

Guidelines for the Prevention of Campus Harassment at Meiji University

I Purpose of the Guidelines

- Meiji University's basic attitude toward campus harassment prevention, etc. -

In upholding its guiding principles of "Rights and Liberty, Independence and Self-government," Meiji University (including Meiji University High School and Meiji University Junior High School, hereinafter collectively referred to as the "University") is thoroughly dedicated to education, research, community service, and other activities.

In order to make this a reality, it is essential for the University, as a center for educational and research activities, to provide its students, faculty members, and other related individuals with an environment in which they can comfortably learn, continue their education/research and work.

To ensure a comfortable environment for education/research, learning, and work, it is necessary for all members of the diverse University community, including persons with disabilities and members of minority groups, to recognize each other's personhood and to respect one another as individuals - in other words, to guarantee their human rights. Degrading or denying someone's personhood can not only deprive them of the right to learn, but also infringe upon their right to teach, conduct research, and work, thereby threatening the very founding spirit of the University.

In accordance with Article 5, Paragraph 1 of the Meiji University Regulations on the Prevention of Campus Harassment, etc., these Guidelines stipulate matters that University members must recognize in order to prevent and eradicate campus harassment at the University, as well as matters that they need to know when taking concrete actions in the event of a campus harassment case. Each and every member of the University is expected to understand these Guidelines and act accordingly to make the University a completely harassment-free campus.

Please note that, for the purposes of illustration, language that may be considered offensive will be used in some examples.

II What is Campus Harassment?

"Campus harassment" refers to any and all unwelcome or inappropriate remarks or conduct that result in discomfort and/or any disadvantage to other individuals, or any and all forms of discriminatory or disadvantageous treatment of others resulting in infringement of their human rights and deterioration of their education/research, learning,

and working environments.

Campus harassment can take many forms. These include sexual harassment involving sexual remarks, behaviors, and other actions, academic harassment through remarks, behaviors, and other actions concerning education/research and learning, power harassment through remarks, behaviors, and other actions on the basis of an official status or position of authority, moral harassment (psychological abuse) involving languages and attitudes that hurt others' feelings, and alcohol harassment that can occur while drinking with others.

The following are concrete examples of each form of harassment. Please note that these are merely examples of campus harassment cases, and the definitions of each form of harassment are in no way limited to the situations described below.

1 Sexual Harassment

Sexual harassment is typically sub-classified into two categories. The first involves conduct that confers or attempts to confer some benefit or disadvantage through sexual remarks or behaviors in the course of guidance, advice, employment, management, or any other activities within and outside the University in the course of education/research, learning, work, and extracurricular activities (abuse of authority / quid pro quo sexual harassment). The second involves repeated sexual demands, remarks, or behaviors that result in the discomfort of others and deterioration of their education/research, learning, work, and extracurricular activity environments (hostile environment sexual harassment).

(Examples of sexual harassment)

(1) Abuse of authority / quid pro quo sexual harassment

- a. Educational/research guidance and evaluation, academic records, determination of personnel affairs and working conditions, or business directions that are dependent on whether or not a person submits to unwelcome sexual demands
- b. Educational/research guidance and evaluation, academic records, determination of personnel affairs and working conditions, or business directives that are used as conditions for sexual advances
- c. Sexual interest expressed in the course of education, guidance, business, or activities outside of duty hours

(2) Hostile environment sexual harassment

- a. Persistent solicitation of sexual activity or relationships against a person's will
- b. Forcible touching or sexual conduct, or any attempt to do the same

- c. Intently viewing a person's body or making unwanted advances that cause sexual discomfort to the person
- d. Deliberately forcing gender roles upon an individual
- e. Incessantly sending e-mails, etc. out of sexual interest
- f. Remarks, behaviors, or other actions conveying sexist attitudes
- g. Stalking

2 Academic Harassment

Academic harassment refers to inappropriate or unjust remarks and behaviors, guidance, treatment, or other actions by individuals who, by using the power afforded to them by their authoritative position or higher or otherwise superior status in educational and research relationships, the workplace, or other situation, infringe upon the rights of their students to learn, conduct research, or perform other duties, or offend their students' personal dignity, regardless of their actual intention. It can happen between faculty members and students, among faculty members, or among students.

