

The University of Aizu Harassment Prevention and Response Guidelines

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The University of Aizu

Contents

I	Preface	-----	1
II	Scope of These Guidelines	-----	1
III	Preventing Harassment	-----	1
1	The Importance of Conscientiousness	-----	1
2	Basic Attitudes	-----	1
3	What is Harassment?	-----	2
(1)	Sexual Harassment	-----	2
(2)	Academic Harassment	-----	5
(3)	Power Harassment	-----	6
(4)	Maternity, Paternity, Childcare, and Family Care Harassment	-----	6
(5)	Other Types of Harassment	-----	7
4	Disciplinary Measures	-----	8
IV	Maintaining a Proper Working and Learning Environment	-----	8
V	When Harassment Occurs	-----	9
1	Basic Attitudes	-----	9
2	When You Are a Victim of Harassment	-----	9
3	When you Witness or Learn of Harassment	-----	10
VI	Resolving Harassment-related Problems	-----	10
1	Harassment Counseling System	-----	10
2	Organizations for the Resolution of Harassment-related Problems	-----	11
3	Protecting Victims and Their Privacy	-----	12
4	Measures Taken Against Perpetrators of Harassment	-----	12
5	Prohibition of False Claims	-----	12
6	Keeping of Records	-----	13
7	Harassment Consultation and Response Procedure (Flow Chart)	-----	14
	(Attachment 1) Harassment Consultation Request Form	-----	15
	(Attachment 2) Harassment Statement Form	-----	16

I Preface

In recent years, numerous and varied cases of harassment have occurred against a backdrop of an increasingly diverse and complex society, becoming a massive social issue. Harassment can have a huge effect on the lives of the people who become victims of it. Due to the large number of problems that harassment can cause, its impact is immeasurable. These problems include damaged public trust in the university, declined numbers of applicants, reduced motivation of students, faculty members, and administrative staff members, and an increased number of people with mental health problems.

Aiming to protect the human rights, secure an appropriate working and learning environment, and safeguard the interests of faculty, staff, students, and individuals from outside of the university, the University of Aizu (hereinafter referred to as "the university") has established the University of Aizu Harassment Prevention and Response Guidelines (hereinafter referred to as "these guidelines") based on the provisions of the Office Regulations for Personnel of the Public University Corporation, The University of Aizu (2006, Regulation No. 36), the Regulation on the Prevention of Harassment, Etc. at the Public University Corporation, The University of Aizu (2006, Regulation No.42), and the University Regulation on the University of Aizu Committee for Harassment Prevention and Response, Etc. (2006, Regulation No. 23) in order to prevent harassment.

These guidelines naturally provide for the necessary concrete matters related to the prevention of all forms of harassment, including sexual harassment, academic harassment, power harassment, maternity harassment, and child/family care harassment. However, it also provides for the prevention of problems stemming from harassment, recovery from the damage it causes, the maintenance of faculty, student, and staff motivation, as well as appropriate working, learning, and research environments, and the steps that must be taken by the university.

II Scope of These Guidelines

These guidelines apply to all university employees (This refers to faculty members, researchers, and administrative and technical staff members irrespective of full-time or part-time status. The Chairperson of the Board of Executives and other executives are also included. The same definition shall apply hereinafter.) and students (Including undergraduate students, graduate students, research students, non-degree status students, and audit students. The same definition shall apply hereinafter.).

Counseling regarding cases such as when external concerned parties (This refers to university vendors who visit the campus, the parents and guardians of students, and other parties who deal with the university as part of their duties, as well as visitors to the campus such as users of campus facilities. The same definition shall apply hereinafter.) are subjected to harassment by employees or students, or vice versa, will also be dealt with appropriately in accordance with these guidelines.

III Preventing Harassment

1. The Importance of Conscientiousness

University employees and students must remain conscious of the following matters in order to avoid inadvertently engaging in harassment.

- (1) The importance of mutually respecting one another's personhood
- (2) The importance of remaining aware that you are both members of the same university
- (3) The importance of eliminating one's own prejudices and accepting each other's individuality
- (4) The importance of maintaining awareness that diverse cultures coexist within the university's global environment, which is one of its characteristics

2. Basic Attitudes

University employees and students are required to correctly understand the following facts about harassment.

- (1) Harassment is an act of severe disrespect and violation of the personhood and human rights of the victim that damages working and learning environments and affects all the individuals involved. Therefore, it is important to have a stance of not only responding to harassment once it has occurred, but preventing it.
- (2) While everyone feels differently about harassment based on their position, their background, and their culture, etc., the feelings of the person on the end of harassment are what is most important when it comes to determining what is or is not harassment.

