

# LGBTQ+

## Basic Principles and Guidelines on LGBTQ+\* Inclusion at the University of Tsukuba

\*The term “LGBTQ+” collectively refers to lesbian, gay, bisexual, transgender, questioning/queer, as well as other sexual orientations and gender identities (SOGI). While there may be individuals to whom these categories do not directly apply, they are included in the basic principles and guidelines at the University of Tsukuba.



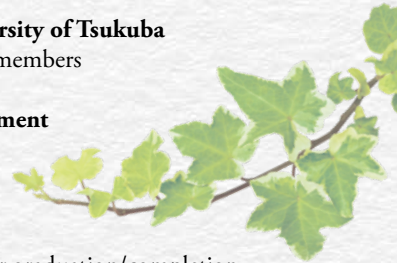
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Supplementary Worksheet (CARIO-NEXT L Worksheets)

\*The printed version is available in the cabinet on the 2<sup>nd</sup> floor of the Student Plaza in Building 1D. Worksheets are available on the website of the Bureau of Human Empowerment (Gender Support Team). (<https://diversity.tsukuba.ac.jp/>).



University of Tsukuba aims to be an open university and encourage diversity and flexibility in education and research. It goes without saying that all the students, faculty, and staff who originally have differences are respected at the university. Being at the forefront of university reforms, we treat minorities such as LGBTQ+ individuals (lesbian, gay, bisexual, transgender, questioning/queer, as well as other sexual orientations and gender identities (SOGI)) according to the following principles.

## **We do not discriminate against minorities**

Information related to sexual orientations and gender identities, its disclosure or non-disclosure, and their expression are controlled by the preferences of the individual concerned. They should not be unjustly interfered with. Discrimination and harassment of minorities are contrary to our basic principle of diversity.

## **We respect individual autonomy**

Information related to sexual orientation and gender identity, its disclosure or non-disclosure, and their expression are controlled by the preferences of a person. They should not be unjustly interfered with.

## **We remove barriers to learning and employment**

Barriers to learning and employment for minorities such as LGBTQ+ must be removed to a reasonable extent through consensus building by appropriate process.

At the forefront of creating knowledge and finding solutions for emerging global tasks, University of Tsukuba emphasizes that the uniqueness and diverse abilities of all its members will be fully demonstrated in the innovation required for future society. For this reason, the university declares the above-mentioned basic principles for all students, faculty, and staff. To this end, we set for ourselves the following concrete actions.

LGBTQ is an initialism that stands for lesbian, gay, bisexual, transgender, and questioning/queer. In the guidelines presented here, the term “LGBTQ+” is used to collectively refer to sexual minorities, with the “+” sign indicating the inclusion of individuals beyond those identified as LGBTQ.

Sexuality is infinitely varied and depends on factors such as one’s innate sexual orientation (the gender one is attracted to or not attracted to) and gender identity (the gender with which they identify or do not identify). For this reason, individuals cannot be simply divided into five categories: L, G, B, T, and Q. Recently, the acronym SOGI, which stands for sexual orientation and gender identity, has occasionally been used to represent gender and sexual diversity. The Bureau of Human Empowerment (BHE) serves as the primary contact for LGBTQ+ consulting support at the University of Tsukuba and coordinates with other contact points, such as the General Consultation Service (GCS).

The University of Tsukuba began the Discussion on LGBTQ+ Students, Faculty, and Staff Inclusion in 2015, developing the Basic Principles and Guidelines on LGBTQ+ Inclusion at the University of Tsukuba, which were published in 2017, making Tsukuba the first national university in Japan to publish such a document. Founded with an open-university philosophy, the University of Tsukuba is committed to its mission to pursue diversity and flexibility in education and research; this goal cannot be achieved unless all members of the university, whether students, faculty members or staff members, are able to fully express their identities and diverse potential. Based on this philosophy, our efforts include not only LGBTQ+ but all minorities, as we model innovations that a future global community will require.

Bureau of Human Empowerment (BHE) serves as the primary contact for LGBTQ+ members at the University of Tsukuba, coordinating with other bodies, such as the General Consultation Service. At the same time, the University engages in multifaceted efforts to build awareness through development workshops for faculty and staff members and lectures for students. It promotes initiatives to improve the climate and environment for education and research and designs worksheets to provide more extensive inclusion services, advancing diversity, equity, and inclusion that extend beyond definitions of LGBTQ+.

**Legends**

The sections of each guideline are preceded by one of the following four labels, which indicate the primary intended audience.

**General Information** Information that all members of the University (faculty, staff members, and students) are required to know to ensure LGBTQ+ inclusion.

**University Services** Inclusion services and practices at the University of Tsukuba. Information that all members of the University should share.

**LGBTQ+ Members** Information specifically intended to support individuals who identify as (or may identify as) LGBTQ+ (primarily students, but also faculty and staff members). Even if you do not identify as LGBTQ+, this information is especially important for supporters to understand.

**Supporters** What we ask of supporters and all those around LGBTQ+ members.

## 1. Counseling and consultation

### (1) Counseling and consultation services

**University Services** Bureau of Human Empowerment (hereafter referred to as the BHE) at the University of Tsukuba offers counseling and consultation services pertaining to LGBTQ+ inclusion. These services are intended primarily for students and families who seek counseling or consultations mainly involving issues covered by the Guidelines. FPre-enrollment students who have been accepted for admission, as well as faculty and staff members, may also use the services. Depending on individual circumstances and our limitations, we may not be able to accommodate every request. Nevertheless, please do not hesitate to contact us first. Especially when you are in distress and require assistance, please use the worksheets as often as you like; they are designed to help you. ➔ **Toolbox (1)** Regardless of whether you decide to see a counselor, we encourage you to use the worksheet that helps individuals who identify as (or may identify as) LGBTQ+ explore and reflect on their identities. ➔ **Toolbox (2)**

**LGBTQ+ Members** Depending on the nature of your problems and needs, we may refer you to other counseling and consultation services offered at the University that can assist you by coordinating with those services. These are as listed in the “List of Contacts for University Services” at the end of the Guidelines. The extent and the nature of the coordination will always be discussed with you in advance. Counselors will maintain strict confidentiality, ensuring that you always feel safe in disclosing your personal information.

Contact	BHE (Gender Support Team) <a href="https://diversity.tsukuba.ac.jp/">https://diversity.tsukuba.ac.jp/</a> Phone: 029-853-8504 Email: <a href="mailto:diversity-au@un.tsukuba.ac.jp">diversity-au@un.tsukuba.ac.jp</a>
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## (2) Counseling process

**LGBTQ+ Members** After the counseling session, your counselor can discuss ways of addressing your problems and/or responding to your needs with various concerned parties. This will only be done with your approval, in accordance with your own intentions. The counseling process is outlined below; bear in mind that the specific assistance provided will vary, depending on individual circumstances.

**Supporters** If you find yourself in a situation such as, “My friend just came out to me, and I’m not sure how to react,” or “I know someone who is LGBTQ+ and is having a hard time, but I’m not sure how to help,” we encourage you to talk to a counselor at the BHE or to use any of the counseling and consultation services listed in the “List of Contacts for University Services” at the end of the Guidelines. All services will maintain strictly confidential. Please let us help you through our services.



## (3) Coordination with the Student Counseling Room, the University Health Center (Psychiatry), and other related services

**LGBTQ+ Members** Your counselor at the BHE will work in coordination with counselors at the University Health Center (Psychiatry) and the Student Counseling Room, as well as with counselors in the Career Counseling and Accessibility Division of the Bureau. At the Accessibility Division, you may talk to a counselor about academic support for students with disabilities, including developmental disabilities (for career support, see 5. Job search and career support). At the University Health Center (Psychiatry) and the Student Counseling Room, you may talk to psychiatrists and clinical psychologists about mental health issues or any concerns you may have about campus life. These services may refer you to the BHE. Contacts for these services are provided in the “List of Contacts for University Services” at the end of the Guidelines.