Academic harassment can occur in the course of education/research. Even though such behavior may be meant as enthusiastic research guidance or professional conduct out of goodwill, the recipients might interpret the same as harassment based on relationships of power. Such power relationships at the university campus are assumed to be maintained outside of the university as well, such as during trips to academic conferences and among seminar members and extracurricular activities. Remarks, behaviors, and other actions here include not only persistent and continual "bullying," but also such conduct that happens on only a single occasion.

Faculty members are expected to draw a clear line between private and public matters and behave honorably as educators to set an example model for students to follow. When teaching a class or mentoring researchers, they are required to respect students' personhood and assist them in seeking their academic interests freely.

(Examples of academic harassment)

- (1) Academic harassment in learning and education
 - a. Rejection or neglect of educational guidance without due reason
 - b. Forcing of someone to achieve tasks that, in light of common sense, are impossible
 - c. Assumption of an attitude of refusing to give advice on a graduation thesis or research theme, answer questions, provide comments on a paper, etc. (dereliction of supervision or neglect of duty)

- d. Refusal to allow someone to proceed or transfer to other universities, offices, or laboratories
 - e. Exclusion from extracurricular activities or seminars without due reason
 - f. Unfair or unequal grading (not admitting promotion, graduation, or completion without due reason or refusal to grant academic credits)
 - g. Speech implying that matters irrelevant to academic evaluation would be linked to grading
 - h. Forcible guidance under inappropriate circumstances
- (2) Academic harassment in research
- a. Unjust restriction on the use of equipment, research funds, materials, etc.
 - b. Unjust restriction of research paper presentations
 - c. Forcing of someone to engage in academic societies or research activities that would be difficult from a financial perspective
 - d. Unjust exclusion from a research team
- (3) Academic harassment in educational activities and work
- a. Markedly unfair/unequal evaluations of educational and business matters
 - b. Abuse of power with regard to promotions and evaluations
 - c. Forcing of someone to perform tasks on a daily basis that would be impossible to accomplish within regular work hours

3 Power Harassment

Power harassment refers to conduct that inflicts psychological distress or physical suffering or worsens a workplace environment beyond the proper scope of work through the use of power afforded by an authoritative position, a personal relationship, or otherwise superior status in the workplace. It is not always a supervisor power-harassing a subordinate; it can happen between seniors and juniors, among peers, and even subordinates power-harassing their supervisors. It can also occur not only at workplaces but in extracurricular activities. Power relationships at the university campus are assumed to be maintained outside of the university as well, such as during extracurricular activities. Remarks and behaviors here include not only persistent and continual "bullying," but also such conduct that happens on only a single occasion.

(Examples of power harassment)

- (1) Bodily assault — Violence and injury
- a. Physical assault of others by poking, tapping, pushing up against a wall, etc.
 - b. Physical assault resulting in injury

- (2) Psychological assault — Intimidation, slander, insult, and seriously violent language
 - a. Speech using words and statements that impinge upon the dignity of others, such as "Incompetent," "Idiot," "This is why you're such a screw-up," whether verbally or through e-mail, SMS message, etc.
 - b. Loud reprimands given in a coercive manner (intimidation or violent language)
 - c. Intentional ignorance when subordinates speak about business matters
 - d. Persistent sending of e-mails, etc. that deviate from business, extracurricular activities, etc.
 - e. Injury to someone by writing posts on blogs, Twitter, message boards, or other online spaces
- (3) Severance from human relations — Isolation, exclusion, and ignorance
 - a. Intentional refusal to communicate information necessary for the execution of business
 - b. Unjust exclusion from extracurricular activities, etc.
- (4) Imposition — Forcing of someone to perform duties that are clearly unnecessary for business or are impossible to accomplish. Interference of work
 - a. Forcing of someone to perform tasks on a daily basis that would be difficult to accomplish within regular work hours
 - b. Imposition of job-related goals and tasks of the level that one cannot hope to accomplish due to insufficient training and then issuing reprimands for not being able to accomplish them
- (5) Unreasonably low expectations — Orders to perform duties that are not rational business-wise and require a significantly lower level of competency or experience, or failing to give others work or tasks to perform
 - a. Removal from a team or assignment after making a single mistake
 - b. Ordering of someone in a managerial position to perform duties that might be otherwise performed by anyone
- (6) Infringement of privacy — Excessive interference in personal matters
 - a. Forcing of others to participate in or cooperate with private life or private activities
 - b. Unjust remarks, behaviors, or treatment based on personal information that is made available in the course of business or by way of one's position
- (7) Abuse of power
 - a. Markedly unfair/unjust evaluations or treatment through abuse of power concerning promotions, evaluations, employment, personnel allocation or transfer, etc.