Specifically, you must pay attention to following points:

- a) Even behavior intended to show affection may cause discomfort to others, regardless of the intent.
 - b) Whether someone is made uncomfortable by a given action is highly individual. Don't presume that someone will allow a certain level of harassment. Further, do not force a person to tolerate harassment.
 - c) As soon as you realize that someone is indicating their displeasure with or rejection of your behavior, you must not repeat the same behavior.
 - d) Don't presume that you've formed a close relationship with the person being subjected to harassment.
 - e) Your own teaching or guidance policies may not always work for everyone, because your students and subordinates will perceive them differently. As such, adherence to a single method is not necessarily a good thing.
- (3) It is important to keep in mind that people do not always express their discomfort with or rejection of behavior. Also, due to differences in cultural backgrounds, etc., their intentions may not be conveyed, or you might not notice them.
Victims of harassment are sometimes unable to clearly express themselves due to the need to maintain their relationships with bosses, colleagues, instructors, older friends, etc. Do not assume that a lack of a reaction implies consent or agreement.
 - (4) The damage to their personhood suffered by a victim of harassment can harm their mental health, leading to missing or quitting work or school, or even suicide in the worst case.
 - (5) Watching your behavior on campus is insufficient. You must maintain the same level of care regarding your conduct when off campus, such as during meetings, extracurricular activities, events, and parties where alcohol is being served.
 - (6) You need to pay sufficient care to your behavior not only between other employees or students, but also in your relationships with people who are involved in the university in an external capacity.

3. What is Harassment?

Harassment refers to discriminatory behavior, treatment, etc. based on sex, race, nationality, age, sexual orientation, gender identity, disability, etc. that causes discomfort to or disadvantages the person subject to it, or damages their motivation to work, educate, learn, or conduct research, or their working, educational, learning, or research environment.

Paragraphs (1) through (5) list the types of harassment and examples of behaviors that can potentially become harassment, regardless of the person engaging in them is aware of it. However, these are purely examples of harassment, and behavior does not need to match these examples exactly for it to be harassment.

Moreover, please keep in mind that the behavior shown in the following examples can be harassment even when done over email, regardless of whether communication is mutual or one-way.

(1) Sexual Harassment

Sexual harassment refers to when a person with a position of superiority or in a continuous relationship with someone engages in unwanted sexual behavior that causes them discomfort or disadvantages them, or damages their motivation to work, educate, learn, or conduct research, or their working, educational, learning, or research environment.

Examples of Behavior that Can Become Sexual Harassment

a) Against specific victims

- * Persistently or forcefully pressuring someone to start a relationship or demanding sexual acts, such as persistently asking a person to have dinner and/or go dates despite being rejected
- * Engaging in forceful contact or sexual acts, such as making demands for a sexual relationship
- * Demand that others wear sexually appealing clothing or engage in sexually appealing behavior, such as forcing someone to change into a yukata for a banquet at an overnight trip
- * Unilaterally approaching or contacting someone with sexual intentions, such as looking someone up and down, staring, or engaging in unnecessary contact (shoulders, back, waist, cheeks, hair, etc.)
- * Asking sexual questions which are embarrassing to answer, such as those about someone's sexual experience or sex life
- * Making sexual phone calls, or sending sexual letters or e-mails
- * Making sexual gossip or engaging in sexual teasing
- * Engaging in slander or libel by spreading false sexual rumors
- * Forcing a person to pick you up from home, drive you home, etc.
- * Following people home, etc. (This can lead to stalking)
- * Forcing a person to accompany you on a business trip (or seminar trip), or calling him/her in your hotel room during the trip without a proper reason

Examples of Sexual Harassment Primarily Against Students

- * University employees reflect someone's submission to or rejection of their sexual demands on the person's educational or research guidance, or on their evaluations, or on their grades.
- * University employees mix sexual interest in a person into the performance of their duties, such as by conducting an unnecessary level of personal instruction.

Examples of Sexual Harassment Primarily Against University Employees

- * Individuals in higher rank to reflect own sexual fulfillment on performance evaluation or working conditions. Employees with a position of superiority reflect a subordinate's submission to or rejection of their sexual demands into HR decisions, decisions about working conditions, or into work supervision or research guidance, or on their evaluations, or on their grades.
- * Colleagues hinder the normal performance of duties with sexual topics of conversation or behavior

b) Harassment Without Specific Targets

- * Sharing or unilaterally making unlistenable sexual rumors or indecent jokes in classrooms
- * Displaying obscene pictures (drawings, posters, etc.) on campus
- * Displaying indecent images on computer monitors, etc. on campus
- * Placing or displacing obscene models on a desk.
- * Forcing others to look at indecent drawings, pictures, videos, models, writings, etc., such as intentionally showing or reading indecent pictures, articles, etc. on campus
- * Forcing a person to sing a karaoke duet
- * Engaging in indecent behavior at social gatherings for employees, graduates, etc., such as forcing someone to sit next to you, to fill your glass, or do a slow dance with you at a banquet.
- * Engaging in sexual teasing or defamation
- * Talking about someone's physical characteristics like appearance, body type, clothing, or make-up, such as asking a woman her bust, hip, and waist sizes.
- * Creating an unpleasant atmosphere for others by wearing sexually appealing clothing, such as by wearing revealing clothing.
- * Evaluating the work or research achievements of someone inappropriately low solely on the grounds of gender
- * Judging someone's personality, capability, behavior, or tendencies as inferior or undesirable solely on their grounds of gender