## 2. Name and gender information (data management)

### (1) Change of name

**University Services** At this university, you may request to use a common name that aligns with your self-identified gender within the educational organization. In this case, discussions will be held as necessary with the relevant organizations, such as the college and degree program, and the administrative organizations, including faculty members who are department heads (such as heads of colleges and degree program leaders) and the Academic Services Office.

**LGBTQ+ Members** The university permits students, for reasons related to gender dysphoria, to use a name on the student register based on their gender identity, provided that they meet the following conditions and after considering their individual circumstances. The process for changing the name you use will vary depending on the extent of the name change you wish to make. Here, we will outline the process in three separate sections based on the extent of the name change. In any case, if you experience any disadvantage as a result of using a common name based on your self-identified gender, you will be responsible for dealing with the situation.

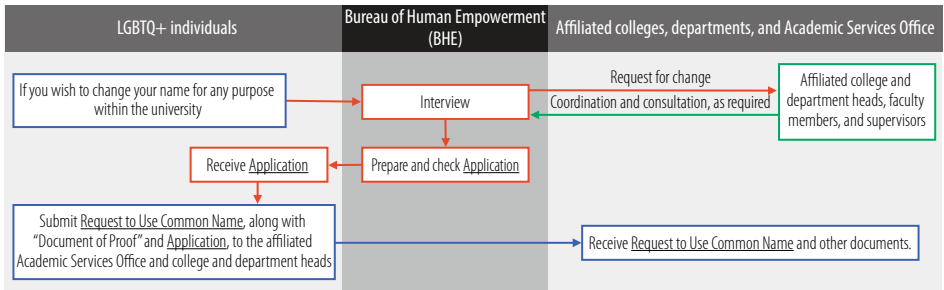
A: If you wish to change your name for any purpose in the university (including the student register and university internal systems)

In this case, the procedure will follow the university's guidelines for handling former surnames and common names used by students. The notation in the student register, Manaba, TWINS, Microsoft 365, and various certificates can be collectively handled to reflect the common name\*.

The specific procedures are as follows:

- 1: Conduct an interview with the BHE
- 2: Prepare an Application with the BHE to request a name change for gender dysphoria or related circumstances
- 3: Submit "Request to Use Common Name," along with "Document of Proof (extract of the family register, driver's license or similar documentation that verifies the name you are actually using)" and "Application," to affiliated Academic Services Office and the heads of your college and department.
- 4: Issue Permit to Use Common Name





\* Among the documents you submit, the Document of Proof should include a copy of your extract of the family register, residence certificate, and driver's license or similar documentation that verifies the name you are actually using.

### Procedures for using a common name in cases of gender dysphoria or related circumstances

#### (A) If you wish to change your name for any purpose within the university (including the student register and internal school system)

Regarding the handling of personal information during a name change, we will only proceed after providing an explanation and obtaining your consent. The process will not move forward without careful consideration of personal information.

\* However, the common name cannot be used in the following documents.

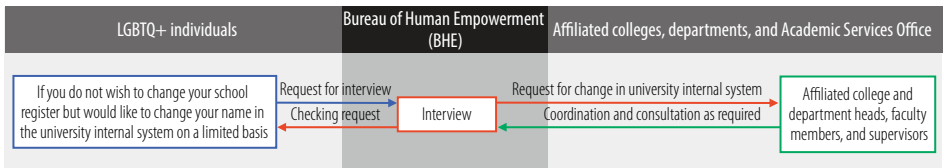
- In cases where the name on the family register is required by law or regulations
- Documents related to employment at this university, including TA, RA, and short-term employment
- Documents related to obligations such as tuition fees, entrance fees, etc.
- Documents related to payment of travel expenses, honoraria, etc.
- Documents related to accommodation
- Documents related to scholarships
- Application documents for examinations conducted by the national government, local governments, or organizations entrusted by them to obtain a national qualification
- Other cases where the President deems it necessary to use the name on the family register

B: If you do not wish to change your school register but would like to change your name in the university internal systems on a limited basis

In this case, the name will only be changed in the university internal systems you use, such as Manaba, TWINS, and Microsoft 365. However, because the change will not be reflected in the

student register, the name prior to the change will be used in documents such as mails sent from the university and various certificates. The specific procedures are as follows.

- 1: Conduct an interview with the BHE
- 2: Request a name change in the university internal systems through the affiliated Academic Services Office and the heads of college and department
- 3: Change the university internal systems

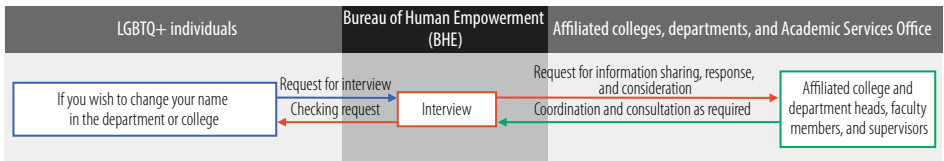


**Procedures for using a common name in cases of gender dysphoria or related circumstances**  
**(B) If you do not wish to change your school register but would like to change your name in the university internal systems on a limited basis**

Regarding the handling of personal information during a name change, we will only proceed after providing an explanation and obtaining your consent. The process will not move forward without careful consideration of personal information.

C: If you wish to use a common name in your department or college, without changing the student register or the university internal systems

- 1: Conduct an interview with the BHE
- 2: Share information with relevant faculty, staff members, and organizations to discuss an appropriate response
- 3: Determine the use of a common name and the extent of its use



**Procedures for using a common name in cases of gender dysphoria or related circumstances**  
**(C) If you wish to use a common name in your department or college without changing the student register or the university internal system**

Regarding the handling of personal information during a name change, we will only proceed

after providing an explanation and obtaining your consent. The process will not move forward without careful consideration of personal information.

The above is a rough guide to the process, organized by preference. We take great care to handle name changes related to gender dysphoria and similar reasons in a detailed manner tailored to each individual's circumstances. For more information, please contact the BHE.

## (2) Change of gender

**University Services** The University currently does not permit a change of gender on the school register, except for a change associated with a change of gender in the Family Registry (As of March 2024).

## (3) Handling gender information

**General Information** Especially for those whose gender identity does not match their registered sex, gender information is a critical piece of information about identity. For instance, for a transgender person who lives as male but is recorded as female in the Family Registry and who has only come out to a limited group of people, the unintentional disclosure of his registered gender would be intolerable. Some people may question this way of handling gender information. However, it is comparable to the trend of not including personal mailing addresses and phone numbers on printed lists of names, even though it was once a common practice to list them publicly. Gender information is similarly withheld, to protect the privacy of personal information.

**University Services** The University of Tsukuba is committed to ensuring that no gender information is disclosed against an individual's intention. It adheres to the following policies for handling gender information, particularly in relation to printed lists of names and TWINS (the education information system at the University of Tsukuba).

- **Printed lists of names**

As a general rule, the University of Tsukuba requires all faculty and staff members to omit gender information on any list of names that will be handed out to students or posted. We ensure that personal information, including gender information, is carefully handled at faculty meetings (for example, by omitting gender information in meeting handouts).