- b. Markedly unfair/unjust evaluations or treatment concerning business, extracurricular activities, etc.
- c. Forcing of someone to follow unjust and arbitrary rules
- d. Forcing of someone to engage in unjust or illegal conduct

4 Other Forms of Harassment

There are many forms of harassment other than those described above. It is important to take care that such cases do not occur without one realizing it, whether on campus or elsewhere.

(Examples of other forms of harassment)

(1) Moral harassment (psychological abuse)

Moral harassment refers to psychological abuse through language, attitude, or otherwise. It is a form of conduct that, through the use of language, attitude, gestures, written documents, and so forth, can offend the personal dignity of others and deteriorate their learning, research, and work environments. It can happen in situations that are often not visible to others, such as behind closed doors or online.

(2) Alcohol harassment

Forcing someone to drink alcohol can be a form of harassment and can be fatal.

(3) Gender harassment

Imposing traditional gender roles upon someone can be a form of harassment. Remarks such as: "You're a man, aren't you?" or "As a woman, you should..." can be regarded as a form of harassment for sexual minorities.

(4) Harassment of persons with disabilities, minorities, etc.

It is the University's policy to support minorities and persons with disabilities in accordance with the Act for Eliminating Discrimination against Persons with Disabilities. It is necessary for members of the University to always respect each other while working, doing research, or studying on the same campus.

(5) Secondary harassment

Secondary harassment refers to cases where someone has the courage to speak out about harassment, but suffers additional damage as a result. Field supervisors need to deal with harassment cases appropriately and with the utmost care by keeping cases confidential.

Some of the examples above overlap among the various harassment categories. It is necessary to understand that campus harassment can occur through a combination of various cases. In addition, any and all conduct among students or friends that is in violation

of fundamental human rights, including psychological abuse (complete negation of one's personhood, etc.), malicious slander, and violence or physical punishment, all constitute campus harassment.

III Scope of Application

These Guidelines are applicable to the "Members of the University," which refers to all individuals involved in the University in terms of education/research and business, and includes students of the University (including scholarship students, non-degree students, auditing students, research students, and exchange students), faculty members (including academic staff, contract staff, and temporary staff), executive trustee (including auditors), researchers taken in by the University, students' legal guardians, instructors supporting extracurricular activities via athletic associations, clubs, or related groups, external lecturers and students of Liberty Academy, and contractors.

Furthermore, in principle, harassment cases involving Members of the University fall within the scope of these Guidelines, regardless of whether they occur on University premises.

IV For Campus Harassment Prevention

The most important factor in preventing campus harassment is the united efforts of each and every Member of the University. Once a case of harassment has occurred, both parties are saddled with the enormous burden of undergoing the process of consultation, investigations, coordination, relief, education, advice, recommendations, and judgment (hereinafter "Consultation, Investigation, Relief, Education, etc."). To prevent such an event from happening in the first place, it is imperative for all Members of the University to make constant efforts to deepen their understanding of how campus harassment can be avoided and to act in a responsible manner.

1 Roles of the Meiji University Educational Foundation (Establishing Body)

It is necessary for the Meiji University Educational Foundation to support the establishment of a chain of instruction/command in terms of personnel, facilities/equipment, and systems so that autonomy can be consistently maintained at each site. Specific policies in this regard include allocating personnel in such a way that specifies the supervisors at each campus, clarifying their roles, developing facilities that foster good human relationships, and establishing systems for creating a comfortable

working environment. It is also necessary to educate supervisors and other Members of the University on harassment prevention.

2 Roles of On-Site Supervisors, Including Deans of Undergraduate/Graduate Schools, Department Chairs, General Managers, and Managers

An important role is played by managerial and administrative posts, who are responsible for education, guidance, and supervision at their respective schools, institutions, and organizations. In order to preserve Meiji University's guiding principles of "Rights and Liberty, Independence and Self-government," it is crucial for everyone to make efforts on an individual basis, rather than simply leaving the job to someone else.