- * Making comments such as "You're pretty spineless for a man," "Never send a woman to do a man's job," "The only good a woman is for in the workplace is eye candy," or "Women don't belong in academia."
- * Referring to adults in a manner that denies their personhood, such as "kid," "boy," "little lady," "old man," or "old lady."
- * Forcing someone to serve tea, clean, or go on personal errands solely on the grounds of gender.

(2) Academic Harassment

"Academic Harassment" refers to when someone in a position of superiority or authority in the context of education or research damages someone's motivation to work, educate, learn, or conduct research, or their working, educational, learning, or research environment by taking advantage of said position to engage in inappropriate behavior or instruction.

Let's keep fully in mind that when a student is subjected to academic harassment, the damage to their personhood, as well as their psychological and physical suffering can lead to them taking a leave of absence or withdrawing.

Examples of Behavior that Can Become Academic Harassment

a) Examples of Academic Harassment against Students by Faculty Members

- * Abandoning one's duty to instruct students or engaging in discriminatory instruction, such as refusing to give students instruction or advice on the basis of having "a laissez-faire teaching style," refusing to instruct students of a certain type you dislike, or using disparaging language against said students
- * Refusing a student's request to change supervisors without a valid reason and engaging in harassment of the student
- * Giving unjustifiably low evaluations for achievements or grades
- * Hindering a student's advancement or graduation, such as refusing to give credits without a reason, or arbitrarily changing graduation/degree requirements to cause a student to repeat a year
- * Refusing to write a letter of recommendation needed by a student for job hunting or studying abroad without a valid reason
- * Hindering a student's research or studies, such as banning a student from laboratories or offices or removing them from mailing lists without a valid reason
- * Hindering a student's right to choose, such as by forcing research themes on students they are not interested in
- * Forcing students to receive instruction in an inappropriate environment, such as compelling them to conduct unnecessary experiments/ work all night long or on holidays, or conducting private instruction away from the scrutiny of others.
- * Making remarks which lack of educational consideration such as "This paper looks like it was written by a kindergartener. Reading it would be a waste of time."
- * Engaging in psychological abuse, such as reprimanding students for trivial mistakes at a volume of voice beyond that appropriate for the purposes of instruction, or striking their desks or throwing objects when students are unable to solve a problem or understand a concept
- * Exploiting the research results of students, such as becoming a first author despite only providing improvements or revisions, or writing papers based off students' ideas and survey data, etc. of without permission
- * Forcing students to achieve ordinarily impossible tasks, such as compelling them to fabricate / falsify research data or documentation

b) Examples of Academic Harassment against Faculty Members by Students

- * Making false statements and unjustifiable evaluations on class evaluation questionnaires
- * Using threatening or abusive language faculty member regarding grading, such as "Give me my credits or else"

- * Slandering faculty members by spreading negative rumors
- c) Among university employees
 - * Abusing authority, such as by not allowing specific faculty members to instruct courses without a valid reason
 - * Engaging in slander or libel of others by making statements like "No one who majors in XX field amounts to anything" or "He/she is nuts," or abusing personal information gained through one's duties to spread false rumors
 - * Hindering someone's research by banning them from laboratories or offices or from using books or equipment without a valid reason

(3) Power Harassment

"Power Harassment" refers to when someone uses a position of superiority or authority in the context of work duties to damages someone's motivation to work or an appropriate working environment with inappropriate behavior or treatment of said individual.

Power harassment occurs not only in the workplace, but anywhere a hierarchical relationship, such as seniority between employees and students, exists. This includes seminars, clubs, etc.

Examples of Behavior that Can Become Power Harassment

- a) Physical attacks (Violence, assault)
 - * Throwing objects at someone, striking them
 - * Kicking or punching someone
 - * Suddenly grabbing someone's collar or lapels and scolding them
- b) Psychological attacks (Threads, libel/slander, insults, intense abuse language, etc.)
 - * Disparaging someone's capabilities in front of colleagues
 - * Loudly scolding someone for a trivial mistake in front of others
 - * Persistently and repeatedly scolding someone for longer than necessary
- c) Cutting people out of relationships (Isolating, ostracizing, ignoring people, etc.)
 - * Prohibiting people from contacting or asking for the cooperation of other employees without reason
 - * Deliberately ignoring and failing to return greetings
 - * Spreading unfounded rumors about and refusing conversation with people
- d) Making unreasonable demands (Assigning obviously unnecessary or achievable tasks, hampering performance of duties, etc.)
 - * Giving excessive amount of work just before the end of office hours
 - * Assigning excessive amount of duties to one person
 - * Setting unachievable quotas
- e) Negating someone's abilities or experience (Assigning duties that are qualitatively ill suited for an individual, or failing to assign duties at all, without a work-related rationale)
 - * Compelling an administration staff member to clean a storage area
 - * Only assigning an employee menial labor (weeding, etc.)
 - * Moving someone to a different department and assigning no work
- f) Privacy infringement (Excessive interference in private matters)
 - * Looking into someone's private mobile phone without permission
 - * Searching inside someone's while they're away without permission
 - * Asking people's reason for taking leave beyond the scope of necessity