- **TWINS**

Gender information on TWINS is only accessible to faculty members who are supervisors or

department heads (such as heads of colleges and degree program leaders) and to staff in charge of Educational and Student Services. The University encourages these faculty and staff members to receive training, not only on the appropriate handling of personal information, including gender information, but also on LGBTQ+ inclusion, thereby ensuring careful handling of gender information.

**LGBTQ+ Members** As discussed above, gender information at the University of Tsukuba is accessible to and handled by a limited number of faculty and staff members. We are committed to continuing and improving our practices to ensure the careful handling of gender information.

#### (4) Gender information on certificates issued by the University of Tsukuba


**University Services** Listed below are the main certificates issued by the University of Tsukuba, with or without gender information (details are available on the website of the BHE (Gender Support Team) at <https://diversity.tsukuba.ac.jp/>). We will further investigate other types of certificates and examine whether or not gender information is truly needed for these certificates, in the University as a whole and also in relevant student services, colleges, and departments.

##### <Certificates without gender information (As of January 2024)>

Ex.) Diploma, Transcript, Confirmation of Eligibility to Graduate (Complete), Certificate of Registration, Certificate of Enrollment

##### <Certificates with gender information (As of January 2024)>

Ex.) Medical Examination Report, Student Commuter Certificate

Please refer to the information in the Toolbox to request a certificate after graduation. 

(3)

#### (5) Gender information on documents submitted to the University of Tsukuba

**University Services** Listed below are the main documents submitted to the University of Tsukuba with or without gender information (details are available on the website of the BHE (Gender Support Team) at <https://diversity.tsukuba.ac.jp/>). We will further investigate other types of documents and examine whether or not gender information is truly needed for these documents, in the University as a whole and also in relevant student services, colleges, and departments.

##### <Documents without gender information (As of January 2024)>

Ex.) Admission Fee/Tuition Waiver Request, Bicycle Registration Application, Posting/Distribution Permission Request, Student ID Replacement Request

**<Documents with gender information (As of January 2024)>**

Ex.) Student Housing Application, Incident/Accident Report

Please refer to the information in the Toolbox for documents submitted to institutions outside the University of Tsukuba. ➡ **Toolbox (4)**

**LGBTQ+ Members** With prior consultation, you may leave your gender blank on any documents that you submit to the University. Consult the BHE for more information. ➡ **Toolbox (5)**

### 3. Classes

#### (1) Considerations related to enrolment in practical physical education classes and the use of changing rooms and equipment

**LGBTQ+ Members** The University of Tsukuba offers a number of classes in physical education. In particular, the following considerations relate to practical classes in Physical Education as the Common Core. Please consult the BHE for more information.

- **Enrollment**

Some courses in Common Core Physical Education involve gender-segregated activities. [→ Toolbox](#)

**(6)** Courses with gender-segregated elements are indicated in the syllabus; students may refer to the syllabus when making enrollment decisions.

- **Changing rooms**

Special arrangements for using changing rooms may be made, as needed, with prior consultation.

- **Considerations for equipment use (e.g. chest protectors for shooting sports such as kyudo (Japanese archery))**

You may make prior arrangements to ensure that you are not required to use gender-related gear (it is ultimately your own decision whether or not to use specific gear).

#### (2) Enrolment in practical classes outside the University (e.g. practice teaching)

**LGBTQ+ Members** You may make prior arrangements to use restrooms and changing rooms and wear your preferred style of clothing for practical classes, including practice teaching, offered outside the University. Note that not all requests are necessarily accommodated, depending on the policies and circumstances at the site of practical class. Please consult the BHE for more information.

#### (3) Group assignment in classes

**LGBTQ+ Members** The University of Tsukuba is committed to avoiding unnecessary gender-based group assignments in classes.

#### (4) Use of personal titles in classes

**LGBTQ+ Members** You may make prior arrangements to be addressed in class by your preferred title (such as Mr. instead of Miss). Please consult the BHE for more information about titles.

**Supporters** The University of Tsukuba encourages faculty and staff members to avoid using gender-specific titles and to address all students as “san.”

## 4. Life on campus

### (1) Annual health examinations

**LGBTQ+ Members** As indicated in the posted schedules for annual health examinations, you may make special arrangements, as needed, to receive annual health examinations at the University of Tsukuba, with prior consultation. Please consult the BHE for more information.

### (2) Student housing

**University Services** Many of the residences at the University of Tsukuba have gender-segregated buildings and units, as well as units with shared bathrooms. However, we do have buildings with bathrooms in individual rooms; some have a shared entrance and gender-segregated floors.

**LGBTQ+ Members** Students, including newly admitted students, may ask to be housed in a preferred residence, with prior consultation. Not all requests are necessarily accommodated, depending on individual circumstances. Please consult the BHE for more information.

### (3) Accessible restrooms

**University Services** There are accessible restrooms located around the campus of the University of Tsukuba, which are accessible to anyone and everyone. The location of accessible restrooms on campus can be viewed on the University website and the website of the BHE Accessibility Support Team. Please refer to the information in the Toolbox. [➡ Toolbox \(7\)](#)

### (4) Dressing and appearance at the enrollment and graduation ceremonies

**University Services** In an effort to advance diversity, equity, and inclusion, members of the University of Tsukuba may choose the type of attire and appearance that best reflects their diverse identities when attending ceremonies, such as enrollment and graduation.

**LGBTQ+ Members** Please choose the type of dress and appearance that you prefer and consider appropriate, when attending the ceremonies in question. Most attendants wear suits and hakamas, although some have worn kimonos and other ethnic costumes that reflect their identities.

## 5. Job search and career support

### (1) Job search and internship support

**University Services** By collaborating with the Career Support Team within the BHE, we can also offer counseling for job searches and internships. You may meet with a career counselor to discuss matters related to your career, including coming out during a job search or internship and concerns about your prospective workplace. Contact information for the Career Support Team is provided in the “List of Contacts for University Services” at the end of the Guidelines.

### (2) Job search for LGBTQ+ individuals

**LGBTQ+ Members** Needless to say, it is especially important for LGBTQ+ individuals and those who may identify as such to build a career that allows them to be their true selves. In addition to early career planning, sufficient preparation prior to starting a job search (for example, by finding a role model) is essential. We have designed worksheets to help with this process. **➔ Toolbox (8)** If necessary, you may also see a counselor. We are here to meet your needs, based on our previous experiences.

**Supporters** We ask faculty and staff members who support LGBTQ+ students to understand their unique circumstances in the job market, and to provide necessary assistance, including appropriate information and referrals to counseling services.

### (3) Career support for LGBTQ+ individuals at the University of Tsukuba

**LGBTQ+ Members** There are an increasing number of LGBTQ+-inclusive companies in Japan, as well as internationally; indicators of LGBTQ+ inclusion are currently being proposed. However, the actual practice of inclusion and the extent to which this culture is shared in a particular workplace depends on the company and requires extensive research. **➔ Toolbox (9)** If you suffer from mental health issues and also have academic concerns, you may prefer the alternative of building your career by receiving job assistance, in addition to undertaking a standard job search. Please do not hesitate to consult the BHE, which provides a wide range of services.

**University Services** The BHE holds lectures and seminars in collaboration with companies that are implementing progressive initiatives for minorities, including LGBTQ+ individuals.



