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To all faculty and staff members at Chuo University

Considerations for Students with Diverse Backgrounds and Characteristics

Hisashi Kawai  
President, Chuo University  
Yasuyo Nakajima  
Director, Chuo University Diversity Center

Chuo University, in accordance with the Chuo University Declaration in Support of Diversity and the Law for Eliminating Discrimination against Persons with Disabilities, aims to create a campus where people with diverse backgrounds study safely together, with their human rights respected, and there is no discrimination or violation of human rights based on prejudice.

More than 26,000 students currently study at Chuo University. Among them, there are some who experience difficulties in their studies and student life for various reasons. With this in mind, it is important that we develop environmental support and consideration of individual needs throughout the school.

In the following text, we have compiled a list of possible considerations/accommodations for students with diverse backgrounds and characteristics. It also explains what kinds of help you can get from your faculty office or from the Diversity Center at Chuo in order to support students with diverse backgrounds. We appreciate your understanding and cooperation.

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## 1. Points to note about classes in the 2023 academic year:

(1) During the first two years of the pandemic, with community life on campus reduced and restricted, some students for whom the campus was their important place of belonging might have felt isolated. The transition from online classes to classes on campus may still also be stressful. Please give attention to your students during classes and talk with them if necessary.

(2) Even now that most of the classes are back on campus, there is a possibility of discriminatory behavior occurring between students which teachers cannot see. International students, sexual/gender minority students, and students with developmental disabilities, for example, may need support. Please do what you can to prevent this kind of behavior from happening.

If you have any concerns in relation to the above points, please contact your faculty office or the Diversity Center.

## 2. Reasonable Accommodations for Students with Disabilities:

Chuo University is working to provide reasonable accommodations, and create an inclusive environment, for students with disabilities.

Such reasonable accommodations for students with disabilities are coordinated by faculty offices, campus social workers, and the Diversity Center working in co-operation. They will contact you if a student in your classes requires any accommodations, and we ask for your cooperation with this. Once again, if you have any questions, please contact your faculty office or the Diversity Center.

Chuo University Declaration in Support of Diversity

CHUO UNIVERSITY -Knowledge into Action->About Us>Chuo University Declaration in Support of Diversity

( <https://www.chuo-u.ac.jp/aboutus/efforts/diversity/>)

Here are some examples of accommodations for students with disabilities:

Accommodations for students with hearing disabilities you may be asked to provide:

Some students with hearing disabilities need note-taking assistance, or what is known as *Communication Access Realtime Translation* (CART). In this assistance, a support person converts oral information into written text. During a lecture, a support person sits next to the student with a hearing disability and expresses the content of the lecture, as well as what is going on in the classroom, in written form, using handwriting or a computer.

UD Talk, a support application that uses voice recognition technology, may also be utilized depending on the type of class and the needs of the students. When UD Talk is in use, the course instructor and students in the class may be asked for some co-operation in order for the application to be used effectively. In some cases, UD Talk may be used in combination with assistance from support students.

For on-demand classes, the Diversity Center can provide transcription of audio materials. If any of your students need transcription, please provide the audio materials to the Diversity Center.

If you have any questions or concerns about these types of assistance, please contact the Diversity Center.

(1) Points of support for students with hearing disabilities:

- ① Use the board a lot.
- ② Distribute handouts.
- ③ Summarize the contents and main points of video materials in handouts. Provide subtitles for video materials.
- ④ Summarize the contents and main points of audio materials in handouts.
- ⑤ Face the students and speak clearly and slowly. (If possible, remove your mask. Some students may use lip reading.)

(2) Considerations for note-taking and using UD talk:

- ① Clearly indicate the part of the textbook or document which you are reading.  
Please give instruction such as "I will read page X of the document" before reading.

② Add subtitles on video materials and prepare materials that summarize the content.