Supervisors have a "duty of care," which means that they are required to manage the education/research, learning, and working environments at each site (schools, departments, administrative offices, etc.). Accordingly, they are obliged to provide training and perform consultation, investigation, relief, etc. as necessary in order to prevent campus harassment. At the same time, they are expected to listen to what the victims have to say, thereby preventing campus harassment from occurring.

3 Roles of the Members of the University, Including Faculty Members, Students, and Related Groups on Campus

Rather than simply leaving it to their supervisors, those who work, learn, or conduct research on campus also need to make concerted efforts to maintain healthy education/research and working environments. It is desirable for everyone bound together by their work and studies at Meiji University to share a mutual understanding. When they receive cautions, advice, coordination, instructions and orders, recommendations, and other directions, they are requested to listen carefully and with a humble attitude to such advice from their supervisors.

The University plays host to not only a large number of directly hired faculty members and current students, but also a variety of individuals who support activities other than education and research that are directly conducted by the University (extracurricular activities, Liberty Academy, etc.). They, too, are expected to have a similar awareness.

V Organizational Structure for the Resolution of Campus Harassment Issues

The University has established a Campus Harassment Prevention Committee (hereinafter the "Prevention Committee") to deal appropriately with any cases of campus harassment that may occur within the University and seek to offer solutions to such issues in accordance

with the Meiji University Human Rights Committee Regulations and Meiji University Regulations on the Prevention of Campus Harassment, etc.

In the unfortunate event that such a case cannot be solved despite the best efforts of those at each site, the case will undergo the following process of Consultation, Investigation, Relief, Education, Etc. after a report has been filed with the Campus Harassment Consultation Office.

The Prevention Committee comprises a total of not more than thirty-one members, including twenty academic staff (tenure) designated by the President of Meiji University, one teacher designated by the Principal of the Meiji University High School and the Meiji University Junior High School, three administrative staff selected by an executive trustee (general affairs), two individuals selected from the Human Rights Committee, and not more than five academic experts from the University or elsewhere. The Committee members are charged with the duty of taking any necessary actions concerning reports and consultations on campus harassment (hereinafter "Harassment Consultation"), including investigation, relief, education, etc.

The Prevention Committee is independent of the university and its graduate school, attached schools, administrative departments, and other organizations, and will resolve and examine each case, by interview or otherwise, both the individual who has sought an Harassment Consultation and the party accused of having engaged in behavior that might be considered harassment. The Prevention Committee may also provide advice, guidance, and suggestions for corrective measures to the schools, departments, graduate schools, administrative departments, or other organizations to which both parties belong.

VI Matters for Consultation

The Campus Harassment Consultation Office offers consultation for a broad range of cases concerning human rights violations, namely, conduct that degrades or denies the personhood of others by depriving them of their right to learn or infringing upon their right to education, research, or work.

Please note that the primary goal of the consultations is to restore a favorable environment by listening to what each party has to say about the alleged case from a third-party perspective, rather than assuming penalties or punishment.

VII Matters Not for Consultation

Consultations on the following matters may not be accepted or continued.

(Examples)

- (1) Cases where, instead of seeking consultation or coordination, only one-sided penalties or punishment are being pursued
- (2) Consultations made anonymously or by proxy
- (3) Cases where payment of money (compensation, collection of debts, etc.) is primarily being sought
- (4) Cases that have been consulted on or coordinated previously
- (5) Cases that are not based on facts (making of false statements to discredit someone)
- (6) Cases for which an official decision has been made

Please note that the Campus Harassment Consultation Office does not have the power to modify evaluations, credits, or transfers.

VIII Process of Campus Harassment Consultation, Investigation, Etc.

To use the service of the Campus Harassment Consultation Office, consultation, investigations, etc. shall be performed according to the following process.

1 Consultation Service Contact

Consultation about campus harassment may be sought at the Campus Harassment Consultation Office.