## 6. Information for those around LGBTQ+ individuals, particularly in relation to the process of “coming out”

### (1) What is “coming out”?

**General Information** There are situations in social life where a member of a minority group faces a decision about whether or not to disclose a real identity/sexuality, which others are not yet aware of and which may never have been previously disclosed. This is referred to as “coming out”. The act of coming out signifies a determination to live with dignity as a human being, as well as relief from the pain and disadvantage of not living as one’s true self. It is by no means comparable to simply making a personal statement or expressing self-satisfaction as a minority individual, as people often falsely believe. In addition, individuals do not come out equally to everyone around them. They make their own decisions about whom to tell and to what extent, and some may choose not to come out at all. → **Toolbox (10), (11)**

In a setting such as a campus, where a diverse group of people is gathered in one place, there may be occasions when people consider it necessary to come out or to make prior arrangements to come out. This is not specific to LGBTQ+ individuals; rather, it is something that everyone will face at some point in their lives, whether related to their origins, beliefs, family or home situation, disability, illness, or life expectancy.

### (2) Decision to disclose and information control

**Supporters** If a friend/colleague/student of yours has just come out to you, assume that this individual came out only to you. The choice of your friend/colleague/student is unlikely to imply unlimited disclosure or an intention to initiate unlimited disclosure. The person to whom someone comes out needs to understand the importance of managing the information, keeping in mind that it is up to the individual’s discretion. If you are wondering how to respond to such a disclosure, refer to (5) If your friend/colleague/student comes out to you.

### (3) Coming out and “outing”

**General Information** The act of disclosing the fact that a person has come out or further disclosing the disclosed information without that person’s consent is called “outing.” Outing not only violates the dignity of that person but also causes emotional distress through intentional or unintentional discrimination. Such acts can have catastrophic outcomes, such as causing a person to commit suicide. The University of Tsukuba treats deliberate and malicious outing as harassment and takes

appropriate actions. We do not tolerate outing, even with good intentions; it violates the privacy of personal information. ➔ **Toolbox (12)**

#### (4) When you need to come out

**LGBTQ+ Members** When you feel the need to come out, we suggest that you take a moment to digest the situation and plan what you are going to share. We have designed a worksheet to help you through this process. ➔ **Toolbox (13)**

When you are not sure how to disclose your identity/sexuality to faculty or staff members, you may meet with a counselor at the BHE who will help you, in cooperation with various concerned parties, while maintaining confidentiality. You may also use our services to help you cope with being outed. Another option is to join organizations such as LGBTQ+ student groups to meet LGBTQ+ individuals and supporters. The BHE can direct you to such organizations.

#### (5) If your friend/colleague/student comes out to you

**Supporters** You may feel confused when confronted with the coming out of your friend/colleague/student. In such cases, it is best to accept it while considering the wishes of the person coming out. There are worksheets available to help you through this process. ➔ **Toolbox (14), (15)**

Although your friend/colleague/student may tell you “not to tell anyone,” you are still permitted to talk to a counselor, who will maintain confidentiality. If you are not sure how to react to your friend/colleague/student or are troubled in any way, our services are available to you.

**General Information** People sometimes make the mistake of assuming that the friend/colleague/student coming out is expecting a sexual relationship or is “sexually attracted” to them. Coming out is not a form of harassment; its purpose is never to destroy the relationship you already have.

#### (6) How we act around LGBTQ+ individuals

Needless to say, as in the case of other minorities, the way we choose to act around students, faculty, and staff members who identify as LGBTQ+ greatly affects their lives on campus. Someone who is supportive of students, faculty, and staff members who identify as LGBTQ+ is referred to as an “ally,” and contributes greatly in inclusion efforts. We have a worksheet to help such supporters connect with LGBTQ+ individuals. ➔ **Toolbox (16)**

## 7. Considerations for faculty and staff

### (1) Employee benefits for faculty and staff with an LGBTQ+ partner

**University Services** Faculty and staff members at the University of Tsukuba with an LGBTQ+ partner (with appropriate government certification) shall be eligible for a range of employee benefits, including leaves, allowances, and travel expenses, starting from April 1st, 2020. In particular, in order to facilitate the establishment of an educational, research, and work environment that encourages faculty and staff members with an LGBTQ+ partner to exploit their full capacity, a Substitution of Terms clause has been added to the following rules and regulations, including the work rules, to allow for the substitution of the term “partner” for the terms “spouse” and “wife.” Please contact BHE (Gender Support Team) for more information.

- Work rules
- Recruitment, promotion, and resignation regulations
- Pay rules
- Allowance regulations
- Work hours and leave rules
- Work hours and compensation rules
- Child care leave and family care leave regulations
- Business travel and travel expenses rules

\*The applicable leaves, allowances, and travel expenses are listed below.

Short-term leaves:

Marriage leave, leave for wife’s delivery, leave for child care during wife’s delivery (full-time staff only), sick/injured child care leave, family care leave, and bereavement leave

Long-term leaves:

Child care leave, family care leave, short working hours for child care, and leave to accompany spouse

Note: The University does not provide allowances equivalent to the child care allowance and family care allowance under the Employment Insurance Act.

Limit for overtime work and exemption from late-night work:

Limit for overtime work and exemption from late-night work for staff engaged in child care or family care

Allowances:

Dependent allowance, housing allowance, and allowance for transfer without family

Note: A faculty/staff member who is currently receiving allowance for transfer without family and is renting housing for his/her partner is also eligible for housing allowance.

Travel expenses:

Relocation travel expenses (relocation expenses for dependents)

## (2) Application procedure

**LGBTQ+ Members** Faculty and staff members who wish to claim benefits under the substituted versions of the above-mentioned rules and regulations are required to submit the original or duplicate of a document certifying their partnership, such as a Certificate of Partnership issued by a local government, to the office in charge. Please contact the BHE for more information.

Note: Information regarding this application may be shared with the departments in charge of working hours management and allowances with the permission of the applicant.

\* An acceptable “document certifying their partnership” is any of the following:

1. A Certificate of Partnership issued by a prefectural or other local government
2. A document that confirms a partnership agreement (including same-sex marriage, domestic partnership, and civil union) signed in a country outside Japan
3. A complete set of the following documents:
  - The original or a certified copy of a notarized document pertaining to a voluntary guardianship contract specifying the faculty/staff member and her/his partner as each other’s mandatary of voluntary guardianship
  - A copy of certificate of residence confirming that the faculty/staff member lives with her/his partner
  - A certificate of a partial family register confirming that the faculty/staff member is not married