A note-taker can only write about 70 letters per minute by hand. Because of the speed of video, it is difficult for note-takers to fully convey information even if they are experienced. Please consider adding subtitles or preparing materials that summarize the content and main points of videos. The Diversity Center provides support with transcription. If you wish to use a video that has no subtitles, please consult with the Diversity Center at the beginning of the semester. Transcription takes time, so please be aware of this and set reasonable deadlines when giving assignments or other tasks that require viewing a video.

③ Facilitating seminars and group work in classes

During discussions, please assign a facilitator to ensure that participants speak one by one. Also, please ask students to raise their hand before speaking so that everyone can see who the speaker is. In addition, please consider using the voice recognition application, UD Talk.

Accommodations for students who have difficulty seeing documents, the blackboard, etc., you may be asked to provide:

Each person perceives color differently. Some students have difficulty seeing certain colors, so when using displays or teaching materials that require color-recognition, please use a color scheme that is easy for everyone to recognize and use ways of distinguishing information other than color.

- ① When creating graphs and charts, use as few colors as possible and distinguish information in ways other than color, such as shape, size, pattern, lightness and darkness.
- ② When choosing colors for text and backgrounds, use colors in combinations of light and dark that contrast clearly
  - If you use darker colors for the background, use lighter colors for the text, various line types, large-size markers, and white borders.
  - When drawing pie charts, use bright colors and combine colors of different brightness. It is also easier to understand if you show information in ways other than color, such as patterns. In all cases, include a boundary line and a legend for each area.

- ③ Use mainly white and yellow chalk on the blackboard. Chalk in dark colors such as red, green, blue, and brown will be difficult to see. If you do use darker colors, try to indicate information in ways other than color, such as underlining or circling.

Even for students with similar disabilities, different types of accommodations and different environments will be desirable depending on the student's situation and the type of class. The Diversity Center may therefore consult with you about a student's individual needs.

### 3. Considerations of Gender, Gender Identity, and Sexual Orientation:

Chuo University gives consideration to students on the basis of gender, gender identity, and/or sexual orientation in order to prevent possible loss of academic opportunity. The Chuo University Guidelines for Harassment Prevention also aim to prevent and raise awareness of harassment on sexual/gender minorities.

Treating students differently based on their gender may constitute harassment unless there is a rational reason for it. Please respect each student as an individual and treat them fairly and equally. Recently, there is an increase awareness of diversity in gender/sexuality, and knowing concepts such as gender identity, sexual orientation, physical appearance, and gender expression is needed. The United Nations uses the term "SOGI", a combination of "sexual orientation" and "gender identity", and prohibits discrimination based on "SOGI".

In our society, stereotyped notions such as "women/men usually act this way", "one's gender identity is normally the same as the sex recorded on the family register", and "everyone is attracted to the opposite gender" are widespread. However, in reality, people may have characteristics that differ from the stereotypes typically associated with their gender, have a gender identity that differs from their assigned gender, and/or be sexually attracted toward the same gender. Being different in such ways to what is regarded as "normal" can lead to various difficulties in students' lives, and to them being treated in a discriminatory manner.

The Diversity Center has specialist staff working in the area of gender and sexuality. Please contact the Center if you have any questions or concerns about supporting students.

The Center published the following pamphlets for reference:

*Gender and Sexuality Guidebook for the Faculty and Staff Members:*

<https://www.chuo->

[u.ac.jp/uploads/2023/05/campuslife\\_diversity\\_gs\\_book\\_04.pdf?1692709291051](https://www.chuo-u.ac.jp/uploads/2023/05/campuslife_diversity_gs_book_04.pdf?1692709291051)

*Gender and Sexuality Handbook for Students*

<https://www.chuo->

[u.ac.jp/uploads/2023/05/campuslife\\_diversity\\_gs\\_book\\_03.pdf?1692709421535](https://www.chuo-u.ac.jp/uploads/2023/05/campuslife_diversity_gs_book_03.pdf?1692709421535)

Examples of specific considerations:

- ① Do not assign different roles (or specify clothing, change treatment, etc.) according to a student's gender.
- ② Do not make comments that assume the gender, gender identity, or sexual orientation of another person. For example, when referring to a student, instead of saying "the man in the middle," describe them in ways such as "the person in the middle with glasses and in a beige shirt".
- ③ When you refer to a student, avoid specifying them with "san", "kun", "Mr." or "Ms.". Please use family name and "san" or ask students which name they want to be used.
- ④ When planning courses or events that require overnight stays, ask the participants in advance about their preferences and then choose facilities that can assign rooms according to their wishes: for example, choose an accommodation with individual bathing facilities rather than only with large communal baths.
- ⑤ When discussing topics related to sex and gender, always assume that the listeners have a variety of sexual orientations and gender identities.
- ⑥ Be careful not only of harassment you take advantage of your position, but also of harassment that one-sidedly assumes, ridicules, or belittles someone's sexual orientation or gender identity, and of SOGI harassment.

## 4. Consideration for Students with Diverse Backgrounds

Chuo University strives to create an environment where students do not lose academic opportunities because of their nationality, ethnicity, language, beliefs, religion, or culture. It is necessary to keep in mind that not only international students but also a wide range of students with “foreign” or mixed roots, in terms of nationality, ethnicity, name, language, etc., are studying at the university. For example, some students are foreign nationals who were born and raised in Japan, some are from families who have naturalized as Japanese citizens, and some are Japanese nationals who were born and raised abroad. The identity of each student is different, and some students may feel uncomfortable with labels such as “foreign” or “half”-Japanese. It is also important to recognize that Japan is not ethnically homogeneous, but has always been with a diversity of ethnic groups.

Chuo University is working to identify issues to work on related to global diversity and multicultural community and improve the learning and living environment on campus. For more information, please visit the following website (in both Japanese and English).

●Chuo-University Diversity Center:

HOME>Student Support>Diversity Center>Towards Global Diversity and Multicultural Affairs (<https://www.chuo-u.ac.jp/campuslife/diversity/gi>)

### Examples of specific considerations

(1) Avoid dividing people into “Japanese” and “foreigners” unless there is a necessity. When it is necessary, try to accurately convey what you want to say in context by using nuanced expressions (e.g., “the number of foreign children in Japan is increasing” → “the number of children with foreign nationality is increasing in Japan”).

(2) Do not judge a person’s nationality or ethnicity on the basis of their appearance, skin color, name, and/or the way they speak.

(3) If you do not know how to read a student’s name, ask the person or your faculty office how to read it. Refrain from deciding what to call a person because their name is difficult to pronounce or for other inappropriate reasons.

(4) Refrain from making statements such as “our country” or “we Japanese” on the premise that we are defined by “Japan” or being “Japanese”



(5) Refrain from making assumptions or statements that promote stereotypes by using broad expressions such as "This is how people from Country A would do it" or "This is how Japanese people do it". Do not speak or act in such a way as to treat an individual as a representative of a country or an ethnic group.

(6) Use furigana when necessary. Try to express things simply.

(7) On the premise that there are people present with various religious and ideological backgrounds, ask for confirmation before attending a religious event or eating a meal that has a religious component. Also, when referring to religious matters, keep in mind the diverse backgrounds of your audience.

(8) Also on the basis that the university includes people from diverse religious, ideological, and political backgrounds, do not ask or force people to express their positions on these points unless it is educationally necessary or appropriate.

### Prohibition of outing

Finally, please do not disclose the content of any consultation you have had with a student without their permission (prohibition of outing). If you have any concerns, please consult with your faculty office or the Diversity Center. They will respond to you with confidentiality.

Chuo University Diversity Center

(Tel. 042-674-4554 e-mail: [dc-soudan-grp@g.chuo-u.ac.jp](mailto:dc-soudan-grp@g.chuo-u.ac.jp))

Tama Campus: Forest Gate-way Chuo 2F

Myogadani Campus: 4F

Korakuen Campus: Building No.6. 1F, Office of Faculty of Science and Engineering