(4) Maternity, Paternity, Childcare, and Family Care Harassment

Maternity, paternity, childcare, and family care harassment refers to behavior that obstructs the use of maternity, paternity, childcare, and family care systems or measures, harassment about having used said systems/measures, and inappropriate behavior, etc. related to pregnancy and childbirth that that causes

discomfort to or disadvantages the person subject to it, or damages their motivation to work, educate, learn, or conduct research, or their working, educational, learning, or research environment.

Examples of Behavior that Can Become Maternity, Paternity, Childcare, or Family Care Harassment

a) Implying dismissal and other disadvantageous treatment

- * Saying things like "If you take maternity leave, I will expect your resignation" when consulted by a subordinate about pre-delivery maternity leave.
- * Saying things like "Don't expect a promotion at your next evaluation" when consulted by a personnel about overtime exemptions.
- * Saying things like "We will be hiring someone else, so please quit as soon as possible" when informed by a subordinate about their pregnancy.

b) Hindering requests for the use of, or use of, leave systems, etc.

- * Saying things like "Men can't take childcare leave" when consulted by a male subordinate about taking childcare leave, forcing them to give up
- * Saying things like "Withdraw your request" after a childcare leave request, forcing them to give up
- * Saying things like "I wouldn't apply, and I don't think you should either" when someone informs coworkers that they will be requesting family care leave, and forcing them to give up by repeating the same thing when they continue to indicate their intention to request leave.
- * Repeatedly saying things like "Withdraw your application" to a colleague who applied for family care leave, forcing them to give up.

c) Harassing individuals for using leave systems, etc.

- * Repeatedly or continuously saying things like "I cannot assign important tasks to people who limit their overtime" and assigning only menial labor.
- * Repeatedly or continuously saying things like "You're the only one who works such short hours. You're only thinking about yourself."

d) Harassment about pregnancy, etc.

- * Repeatedly or continuously saying things like "You can't give responsibilities to a pregnant woman. You never know when they'll go on leave."
- * Repeatedly or continuously saying things like "You should have avoided getting pregnant during a busy period."

(5) Other Types of Harassment

Other harassment refers to all types of harassment not covered by in (1) to (4). It is the act of causing discomfort to or disadvantages to a person, or damaging their motivation to work, educate, learn, or conduct research, or their working, educational, learning, or research environment through the violation of their personal and human rights. This includes discriminatory behavior, handling, etc. stemming from gender, race, nationality, age, sexuality (sexual orientation), gender identity, disability, etc.,

Other Types of Harassment includes "Alcohol Harassment," which is the act of using a hierarchical relationship or a sense of belonging to a community (dorm, seminar, club, class, etc.) to compel someone to drink alcohol or using psychological pressure to drive individuals into a situation in which they feel compelled to drink, which can lead to health problems and unpleasant feelings.

It also includes "Moral Harassment," which is a type of psychological violence that hurts individuals through acts that deny the personhood of an individual or trample on their dignity through words or attitude.

Furthermore, consumption of alcohol by minors under the age of 20 is prohibited by Japanese law.

Examples of Behavior that Can Become Other Types of Harassment

a) Alcohol Harassment

- * Forcing someone to drink or chug alcohol
- * Holding drinking parties with the intent of making someone drink until they pass out (i.e., bringing a bag or

bucket to vomit in)

* Offering alcohol to someone under the drinking age (This is illegal.)

b) Moral Harassment

- * Discriminating against, or excluding someone because of individual characteristics such as age, place of birth, handicap, illness, appearance, personality, etc.
- * Persistently inducing someone to act against their will or compelling them to repeat certain acts
- * Intentionally spreading baseless rumors about someone with the aim of embarrassing them
- * Slandering or defaming someone from behind their back, or sending libelous letters or emails to them and the people around them
- * Engaging in harassment such as ignoring or ostracizing someone, such as pretending to be unable to hear someone trying to talk to you, or conspicuously rejecting someone who is trying to participate in communication
- * Discouraging someone's attempt to communicate by making sighs of exasperation or interrupting them by interjecting negative phrases like "No, that's not what I mean" or "Like I said..."
- * Repeatedly looking down at or deriding others
- * Isolating someone by failing to give them the information or material they need to do their job, etc.
- * Assigning work to someone being ignored or ostracized that is clearly below their abilities and escalating said harassment when they refuse with statements like "I have work to do, too."
- * Repeatedly calling someone during off days and after office hours, etc. Interfering in the private matters of completely unrelated to work, such as making comments on someone's fashion sense, their makeup, their possessions, their romantic partners, etc. that go beyond the bounds of interference in someone's private life