# IV FAQs

Category	Intended for	Problems and/or needs	University services	Requirements and conditions (if any)	References
Counseling and consultation	LGBTQ+ individuals	(For LGBTQ+ members) I wish to see a counselor as a student.	The BHE offers counseling and consultation services pertaining to LGBTQ+ inclusion. Depending on the nature of your problems and needs, we may refer you to other counseling or consultation services offered at the University (listed at the end of the Guidelines) to assist you in coordinating with those services. Counselors will maintain strict confidentiality, ensuring that you feel safe in disclosing your personal information.		Guideline 1(1) Toolbox (1)
	Supporters	(For faculty, staff, and supporters) I wish to talk to a counselor about a student who is LGBTQ+.	Faculty, staff, and supporters may also use the services of the BHE.		Guideline 1 (2)
	LGBTQ+ individuals	I need help with mental health problems/concerns about campus life.	The BHE works in coordination with other services, including the University Health Center (Psychiatry) and the Student Counseling Room, to respond to varying circumstances and needs of LGBTQ+ individuals.		Guideline 1 (3)
Name and gender	Supporters	I do not understand why the way in which gender information is handled is so important.	For instance, for transgender individuals, unintentional disclosure of a gender recorded in the Family Registry that does not match their gender identity and/or expression is intolerable. Careful handling of gender information is thus required.		Guideline 2 (3)
	LGBTQ+ individuals	On campus, I wish to use my preferred name, which corresponds to my gender identity.	The University may permit a change of name on the school register to one that corresponds to your gender identity.	Consult the BHE. File an application. Students are responsible for any disadvantages incurred. Apply for a name change in the Family Registry.	Guideline 2 (1)
	LGBTQ+ individuals	I wish to identify as a different gender on campus.	A change of gender on the school register is permitted only when it is associated with a gender change in the Family Registry.	Consult the BHE.	Guideline 2 (2)
	LGBTQ+ individuals	I do not wish to have my gender included on any list of names.	As a general rule, no gender information is included in lists of names that are handed out or posted.		Guideline 2 (3)
	LGBTQ+ individuals	I am concerned that my gender information is accessible to a large number of faculty and staff members.	Gender information on TWINS is only accessible to faculty members who are supervisors, heads of college, degree program leaders, and staff members at the Registrar's Office and Student Services.		Guideline 2 (3)
	LGBTQ+ individuals	I do not wish to have my gender written on certificates issued by the University.	The main certificates, including the Diploma, Transcript, Confirmation of Eligibility to Graduate (Complete), Certificate of Registration, and Certificate of Enrollment do not include gender information. The Medical Examination Report does include gender information.		Guideline 2 (4)
	LGBTQ+ individuals	I wish to change my name and the way it is written on certificates issued by the University after I graduate.	If you change your name to align with your gender identity because of gender dysphoria or similar circumstances, you may request a change of name on your certificates issued by the university.	Consult the BHE. A <a href="#">Proof of Name Change</a> (such as a Family Registry Certificate) and a <a href="#">Petition for Application</a> are required for a first-time request, in addition to the <a href="#">Certificate Request</a> .	Toolbox (3)

Category	Intended for	Problems and/or needs	University services	Requirements and conditions (if any)	References
	LGBTQ+ individuals	I do not wish to write my gender on documents that I submit to the University.	Some documents do not require you to specify your gender if it is not necessary for the purposes of the document. Even for documents that do require you to specify your gender (see Guideline 2 (5)), you may be allowed to leave your gender blank, with prior consultation.	Consult the BHE.	Guideline 2 (5) Toolbox (4)
	LGBTQ+ individuals	I am required to submit my individual number for short-term employment on campus, but I do not wish to disclose my gender on the card.	You may submit a photocopy of your Notification Card or Individual Number Card with the information about gender and organ donation covered.		Toolbox (5)
Classes	LGBTQ+ individuals	I wish to avoid enrolling in PE courses that have gender-segregated activities.	Courses in Common Core Physical Education that have gender-segregated elements are indicated in the syllabus.		Guideline 3 (1) Toolbox (6)
	LGBTQ+ individuals	I have concerns about using changing rooms for my PE classes.	Special arrangements may be made as needed, with prior consultation.	Consult the BHE.	Guideline 3 (1)
	LGBTQ+ individuals	I do not feel comfortable being asked to use equipment according to gender in my PE classes.	Special arrangements may be made as needed, with prior consultation.	Consult the BHE.	Guideline 3 (1)
	LGBTQ+ individuals	I am concerned about whether or not I am allowed to be treated in accordance with my gender identity in off-campus practical classes, including practice teaching.	You may make prior arrangements about using restrooms and changing rooms and about how to dress in practical classes, including practice teaching, offered outside the University. Note that this depends on the policies and circumstances at the site of practical class.	Consult the BHE.	Guideline 3 (2)
	LGBTQ+ individuals	I do not wish to be assigned to groups in classes by gender.	The University is committed to avoiding unnecessary gender-based group assignment in classes.		Guideline 3 (3)
	LGBTQ+ individuals	I feel uncomfortable being addressed in class by a gender-specific title (such as Mr. or Miss).	You may make prior arrangements to be addressed in classes by your preferred title.	Consult the BHE.	Guideline 3 (4)
Life on campus	LGBTQ+ individuals	I feel uncomfortable receiving health examinations with peers whose gender is different from my gender identity.	Special arrangements may be made as needed, with prior consultation.	Consult the BHE.	Guideline 4 (1)
	LGBTQ+ individuals	I do not wish to live with peers whose gender is different from my gender identity.	Special arrangements may be made as needed, with prior consultation.	Consult the BHE.	Guideline 4 (2)
	LGBTQ+ individuals	I feel uncomfortable sharing restrooms with peers whose gender is different from my gender identity.	There are accessible restrooms on campus, which are accessible to anyone and everyone, regardless of gender.	Consult the BHE.	Guideline 4 (3) Toolbox (7)
	LGBTQ+ individuals	I wonder if I am allowed to dress in accordance with my gender identity at enrollment and graduation ceremonies.	Members of the University may choose the type of dress and appearance that best reflects their diverse identities at enrollment and graduation ceremonies. Please choose the type of dress and appearance that you prefer and consider appropriate for these events.		Guideline 4 (4)

Category	Intended for	Problems and/or needs	University services	Requirements and conditions (if any)	References
Job search	LGBTQ+ individuals	I want to see a counselor about searching for a job as an LGBTQ+ person.	You may talk to a BHE counselor, who will work in coordination with the Career Support Team.	Consult the BHE.	Guideline 5 (1) Toolbox (8)
	LGBTQ+ individuals	I wish to know how to search for LGBTQ+-friendly companies.	Indicators have been proposed for LGBTQ+-inclusive companies. We can also assist in obtaining more information.	Consult the BHE.	Guideline 5 (3) Toolbox (9)
	LGBTQ+ individuals	I wish to know more about LGBTQ+-friendly companies.	The BHE invites speakers from LGBTQ+-inclusive companies to hold lectures and seminars. Please take advantage of these opportunities.		Guideline 5 (3) Toolbox (9)
	LGBTQ+ individuals	Considering my current situation, I may not be able to find employment through the standard process.	If you suffer from mental health issues or have learning concerns, you may prefer the alternative of building your career by receiving job assistance, in addition to undertaking a standard job search. The BHE provides all relevant assistance.	Consult the BHE.	Guideline 5 (3)
Coming out	Supporters	Is coming out experienced only by LGBTQ+ individuals?	The act of coming out is not limited to LGBTQ+ individuals; anyone can find themselves in a position of coming out at some point in their lives, whether regarding their origins, beliefs, family or home situation, disability, illness, or life expectancy.		Guideline 6 (1)
	Supporters	My friend just came out to me. Should I let other people know?	If a friend of yours has just come out to you, assume that this individual came out <u>only</u> to you. Your friend's choice is unlikely to imply unlimited disclosure or an intention to initiate unlimited disclosure. The act of disclosing the fact that a person has come out or further disclosing the disclosed information without that person's consent is called "outing." Outing violates the dignity of that person and causes emotional distress. It will not be tolerated, even with good intentions.		Guideline 6 (2), (3)
	LGBTQ+ individuals	I need to come out but am not sure how.	We suggest that you take a moment to digest the situation and plan what you are going to share. The worksheet "CARIO-NEXT L-41 Before You Come Out" may be able to help. You may also consult the BHE if you are not sure how to disclose your identity to faculty or staff members.	Consult the BHE.	Guideline 6 (4) Toolbox (13)
	LGBTQ+ individuals	My friend, to whom I came out recently, is now "outing me" and I am not sure what to do.	You may use our services for assistance in coping with being outed.	Consult the BHE.	Guideline 6 (4)
	Supporters	My friend recently came out to me and I am not sure how to react.	It is best to accept it while considering the wishes of the person coming out. The worksheet "CARIO-NEXT L-81 If Your Friend Comes Out to You" may help you through this process. Although your friend may tell you "not to tell anyone," you are still permitted to talk to a counselor, who will maintain confidentiality. If you are not sure how to react to your friend or are troubled in any way, our services are available to you.	Consult the BHE.	Guideline 6 (5) Toolbox (14)
	Supporters	I wish to be involved in supporting LGBTQ+ peers.	You can help LGBTQ+ individuals by becoming their "ally." We welcome your support.		Guideline 6 (6) Toolbox (16)

Category	Intended for	Problems and/or needs	University services	Requirements and conditions (if any)	References
Faculty and staff	LGBTQ+ individuals	I wish to claim benefits such as leaves for my same-sex partner.	Faculty and staff members who have a local government-issued partnership certification are eligible for benefits such as leaves, allowances, and travel expenses.	The original or duplicate of a local government-issued document certifying partnership, such as the Certificate of Partnership, is required. Please contact the BHE for the specific application procedures.	Guideline 7 (1), (2)



## 1. Introduction to LGBTQ+ initiatives at the University of Tsukuba

### (1) Collaboration among students, faculty, and staff members

At the University of Tsukuba, we are focusing on collaboration among students, faculty, and staff members to incorporate students' unique perspectives and use them to enhance future support and systems.