2 Applying for the Consultation Service

- (1) Download the Campus Harassment Consultation Form from the Meiji University website and fill out the form
- (2) Submit the form

Please submit the form to the Campus Harassment Consultation Office by one of the following:

- Delivery in person
- Attachment to e-mail
- By postal mail

3 Campus Harassment Consultation Process

- (1) Upon receipt of the Campus Harassment Consultation Form, members from the Campus Harassment Consultation Office will conduct the intake (initial) interview with the individual seeking consultation and report its content to the Chairperson of the Prevention Committee (hereinafter the "Prevention Committee Chairperson").
- (2) Once it has been decided that the reported case should be treated as a campus

harassment case, the Prevention Committee Chairperson will select multiple counselors from among the Prevention Committee members, Human Rights Committee members, Human Rights Education and Awareness Expert Committee members, former members of the Prevention Committee, and other experts from outside of the University designated by the Prevention Committee Chairperson and assign them to oversee the case.

- (3) The counselors then begin the actual campus harassment consultation process. Consultations are given in person with the chief aim of adjusting relations among those concerned. The counselors will carry out all necessary investigations, including interviews with the individual seeking consultation, the other party, and all other parties and organizations concerned. Furthermore, the counselors will provide appropriate Consultation, Investigation, Relief, Education, etc. or take other actions while working closely with the Prevention Committee Chairperson, and then issue a recommendation to the relevant undergraduate/graduate schools and administrative departments as necessary. If they have concluded that the case does not constitute harassment, the same will be reported to the Prevention Committee Chairperson.
- (4) If counselors, in the course of consultation, conclude that it would be difficult to judge whether the case constitutes harassment, i.e., coordination, relief, etc. through consultation have failed, the same will be reported to the Prevention Committee Chairperson.
- (5) Upon receiving the report, the Prevention Committee Chairperson will convene the Prevention Committee as necessary to determine whether or not to request that a Campus Harassment Investigation Committee (hereinafter the "Investigation Committee") be established. An Investigation Committee may not be established when it has been deemed difficult for such a committee to determine the facts through investigations, when the individual seeking consultation has already requested that the case be solved by an external organization, or when the case is primarily concerned with claiming money (compensation, collection of debts, etc.).

4 Investigation Committee

- (1) Once it has decided to request the establishment of an Investigation Committee, the Prevention Committee will call the Chairperson of the Human Rights Committee to establish the same. Upon receipt of the request, the Human Rights Committee Chairperson may establish an Investigation Committee after a resolution by the

Human Rights Committee. The Investigation Committee is comprised of two Human Rights Committee members designated by the Human Rights Committee Chairperson, one Prevention Committee member designated by the Prevention Committee Chairperson, one Human Rights Education and Awareness Expert Committee member designated by the Human Rights Education and Awareness Expert Committee Chairperson, and one academic expert designated by the Human Rights Committee Chairperson (hereinafter collectively "Investigation Committee Members"). The Investigation Committee has one Chairperson and one Vice-Chairperson.

Investigation by the Investigation Committee must be independent and conducted fairly, appropriately, and promptly. The term of office of the Investigation Committee members will commence on the day on which the Investigation Committee is established and last until the day on which an investigation report is submitted to the Human Rights Committee Chairperson. The proceedings of the Investigation Committee will not be made public.

Accordingly, any declaration of intention to the individual seeking consultation, the other party, and all other parties concerned in the case will be made by the Human Rights Committee Chairperson.

- (2) Prior to the investigation, the Investigation Committee will request that the relevant counselors hold a briefing to provide a detailed account of the case and its circumstances. The investigation will be conducted by requesting the attendance of both the individual seeking consultation and the other party in order to submit data and offer opinions or explanations. Other parties concerned may be requested to submit data and offer opinions or explanations as well. When deemed necessary, individuals with specialist knowledge or other attributes may be invited to attend the meeting so that their opinions may be solicited.
- (3) The Investigation Committee must provide those who are requested to attend with opportunities to state their opinions and offer any defense concerning the case in question. If so requested, those individuals may choose to defend or refute any points.
- (4) The Investigation Committee will investigate and judge the case, compile its findings into an investigation report, and submit the same to the Human Rights Committee Chairperson. The investigation report may, when necessary, clearly state the relevant disciplinary action. The Investigation Committee will submit its investigation report to the Human Rights Committee Chairperson within three months, in principle, although this may take longer depending on the progress of

the consultation. The investigation report may include recommendations and advice to undergraduate/graduate schools, administrative departments, and other organizations, even when no penalty is imposed.