4. Disciplinary Measures

Harassment is a disreputable act that is both misconduct unbecoming of UoA employees and an act that goes against the bounden duty of a university student. As such, in order to tighten discipline, prevent the reoccurrence of harassment, and to recover trust, as well as to encourage the remorse of the perpetrator, harassment may be subject to disciplinary measures proportionate to the seriousness of the offense (dismissal, suspension, reduction of pay, or warning in the case of employees, and expulsion, suspension, or warning in the case of students).

Please make a habit of thoroughly reading and understanding these guidelines to avoid a situation in which disciplinary in which your thoughtless actions inadvertently result in harassment, subjecting you to disciplinary actions and causing you to lose place at the university.

IV Maintaining a Proper Working and Learning Environment

A proper working and learning environment is created through cooperation between university employees, students, and other concerned parties outside of the university. As such, we ask that university employees and students strive to proactively respond to the following matters in order to prevent damage to those environments due to harassment.

- (1) Avoid writing off harassment-related problems as being the personal problems of the people involved, such as by looking the employees, students, or concerned parties outside of the university who bring up harassment-related problems as being "trouble-makers."

(Concrete Response)

Regarding problems that can be solved by holding meetings, etc., it is necessary to endeavor on a daily basis to build a situation and an atmosphere where anyone can bring up problems without hesitation when it is necessary for the maintenance of a proper working and learning environment.

- (2) Be considerate of those around you in order to avoid creating perpetrators and victims of harassment.

(Concrete Response)

It is necessary to use your imagination to carefully think about the effect your behavior has on others before

you speak and act.

- (3) Do not turn a blind eye if you witness or suspect harassment: try to take the necessary actions to deal with it.
(Concrete Response)

It is important to look at harassment as an opportunity to bring attention to the issue without sympathizing or tolerating it before it causes severe damage to a working or learning environment. If that is difficult, it is necessary to take steps such as talking with trusted familiar people such as colleagues and friends, or internal counselors, harassment counselors, etc.

- (4) If you see or hear someone being harassed, speak to the victim and provide counsel and psychological support. Further, work together with the victim to find a solution to their problem, or help their search.
(Concrete Response)

Victims often hesitate to consult with others for a number of reasons. This includes feelings of shame, fear of being labeled a troublemaker, or concerns of retaliation. It also includes decreased self-esteem despite being a blameless victim, which can lead to victims blaming themselves, or chastising themselves for not putting up with the harassment. In order to avoid deepening the damage, it is important to speak to victims and to make it feel as if they can turn to you for counsel if you notice anything. Further, it is also necessary to recommend victims to consult with trusted familiar people such as colleagues and friends, or internal counselors, harassment counselors, etc.

V When Harassment Occurs

1. Basic Attitudes

In the event they are subjected to harassment, university employees and students are asked to be aware of the following matters to solve the problem without making it even more serious.

- (1) Being stoic about the problem won't solve it.
(Concrete Response)

Be aware that brushing off or ignoring harassment will not necessarily improve the situation.

- (2) You must not hesitate to take action to solve the problem.
(Concrete Response)

Victims tend to have feelings of shame, fear of being labeled a troublemaker, concerns about retaliation, etc. However, the perpetrator is to blame, not the victim. As such, don't think of preventing damages from becoming worse, stopping the creation of new victims, and eliminating harassment as your problem alone. Rather, think of them as important steps in maintaining a proper work or learning environment. Be brave and take action.

2. When You Are a Victim of Harassment

University employees and students are requested to take following action when subjected to harassment.

- (1) Express your intentions clearly when you are displeased.
(Concrete Response)

Express your intentions against harassment by resolutely saying "No." It is important to clearly state your intentions to the offending party. If it is difficult to directly express yourself because of hierarchical relationships, etc., do it in writing on paper or by email, etc.

- (2) Consult with someone you can trust.
(Concrete Response)

It is important to first consult with your friends, colleagues, seniors, and other people you can trust. While the university does have counselors and harassment counselors, the people mentioned above can serve as a bridge to these counselors. The Student Counseling Room can also introduce students to an upperclassman they can consult with if they would be more comfortable talking with a fellow student.

When receiving counseling, it is important to record the date, time, and any other details of the harassment, and to find the testimony of a third party.

3. When you Witness or Learn of Harassment

You are asked to take following actions if you witness or learn of a university employee or student being subjected to harassment.