Starting in 2023, we have established a system in which students interested in gender and sexuality are employed as staff (peer staff) to conduct the planning and management of projects on a student-led basis.

Below, we introduce some examples of these initiatives.

#### - Tokyo Rainbow Pride: TRP

Since 2022, the University of Tsukuba has been exhibiting its own booth at the event. When the time comes to set up the booth, we recruit volunteers from among students, faculty, and staff members to assist with the preparations. So far, we have introduced recommended films and books related to LGBTQ+ topics and held exhibitions featuring messages from people on campus along with photographs. These initiatives have created opportunities for LGBTQ+ individuals and allies on campus to build a community.

#### - Safer Space

As part of our efforts to create a space for students, faculty, and staff, we set up a Safer Space in 2023. It is primarily operated by the peer staff as a space in which individuals can safely discuss gender and sexuality related topics.

#### - Student-Planned Events

Within the peer staff system, there are student-led projects that cover everything from planning to publicity and operations. So far, they have hosted film screenings and other events related to gender and sexuality, with many students, faculty, and staff members participating. Our student staff members address students' needs in their planning and aim to provide support to a broader range of individuals.

## **- OUT IN JAPAN**

Since 2017, “OUT IN JAPAN @ University of Tsukuba” has been held at the University’s library. This project is an exhibition of photos and messages from LGBTQ+ individuals and aims to convey their stories and thoughts to visitors from both inside and outside the university. When planning the project, we recruit student volunteers to help with the preparations for the exhibition and related student initiatives.

### **(2) Offering Gender and Sexuality-Related Classes**

The Bureau of Human Empowerment (BHE) faculty members offer classes on gender and sexuality, including “Introduction to D&I,” “Diversity and Gender/Sexuality,” and “Diversity and SOGI/LGBT+.” As the titles and content of these classes vary from year to year, please refer to the syllabus for more details.

## 2. A Message from the Bureau of Human Empowerment

Sexual minorities, including LGBTQ+ individuals, have been at the forefront of public attention in our society in recent years. In Japan, Shibuya Ward has enacted an ordinance recognizing same-sex partnerships. In the U.S., the Supreme Court has ruled in favor of recognizing same-sex marriage as a constitutional right. We certainly seem to be moving toward a more inclusive society, both in Japan and globally, where diversity in gender and sexuality is increasingly recognized. However, it is also a fact that substantial misconceptions and prejudice remain in our society. As a result, unfortunate incidents regularly occur, in which members of these minority groups are treated unfairly. The term “LGBT” has become so widespread that it is often taken to represent all sexual minorities as a whole, and many people fail to recognize the diversity of gender identities and sexual orientations. It is easy to see why the lack of public awareness may keep LGBTQ+ individuals from speaking out, forcing them to keep their sexual identities a secret. If being a part of a sexual minority group deprives individuals of opportunities or due recognition according to their abilities, making it impossible to fulfil their potential, it is a major loss to our society, particularly to universities, which are in a position to lead society through education and research.

Based on our basic principles of diversity, we announced these guidelines in 2017, ahead of other universities. As stated in the Basic Principles on the Prohibition and Resolution of Discrimination Based on Sexual Orientation and Gender Identity of LGBTQ+ people at the University of Tsukuba, at the beginning of the Guidelines, the University of Tsukuba is founded on a philosophy of open university; it continues to pursue diversity and flexibility in education and research. At the same time, we continue to create innovations that move beyond traditional imagination, toward the resolution of issues facing global society. At the University of Tsukuba, we believe that the diversity of human resources and environments is the source of innovation. If our university is to continue to lead change and innovation in today’s turbulent social environment, it is essential that we build an inclusive community that allows all students, faculty members, and staff members to take pride in their identities and reach their full potential.

The University of Tsukuba has continued to work to promote diversity, equity, and inclusion by assisting female researchers and students with disabilities. We now aim to further advance diversity by abandoning this pattern of dualism (male or female/with or without a disability) and moving towards a true diversity that embraces every identity as valuable and enables our members to flower into their true potential. I strongly hope that these Guidelines will be a step toward reaching this goal.

Bureau of Human Empowerment,  
University of Tsukuba

# Toolbox

Supplementing the Guidelines, the information listed below may be useful to LGBTQ+ individuals, those who may identify as such, and supporters in fostering better understanding. It directs readers to corresponding LGBTQ+ Worksheets (L Worksheets) in CARIO-NEXT, the extended version of the Tsukuba Career Portfolio (CARIO). CARIO-NEXT L Worksheets are available at the BHE and also online. Please visit the website of the BHE (Gender Support Team) for more information (<https://diversity.tsukuba.ac.jp/>).

## (1) Prior to a consultation

**LGBTQ+ Members** It is natural to feel hesitant about discussing your troubles and suffering with someone you are meeting for the first time, even if that person is an expert, such as a counselor. Particularly if the matter is related to LGBTQ+ identity, you may not know where to start and worry that the counselor will ask a question that you feel uncomfortable answering. The **CARIO-NEXT L-11 Worksheet for Organizing My Problems** helps you reflect on your thoughts and organize your problems for efficient counseling. Please make use of this worksheet, as needed (the use of this worksheet is not required, nor does it have to be completed).

## (2) Explore and reflect on your identity

**LGBTQ+ Members** LGBTQ+ individuals and those who may identify as such may struggle to “understand themselves” or “express themselves clearly” in some instances. Many LGBTQ+ Students are at a sensitive and susceptible age during their lives on campus; they are thus in a very fluid process of establishing their identities. In order to offer the best counseling and assistance during this process, we have designed the **CARIO-NEXT L-61, 62 Worksheet for Exploring My Identity** to help students recognize and accept their own self-images and senses of self. Examining elements that you have and don't have may provide insights that can help you to move on to the next step. This worksheet is designed so that you can use it privately and show it to your counselor.

### (3) Requesting a change of name on certificates after graduation/completion

**LGBTQ+ Members** If you change your name because of gender dysphoria or similar circumstances after you graduate, complete your program, or withdraw (or are expelled) from the University of Tsukuba, you may request a change of name on your university certificates. In addition to the Certificate Request, you will be asked to submit a Proof of Name Change (such as Family Registry Certificate) and a Petition for Application when you make this request for the first time. Consult the BHE for more information (services at the center will still be available to you after you leave university).

### (4) Gender information on documents submitted to institutions outside the University of Tsukuba

Application forms for scholarships (such as the Japan Student Services Organization scholarships) may require you to indicate your gender, although once a scholarship is awarded, the scholarship certificate will not state your gender. Please visit the BHE website for more information (<https://diversity.tsukuba.ac.jp/>).

