here! You have a lot of nerve taking maternity and childcare leave”
- When a coworker repeatedly says to a female member taking time off for childcare, “You’re causing trouble the way you go home early and make more work for everyone."

2. Situational harassment
- Telling a female member who has announced that she is pregnant things like “I won’t renew your contract next time,” “I’m going to hire someone else, so I want you to quit soon,” or “Just withdraw [or take a leave] from school.”
- Telling a female member who has been hospitalized owing to the danger of miscarriage that she should no longer bother coming to work or school and should just write her letter of resignation
- When an advisor tells a female researcher who has announced that she is pregnant, “You have to choose between having children or doing research.”
- When an advisor tells a female student who has been absent from school due to severe morning sickness, “If you can’t focus on your education, you should just drop out.”
- Saying things like “Don’t just hang around with that big belly of yours,” “You’re an eyesore,” or “You’re a nuisance.”

- Although it is not maternity harassment, directing speech and behavior like the following to a male student or teaching staff or other staff who has requested childcare leave may constitute harassment.
- When a supervisor says to a male member who has requested childcare leave, “I can’t believe a man would do that,” or the like.
- When a coworker repeatedly says to a male member who has requested childcare leave, “You’re causing trouble by taking leave and making more work for everyone.”

### Speech and Behavior That May Constitute Racial Harassment
- Harassing people or subjecting them to unfair treatment because of one’s prejudices against people from a specific country or of a certain race or ethnicity or because of nationality.
- When a teacher, during class, uses unfair and discriminatory speech against a specific country, race or ethnicity, with no relation to the topic of the class
- Ignoring exchange students’ cultural backgrounds and forcing them to act according to the same standards as Japanese people
- Routinely telling jokes that make fun of a specific country, race, or ethnicity
- Using racial slurs in class, during extracurricular activities, and in the workplace as a form of bullying

### Speech and Behavior That May Constitute Gender Harassment

Speech or behavior based on fixed beliefs on gender roles, such as follows
- Saying things like “For a man, you have no guts,” “You can’t trust a woman with work,” or “It’s enough for a woman to be office eye candy.”

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- Addressing people with the intention to discriminate on the basis of gender and with no respect for individuality by using terms such as boy, girl, *boku* (casual form of “I” used by Japanese men), *boya* (boy), *ojosan* (young lady) *ojisan* (uncle), and *obasan* (aunt)
- Forcing women in the office to serve tea, clean, and help with personal matters just because they are women

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<th>Speech and Behavior That May Constitute Other Forms of Harassment</th>
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Harassment may be constituted by using the following kinds of phrases which are related to age, appearance, and ability, and which are intentionally used to ridicule or insult.

- *ojisan* (uncle), *obasan* (aunt), *ji-jii* (old man), *ba-baa* (old lady)
- *boku* (casual form of “I” used by Japanese men), *boya* (boy), *ojosan* (young lady)
- Fatty, ugly, loser, baldy, etc.
- Stupid, worthless, etc.