(1) Recommend consultation with counselors

If the victim is unable to consult with harassment counselors no matter what, you can go to the counselor with them or consult with a harassment counselor on their behalf with the victim's consent.

(2) Try to minimize the damage

Inform individuals pointed out as having engaged in harassment that their behavior either is or may be harassment, and warn them to stop said behavior.

At the same time, strive to minimize the damage by informing faculty members (class mentors, faculty supervisors, etc), superiors, deans, directors, etc. of the person in question that they have been pointed out as having engaged in harassment. At this time, it is necessary to pay the maximum possible attention to the privacy of the victim.

VI Resolving Harassment-related Problems

1. Harassment Counseling System

(1) Harassment Counselors

The position of harassment counselors have been established at the university in order to respond to requests for harassment-related counseling. Harassment counselors listen to the client (This refers to individuals who file harassment complaints and receive consultation, as well as individuals who receive counseling on behalf of a victim with their consent. The same applies hereinafter.), help them sort out their feelings and their situation, and work together with the client to find the best solution.

Harassment counselors also have the role of accurately grasping the facts, taking accurate records, and thinking alongside the client so their feelings can be sufficiently reflected in the event a harassment complaint is filed with the Harassment Prevention and Response Committee (Hereinafter, "Committee")

Multiple harassment counselors are appointed from among university employees by the president. You can refer to the counselors list on the university web site.

Harassment counselors have been designated as those who handle student consultations, and those who handle all other consultations, but you may select any of them as your counselor.

a) Consultation Services for Students

The "Student Counseling Room" responds to students requests for a broad range of consultation needs. It can also handle harassment-related issues.

Student Counseling Room (Research Quadrangles 2F Room 252)

-Phone: 0242-37-2610 Ext. 2133

-Email: counseling@u-aizu.ac.jp

-Address: University of Aizu Student Counseling Room

90 Iawase, Tsuruga, Ikki-machi, Aizu-Wakamatsu, Fukushima Pref., 965-8580

While the SCR can provide harassment-related consultation, students can also directly contact dedicated harassment counselors.

Further, when receiving consultation on harassment, students can receive consultation in a soundproof room if they desire.

The contact information for harassment counselors is listed at the end of these guidelines.

b) Consultation Services for Employees and Concerned External Parties

Employees and concerned external parties are asked to use the counseling service below or directly contact harassment counselors.

Contact for Harassment Consultation

E-mail: harassment@u-aizu.ac.jp

*The Assistant Director of the General Affairs and Budget Division or Deputy Director of the Students Affairs Division who are in charge of the Committee for Harassment Prevention and Response will introduce you to a harassment counselor they feel to be appropriate based on the content of your consultation request.

(2) Consultation Method

Requests for consultation with a harassment counselor are made in person, by phone, or in writing (sealed letter or email) based on the Harassment Consultation Request Form (Attached Form 1). Multiple harassment counselors are available and you may consult with any of them, so feel free to choose the one you feel would be most comfortable consulting with.

Further, you can request consultation anonymously or request that your name remain confidential when you request or receive consultation. Your privacy will be given the maximum possible consideration.

Notes for Consultation

- a) Harassment counselors will protect the honor and privacy of clients.
- b) Consultation can also be made through a proxy such as the victim's friend.
- c) Friends and other individuals are allowed to accompany clients during consultation.
- d) Consultation shall be provided by two harassment counselors, in principle, and an effort will be made so that one of the counselors is the same gender as the client.
- e) Internal counselors will be introduced to victim for the purpose of taking care of their psychological health.
- f) Harassment counselors will provide the support necessary to reach an amicable settlement through discussion between the victim or client and the perpetrator, in the event that the client or the victim wishes to do so.
- g) Harassment counselors will keep written records of the results of the consultation and may confirm the facts of the matter with the perpetrator, etc. after reporting to the Committee. Further, this confirmation of facts shall be conducted as part of consultation, and is not the same as the fact-finding investigation conducted by the Committee.
- h) In the event that the Committee approves the investigation and coordination of the facts of the matter, harassment counselors can file a statement using Attached Form 2, "Harassment Statement Form" (Hereinafter, "statement").
- i) Harassment counselors shall keep written records after checking with the client by repeating records of the content of the consultation during or at the end of the consultation.

Please keep in mind that while harassment counselors will provide consultation and assist with problem resolution and provide information to the client (including showing clients how to fill in statements), filing a statement is the responsibility of the client.

After the statement's submission, the committee will conduct an investigation of and coordinate with the client, the victim, the perpetrator, and any others involved (3rd parties). Further, submission of records created after the filing of the statement as evidentiary material may be required in the event of litigation.

2. Organizations for the Resolution of Harassment-related Problems

(1) Committee for Harassment Prevention and Response

In the event the committee chairperson accepts a statement and determines it is necessary to hold a meeting of the committee, a meeting of the committee will be called.