### (5) Individual Number Card

**LGBTQ+ Members** Students required to submit documents pertaining to their numbers (individual numbers) to gain short-term employment on campus or employment as a TA may submit a photocopy of their Notification Card or Individual Number Card with the information about their gender and organ donation covered.

When your Individual Number Card is issued (not the Notification Card), it comes with a protective sleeve, which masks your gender and organ donation information on the front and your individual number on the reverse. You may leave the sleeve on when making a photocopy of the front, and submit a copy in which your gender and organ donation information is covered.

## (6) Gender-segregated elements in physical education classes

**LGBTQ+ Members** Physical education courses with gender-segregated elements include the following:

- Courses that require a change to special clothing (e.g. swimming, judo, kendo (Japanese fencing), windsurfing, skiing/snowboarding, water sports, sailing)
- Courses that use gender-specific equipment (e.g. shooting sports such as kyudo, basketball, kendo)
- Courses that require physical contact with peers (e.g. judo, karate, dance)
- Courses that require overnight stays (e.g. camping, skiing/snowboarding)
- Courses that require group assignment by gender

## (7) Accessible restrooms

**LGBTQ+ Members** Please refer to the websites listed below for the locations of accessible restrooms. The accessible restrooms on campus vary significantly depending on when they were installed. Some are installed within gender-segregated restrooms and others are not adequately equipped for people with disabilities. Some are installed within gender-segregated restrooms; others are not adequately equipped for people with disabilities. We suggest that you check out the restrooms that you may wish to use in future.

- University website → Campus map  
<https://www.tsukuba.ac.jp/campuslife/campus.html>
- BHE (Accessibility Support Team) website → Accessibility map  
<http://www.human.tsukuba.ac.jp/shien/map/>

## (8) Prior to undertaking a job search

**LGBTQ+ Members** For LGBTQ+ individuals, searching for a job entails a number of considerations, including whether to come out or stay closeted and whether to prioritize companies that are positive about LGBTQ+ people. It is useful to write down and organize these considerations. The **CARIO-NEXT L-51 Prior to Job Search Worksheet** and **CARIO-NEXT L-52 About the Companies Worksheet** are designed for these purposes. Please make use of them as needed.

## (9) Job search: Indicators of LGBTQ+-friendly companies

**LGBTQ+ Members** Indicators of LGBTQ+-friendly companies will be useful for LGBTQ+ individuals and those who may identify as such searching for jobs. For instance, “*work with Pride*” General Incorporated Association developed the PRIDE Index in 2016 and has since awarded companies and organizations based on this index. (the University of Tsukuba received the Gold Award and Best Practice Award in 2017 and has continued to receive Gold and other honors since then) This index accompanies criteria for assessing companies; it also includes official written policies of inclusion regardless of sexual orientation and gender identity and the development of in-house communities of LGBTQ+ employees and their allies. The extent to which companies fulfill these criteria will be valuable information for LGBTQ+ individuals and those who may identify as such searching for jobs.

Companies and organizations with a high standard of inclusion often have policies that encourage not only LGBTQ+ people but all diverse individuals to live as their true selves; these policies provide a useful reference, even for prospective employees who are not LGBTQ+.

Although most recipients of PRIDE awards are large or foreign-affiliated companies, as of 2017, some small and medium-sized companies and start-ups actively (or as part of the natural order of things) foster a culture of inclusion, without using such indicators.

## (10) Pain of not being able to live as your true self

**Supporters** In reference to coming out, the pain experienced by LGBTQ+ individuals and those who may identify as such often involves not being able to live as their true selves. For instance, during a trip with peers, the male students may talk about which female students they are sexually attracted to, while the female students are busy with what is commonly referred to as “girl talk.” Your peers may say things like, “Join me for a soak in the big tub,” or your roommate may make a joke such as, “If you were gay, I’d be scared to sleep in the same room with you.” In the workplace, you may encounter questions such as, “Do you have a girlfriend/boyfriend?” or “When do you plan to get married and have babies?” Although these are casual, unintentional conversations for the sexual majorities, it can still be difficult for LGBTQ+ individuals and those who may identify as such to express their distress and say, “I am not like you, and this is hard for me.” In coming out, they overcome this painful experience.

Others may actively choose to come out to build a better relationship with their loved ones by being true to themselves. Coming out is a matter of life and death, dignity and existence,

although it may not seem like that to people in majority groups.

### (11) Choosing not to come out (being closeted)

**Supporters** LGBTQ+ individuals may choose not to come out; such people are referred to as being “closeted” or “in the closet.” Not every LGBTQ+ person needs or has “come out”. After weighing the pros and cons of coming out and staying closeted about their LGBTQ+ identity, some people choose not to come out. These individuals may come out later, while those who were out may move back into the closet.

We need to keep in mind that it is still very difficult for members of minority groups to live openly as their true selves. The simple fact is that we humans are all different in how we live our lives. It is thus very important to respect the decision to disclose or not to disclose one’s identity and to honor the privacy of the information being disclosed.

### (12) Never force someone to come out

**Supporters** The TV series *Kinpachi-sensei* attracted considerable attention when it featured gender dysphoria (gender identity disorder) in 2001. However, the process of coming out occurred in a classroom setting, where the LGBTQ+ character was nearly outed. This situation repeated itself during a graduation ceremony, in full view of everyone. Such an approach is by no means appropriate today, even as a means of enthusiastic education. We must be careful not to build an uneven power relationship while assisting LGBTQ+ or other minorities, in which supporters force minority individuals to come out and hold or gain control of their secret. Coming out and supporting are not tools to barter with.

It is sometimes the case that encouraging someone to disclose a deep secret is used as a rite of passage within a community. Forcing such a disclosure is an act of outing; there is a high risk that it could drive that individual to commit suicide. Under no circumstances should it be used in training programs. Embracing someone who has come out in front of everyone is a thing of the past.



### (13) Prior to coming out

**LGBTQ+ Members** Coming out can be a significant burden for the individual who is doing it. Those who are easily swayed by emotion or who don't have a way with words, may find it helpful to write down what they are going to share. Especially if you have a particular request for the person you are coming out to, we suggest that you take time to organize your thoughts.

The **CARIO-NEXT L-41 Prior to Coming Out Worksheet** will help you organize what you are going to share with and ask of each person. Please try to complete this sheet for each person to whom you are planning to come out.

In coming out, you may want to think about ways to maintain the privacy of your personal information. Particularly with social networking services (SNS), which are increasingly important in our lives, you may benefit from organizing which services you currently use and what type of people you communicate with through these services by filling out the **CARIO-NEXT L-42 Online Information Privacy Worksheet**; This will help you make decisions about how to maintain your privacy.

### (14) If your friend comes out to you

**Supporters** For LGBTQ+ individuals, the burden of coming out is generally quite significant. At the same time, you may also feel confused about how to respond to someone who has come out to you. It can be confusing when someone comes out to you. You may try your best and still find it difficult to accept. To steer the situation in a positive direction for both you and your friend, it may be useful to organize what your friend has said, in coming out to you, on a form.

As a tool for this process, we have designed the **CARIO-NEXT L-81 If Your Friend Comes Out To You Worksheet** for those whose friends have just come out to them. You may use this worksheet to avoid repeatedly asking the individual questions because the mental burden of coming out can be substantial. Please note that the use of this worksheet is optional and you should be careful in handling the information you write down; it is your responsibility to maintain the privacy of this information (unless explicitly requested otherwise by your friend). However, you may use this sheet when meeting with a counselor at the BHE, as this person will maintain strict confidentiality.