- (5) The Human Rights Committee Chairperson must deliberate on and validate the judgment thus made by the Human Rights Committee.
- (6) The Human Rights Committee Chairperson will, depending upon its contents, submit the investigation report to the President/Principal or Executive trustee without delay.
- (7) The Human Rights Committee Chairperson may, as appropriate, disclose the outline of the investigation report to the individual seeking consultation and the other party.

5 Requesting Disciplinary Action by the Investigation Committee

- (1) If the need for disciplinary action in accordance with work regulations or school rules and regulations has been acknowledged for the case, the Human Rights Committee Chairperson will follow the procedure to request such action from the President/Principal or Executive trustee.
- (2) Upon receipt of the investigation report, which includes a request for disciplinary action, the President/Principal or competent trustee will undertake the prescribed procedures as expeditiously as possible in accordance with the contents of the report.
- (3) The organizations that deliberate upon disciplinary action in accordance with work regulations or school rules and regulations shall respect the contents of investigation reports in the spirit of the Meiji University Regulations on the Prevention of Campus Harassment, etc.
- (4) The organizations that deliberate upon disciplinary action will brief the individual seeking consultation and the other party on the results of their deliberation.

IX Prohibition of Unfair Treatment

The members of the University shall not treat unfairly any Members of the University or parties concerned who have sought a consultation concerning campus harassment, cooperated with investigations concerning such a case, or made a proper response with regard to a campus harassment case.

X Confidentiality

- (1) In the course of performing their duties in response to the individual seeking consultation, investigations by the Investigation Committee, etc., members of the Human Rights Committee, Prevention Committee, and Investigation Committee, counselors, and their secretariat shall respect the privacy, reputation, and human rights of the individual seeking consultation, the other party, and all other parties concerned, and shall not disclose, either while in office or after retirement from their offices or duties, any personal information or confidential information that may be made known to them, including the names, addresses, and telephone numbers of the parties concerned. Notwithstanding the above, such conditions may not apply if there is a proper reason, such as the risk of self-harm or injury to others, the need to take appropriate action against legal violations or other acts, or the need to do so for the sake of risk management by the University.

The individual seeking consultation, the other party, and all other parties concerned with a case shall not disclose matters or any kind of information made known to them through their involvement in the case. This also applies after the case has been closed.

- (2) No audio recording will be made at the consultation stage. Any recordings made by the Investigation Committee will be used solely by those within the Investigation Committee and will not be disclosed to any additional party, including those whose voices were recorded. No audio recording is permitted by the individual seeking consultation, the other party, or all other parties concerned.
- (3) Records and documents of consultation will not be disclosed. This also applies to the Investigation Committee.

XI Discontinuation/Termination of the Consultation Process

The consultation process will be closed when:

- (1) It has been confirmed that the individual seeking consultation has sorted out their feelings after the intake interview and consultations with counselors;
- (2) The case in question has been resolved or things have improved after counselors have helped both the individual seeking consultation and the other party to adjust relations;
- (3) The case has been handed over to other departments;
- (4) The individual seeking consultation requests that the investigation be discontinued and the Investigation Committee has approved the request;

- (5) The Investigation Committee has submitted an investigation report to the Human Rights Committee Chairperson; or
- (6) It is deemed necessary to do so by the Prevention Committee and Investigation Committee.

XII Education, Training, and Awareness Programs for the Prevention of Campus Harassment

The University aims to eliminate all forms of campus harassment through the appropriate implementation of various actions for the prevention of any such occurrences. Toward this end, the Members of the University, including students and faculty members, must fully understand the precise definition of campus harassment, its causes and background, and the countermeasures taken by the University against it.

At the University, education, training, and awareness programs for the prevention of campus harassment are promoted by the Human Rights Education and Awareness Expert Committee, which is positioned under the Human Rights Committee. This Human Rights Education and Awareness Expert Committee is responsible for the planning and implementation of periodic training for the faculty through cooperation with the Personnel Office and at the same time works to enhance the current contents of its human rights education programs. The Committee also promotes awareness activities that are designed for all individuals involved with the University.

End of Document

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