- a) The president of the committee must not allow a committee member who has an interest with a victim or the perpetrator. Further, if it becomes clear during the course of an investigation that a member himself or

herself is a victim or a perpetrator, or has an interest with the victim or perpetrator, the member shall be immediately excluded from deliberation.

- b) The committee chairperson shall set up an investigative subcommittee to conduct an investigation of the facts if doing so is recognized as being necessary.
- c) The committee chairperson shall, in the event that it is determined to be necessary to provide relief to the victim in order to avoid an emergency situation, cooperate with relevant departments, etc. to take any necessary relief measures for the victim while at the same time conducting the investigation of the facts.
- d) The committee chairperson shall report the results of an investigation to the Chairperson of the Board of Executives and University President, and shall request that the Chairperson of the Board of Executives and University President take necessary improvement measures.
- e) The committee chairperson shall report the results of an investigation to the client once they are settled, along with any improvement measures taken.

(2) Investigative Subcommittee

The committee chairperson may establish an investigative subcommittee to assure that an investigation is conducted fairly and impartially from an objective standpoint.

- a) The committee chairperson shall not assign any individual who is himself or herself the victim or the perpetrator, or anyone with an interest in the victim or the perpetrator, as a member of an investigative subcommittee member. Further, if it becomes clear during the course of an investigation that a member of the investigative subcommittee himself or herself is the victim or the perpetrator, or has an interest with the victim or perpetrator, the member shall be immediately dismissed from the subcommittee.
- b) The constituency of an investigative subcommittee shall take into consideration the departmental affiliation and gender ratio of members in order to assure fairness and impartiality.

3. Protecting Victims and Their Privacy

- (1) Individuals involved in counseling and solving issues, such as Harassment Counselors and members of the Committee for the Harassment Prevention shall act carefully in order to avoid damaging the honor, privacy, and other personal rights of everyone involved. Further, disclosing secrets obtained in the course of performing their duties is strictly prohibited.
- (2) The Committee for the Harassment Prevention shall, in the event that an individual has disclosed private information, or has disadvantaged or caused secondary damages to clients, etc., immediately conduct an investigation of the facts. In the event this fact is confirmed, the committee has a duty report to the Chairperson of the Board of Executives and the University President so that strict punishment is implemented.
- (3) The Committee for the Harassment Prevention shall, in the event that it is determined that the client and/or perpetrator require mental care, immediately provide any support possible.

4. Measures Taken Against Perpetrators of Harassment

If harassment is recognized as having occurred by the Committee for the Harassment Prevention as a result of the investigation of the facts, the committee shall demand the perpetrator show strong remorse and report to the Chairperson of the Board of Executives and the University President so that the necessary measures, including strict punishment, are implemented.

5. Prohibition of False Claims

The Committee for the Harassment Prevention shall demand that any individual who makes a false statement regarding harassment show strong remorse and report to the Chairperson of the Board of Executives and the University President so that the necessary measures, including strict punishment, are implemented.