Additionally, when people who do not identify as LGBTQ+ interact with LGBTQ+ individuals, there will be subtle things that are acceptable and others that are not acceptable.

We have designed **CARIO-NEXT L-84 Shared Area of Understanding Worksheet** to help you organize your situation.

### (15) Stereotypes created by the media, films, and television

**Supporters** The media, films, and television are full of LGBTQ+ characters. However, trying to fit an LGBTQ+ individual into these images, even with good intentions, is considered stereotyping and may distress that individual. Although LGBTQ+ individuals may themselves have role models, when the person to whom someone comes out responds by saying, “You are just like XX, the person who appears on TV,” it often results in stereotyping. A typical stereotype might involve expecting a gay person to dress in female clothing and talk with feminine speech patterns.

Especially with LGBTQ+ individuals, it is not possible to establish a classic, representative example, as each and every person is different. However, some of us still assume that there are only four types of LGBT individuals—lesbian, gay, bisexual, and transgender—and that anyone who does not fit into these categories is fake. Instead of looking for patterns and trying to fit individuals into them, we should respect each person’s individual identity. The image of coming out by making a declaration in public is another stereotype created by the media.

### (16) If you wish to become an LGBTQ+ ally





**Supporters** Although having an ally can be reassuring to LGBTQ+ individuals, they are diverse in the way they are, which can often be invisible and difficult for those who do not identify as LGBTQ+ to accept. You may need to determine in which area you can be of assistance. The **CARIO-NEXT L-82 Worksheet for An Ally** is designed to help you navigate this process.





### (17) Who are the “individuals concerned”?




The social landscape surrounding LGBTQ+ is changing rapidly and requires constant updates. The language used is also greatly influenced by these changes and adapts accordingly. For example, the term “sekumai” (sexual minority) was commonly used 10 years ago, but “LGBT” is now more actively utilized and is gradually being replaced by “LGBTQ+.” It has been over five years since the first edition of these guidelines was published. One of the terms debated by those involved in revising these guidelines was the expression “individuals concerned.” When discussing the difficulties and challenges faced by LGBTQ+ people, we may tend to use the term “individuals concerned” exclusively for them. But who exactly are the “individuals concerned”? It is true that those who face difficulties may be individuals identified as LGBTQ+. Given the challenges faced by LGBTQ+ people often stem from their relationship with society, however, anyone living in this society can also be considered “individuals concerned.”

In this revised edition, the term “individuals concerned” is sometimes used, but it has been crafted with great care. This is a message that conveys the aspiration to consider who the individuals concerned are and to collaboratively address this issue while striving for improvement, not just among LGBTQ+ individuals, but for everyone.

## List of contacts for university services

<b>Desk for LGBTQ+ and other sexual minorities</b>  	Recipient	Students, faculty, staff and family members
	Consultation matters	Matter of LGBTQ+ and other sexual minorities
	Contact information	Bureau of Human Empowerment Tel: 029-853-8504 E-mail: diversity-au@un.tsukuba.ac.jp (reservation required: please apply using the consultation form on the website).
<b>General Consultation Service</b>  	Recipient	Students, faculty member, family of students and anyone else
	Consultation matters	Consultation on anything about student life
	Contact information	Student Plaza 029-853-8430 Kasuga Area 029-859-1207
<b>Counseling and Psychological Services</b>  	Recipient	Students, faculty member and family of students
	Consultation matters	Consultation on various problems and troubles about student life (Counseling and consultation)
	Contact information	Reception: 029-853-2415 (appointment system)
<b>International Students Consulting Room</b>  	Recipient	Students, their family members, faculty and staff
	Consultation matters	Any issues related to international students (open to all staff members as well as international students)
	Contact information	Tel: 029-853-6240, 6766 E-mail: gc-support@un.tsukuba.ac.jp

<b>Health Consultation</b> 	Recipient	Students, faculty and staff
	Consultation matters	Health Consultation, etc. (fee-for-service basis)
	Contact information	University Health Center Tel: 029-853-2410
<b>Mental Health Care</b> 	Recipient	Students and family members
	Consultation matters	Matter of Mental Health (Students only, fee-for-service basis)
	Contact information	University Health Center Tel: 029-853-2411 (appointment system)
<b>Support service for students with disabilities</b> 	Recipient	Students, faculty, staff and family members
	Consultation matters	Study support for students with disabilities
	Contact information	Bureau of Human Empowerment Tel: 029-853-4584 E-mail: shougai-shien@un.tsukuba.ac.jp
<b>Desk for career counseling (for students)</b> 	Recipient	Students and family members
	Consultation matters	Career counseling for students
	Contact information	Division of Career Services Tel: 029-853-8444

<b>Desk for career counseling (for faculty and staff members)</b> 	Recipient	Faculty and staff members
	Consultation matters	Matter of career development
	Contact information	Bureau of Human Empowerment Tel: 029-853-8504 E-mail: <a href="mailto:career-shien@un.tsukuba.ac.jp">career-shien@un.tsukuba.ac.jp</a> (reservation required: please apply using the consultation form on the website).
<b>Work-life balance counseling room "Au"</b> 	Recipient	Students, faculty, staff and family members
	Consultation matters	Matter of work-life balance and life event support services
	Contact information	Bureau of Human Empowerment Tel: 029-853-8504 E-mail: <a href="mailto:diversity-au@un.tsukuba.ac.jp">diversity-au@un.tsukuba.ac.jp</a> (reservation required: please apply using the consultation form on the website).
<b>Harassment Counseling Center</b> 	Recipient	Students, faculty and staff
	Consultation matters	If you observe or been the target of behavior you perceive as harassment, contact us.
	Contact information	Tel: 029-853-8449 E-mail: <a href="mailto:stop-harassment@un.tsukuba.ac.jp">stop-harassment@un.tsukuba.ac.jp</a> or for more information visit university homepage.

## Poster for LGBTQ+ counseling services



# LGBTQ+ Counseling Services

If you have any concerns or would like to discuss your gender identity, please use the consultation form below or call us.

Since 2015, Tsukuba University has offered counseling services to students, faculty, and staff members who identify as LGBTQ+, as well as to their families. In 2017, the university formulated the "Basic Principles and Guidelines on LGBTQ+ Inclusion at the University of Tsukuba" and has since publicly shared its stance and specific support measures.

### Eligible individuals

- Students of the University (including graduate students)
- Faculty and staff members (including part-time staff)
- Families

### Subjects of consultation

- ✿ Handling of name and gender information
- ✿ Any concerns related to student life, such as health check-ups or physical education classes
- ✿ Concerns about outing and harassment
- ✿ Expert consultation on gender and sexuality



Although the subjects we can address may not always align with your wishes, depending on individual circumstances and the university's policies, please feel free to contact us.

Counseling  
Services

University of Tsukuba Bureau of Human Empowerment Gender Support Team

☎ 029-853-8504

[Office Hours: Weekdays 9:00 am - 5:00 pm (Lunch Break: 12:15 pm - 1:15 pm)]

✉ diversity-au@un.tsukuba.ac.jp





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If you have any questions, requests, or comments concerning the Basic Principles or the Guidelines, please contact BHE (Bureau of Human Empowerment) at the following address:



University of Tsukuba  
BHE (Gender Support Team)

Student Plaza, 2<sup>nd</sup> Floor, 1-1-1 Tennodai, Tsukuba, Ibaraki 305-8577 Phone: 029-853-8504  
Email: [diversity@un.tsukuba.ac.jp](mailto:diversity@un.tsukuba.ac.jp) <https://diversity.tsukuba.ac.jp/>

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