6. Keeping of Records

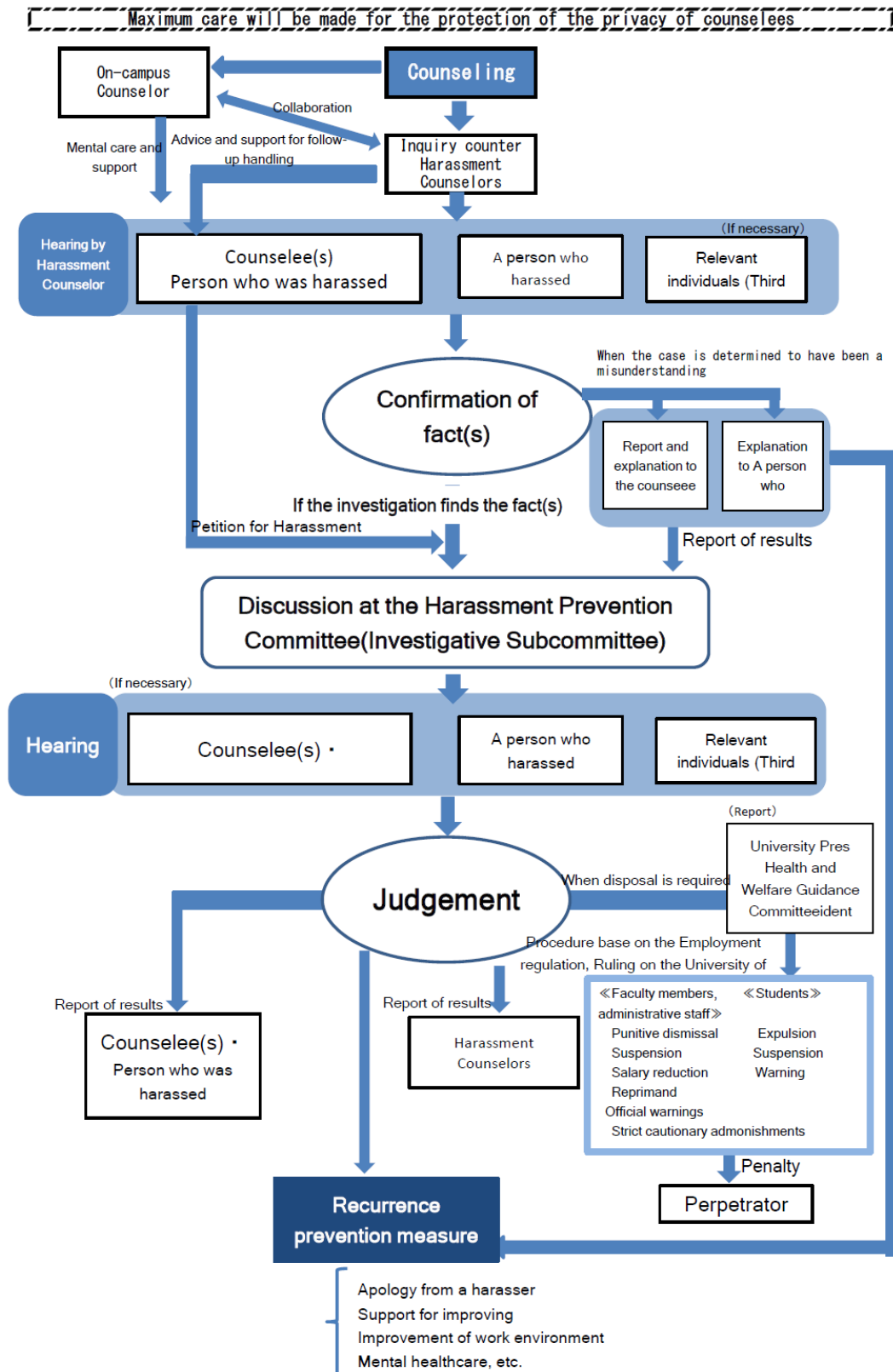
The types of records maintained by the Committee for the Harassment Prevention shall be harassment statements and all other types of documents (including materials, etc.) besides harassment statements. The Administrative Office shall securely preserve these records together with hand-written notes taken and recordings made during the investigation.

Further, and other records, etc. created during by harassment counselors during consultation shall also be securely preserve by the Administrative Office.

Furthermore, the retention period for these records shall be ten years. However, the retention period for records related to cases in disciplinary measures are imposed in accordance with the Ruling Concerning Office Regulations for Personnel of the Public University Corporation, The University of Aizu, the Ruling on the University of Aizu (Regulation No. 3 of 2006), and the Ruling on the University of Aizu Graduate School (Regulation No. 4 of 2006) shall be as provided for in the Regulation Concerning Approval for Administrative Affairs.

7 Harassment Consultation and Response Procedure (Flow Chart)

Harassment Counseling Flow Chart



(Form 1)

Harassment Consultation Request Form

Please fill in your affiliation, name, and contact information.

Your privacy will be protected to the maximum extent possible, so please provide as much detail as you can.

Name _____ Proxy of the Victim (Relation to the victim: _____)

Affiliation _____

Contact Information (Preferred Contact Method)

*Write on the back of this form, or attach a separate sheet if there is not enough room.

1. How you were harassed? (Detail the problematic behavior)
Please detail the incident as objectively and in as much detail as possible.

2. Who was involved?
Please name any witnesses, etc. as well.

3. Where did it occur?

4. When did it occur?

5. How did you react to the behavior in question?

6. Please circle the type of harassment you received.
(1) Sexual · (2) Academic · (3) Power · (4) Others (Can't describe)

7. Please state the reason you chose the categories circled above.

8. Have you consulted with anyone?

9. Please circle measures which you like the university to take.
(1) Consultation · (2) Coordination · (3) Investigation · (4) Other (_____)

Date and Time Received: _____ Received by: _____
Method of Receivable: In Person / Telephone / Writing (Sealed Letter / Email) _____

(Form 2)

Submitted on:

Attn: Chairperson of the Committee for the Prevention of Harassment, Harassment Counseling

Complainant (Name) _____

Counselor in charge _____

Harassment Statement

Complainant	Department/Status
	Name Gender Male Female
	Contact Information (Extension, Home Number, Etc.)
	Request for Anonymity Yes No
	Relation to the victim The victim approved of this statement: Yes or No
Victim	(No need to fill in if same as the complainant)
	Affiliation/Position
	Name Gender Male Female
Perpetrator	Affiliation/Position
	Name(Katakana) Gender Male Female
	Relation to the complainant
Measures Requested	<input type="checkbox"/> Coordination
	<input type="checkbox"/> Investigation
	<input type="checkbox"/> Other
	Details of Requested Measures
Background	(Detail the events leading up to this statement)