

# Harassment Prevention Guidelines

Kyoto Institute of Technology has formulated the Harassment Prevention Guidelines below, to reduce harassment and create a working and learning environment where the human rights of individual faculty, administrative staff and students are respected, and everyone can feel safe.

## Targets and Applications / The Scope of the Guidelines

These Guidelines target all KIT faculty, administrative staff and students and apply in cases where harassment becomes a problem in KIT faculty, staff and/or student relationships, even if it occurs off-campus, outside working/class hours or during hours for extracurricular activities.

A thorough understanding of and cooperation with the purpose of these Guidelines is also required of all non-KIT students and others, including contract workers, visiting the KIT campuses.

### **1. What faculty, staff and students should be aware of to avoid becoming perpetrators of harassment**

#### **(1) Importance of awareness**

To avoid becoming perpetrators of harassment, faculty, staff and students must be fully aware of the importance of the following when in contact with other faculty, staff, students and related persons.

- Respect each other's personality and individual value.
- Be conscious that you are each other's important partners.
- Eliminate prejudice and accept the identity of each person.
- Eliminate the inclination to sexually objectify others.
- Eliminate the inclination to see the opposite gender as inferior.

#### **(2) Overall mental attitude**

Faculty, staff and students must be fully aware of the following matters related to harassment.

- a. Whether certain behavior is considered harassment or not varies depending on differences among individuals, between men and women, and depending on the social position of people in an organizational hierarchy. When determining whether or not certain behavior constitutes harassment, what matters is how the person reporting harassment feels about the behavior.

- Even if your behavior stems from friendliness, it may make others feel uncomfortable regardless of your intention.
- Whether another person feels uncomfortable or not, varies from person to person.
- Do not self-absorbedly assume that others will accept a certain kind of behavior.
- Do not self-absorbedly assume that you and the relevant person have a good relationship.

b. If you notice that others reject or dislike your behavior, never repeat that behavior.

c. Others do not always express whether they consider your behavior to be harassment.

Frequently, persons who have been harassed do not or cannot clearly express how uncomfortable they feel at harassment behavior due to their relationship with the perpetrator of the harassment, who may be their superior or academic adviser. However, you should not misunderstand that this means they agree with, or accept, the behavior.

d. It is not sufficient to only pay attention to harassment on campus.

Attention must also be paid to situations where faculty, staff and/or students harass others at gatherings where the social relationships inside KIT are reproduced at another physical location. This may include welcome meetings and drinking parties involving a seminar group, laboratory, etc.

e. It is not sufficient to only pay attention to harassment among KIT faculty, staff and students.

Attention should also be paid to harassment involving persons connected with KIT through business/learning collaboration, working under consignment contracts or temporary labor contracts, such as internships.

### **(3) Behavior possibly deemed as harassment**

#### Behavior that may fall under sexual harassment

##### a. Sexual statements

- Telling obscene jokes that make the listener uncomfortable
- Asking about a person's sexual experiences or sex life
- Spreading sexual rumors, or mocking a person's sexual orientation or physical characteristics
- Asking questions like "Why are you still single?" or "When's the baby coming?" whenever you meet a person
- Making remarks like: "Even though he's a man, he has no guts," "We can't trust women to do that sort of work," or "Women are just pretty decorations for the workplace."
- Using general categorical terms to refer to an adult, such as "boy," "girl," "little boy," "sonny," "missy," "old man," or "old lady" (or the equivalent in another language) without regard for his/her individuality

##### b. Sexual conduct

- Purposely showing obscene pictures or reading obscene printed material
- Insistently staring at a person's body, or intentionally touching his/her body
- Persistently asking a person to go out to eat or to go on a date, or forcing him/her into a sexual relationship
- Making phone calls or writing letters/emails containing sexual content
- Forcing women to make tea, clean, or carry out non-KIT business, or giving unsubstantiated low grades to their work or research results, solely based on their gender
- Assigning a person a seat near a superior or academic adviser during a gathering where alcohol is served, or forcing a person to pour drinks or perform in a *karaoke* duet
- Frequently sending one-sided (unsolicited) emails or posting messages on an SNS platform

Sexual harassment includes same-sex sexual harassment as well as opposite-sex sexual harassment.

Sexual behavior that makes a person feel uncomfortable may fall under sexual harassment regulations regardless of the sexual orientation (which gender the person is romantically or sexually attracted to) or gender identity (the person's self-perception of his/her own gender) of the victim of the harassment.

### Behavior that may fall under pregnancy/childbirth harassment or childcare leave harassment

- Ostracizing a pregnant worker because she is exempted from standing work due to her pregnancy, saying, "It's unfair that you are the only one who can work sitting down."
- Repeatedly saying, "You got pregnant right after entering the company and plan to take maternity and childcare leave. What nerve you have!"
- An academic adviser who has been consulted about a leave of absence due to childbirth saying, "If you take a leave of absence, you might as well just withdraw from the university."
- Saying to a worker who is frequently absent from work due to fertility treatment, "We are suffering. We have to do more overtime work every time you are absent. Why don't you quit already?"
- Saying, "Why don't you have a child?" or "You are only a real woman after you have a child."
- Saying to a male worker who has applied for childcare leave, "I can't believe you're going to take childcare leave. You are a man."
- Refusing to approve a request for nursing care leave, saying, "If I were you, I wouldn't apply for leave. Neither should you."

### Behavior that may fall under academic harassment

- Neglecting one's duty to provide educational and research guidance
- In the course of educational and research guidance, making disrespectful statements
- Under the pretense of educational and research guidance, unnecessarily requesting a person to meet you outside KIT, to attend a gathering where alcohol is served, or to go out with you late at night or on a day-off
- For any unjustifiable reason, neglecting to approve the graduation or completion of studies of a person, or refusing to give credit for completed work without good reason
- Forcing a person to follow a course that goes against his/her will
- Interfering with research, or forcing a person to plagiarize or falsify data
- Interfering with a person's opportunity to take an entrance exam to enter another graduate school

### Behavior that may fall under abuse of power

- Intentionally failing to convey necessary information
- Not only reprimanding a person for a mistake, but also making disrespectful statements such as: "You can't do it, can you?" "You're such a goldbricker (the practice of doing less work than one is able to, while maintaining the appearance of working)," or "We'd be better off without you."
- Severely reprimanding a subordinate in front of others
- Imposing tasks that are obviously unnecessary or are impossible to accomplish
- Unreasonably allocating lower-level tasks that are quite unconnected with a person's ability or experience
- Segregating a person from personal relationships through isolation, ostracism or neglect
- Pressuring a person to go to a drinking party after work
- A subordinate who is adept with computers yelling at his/her superior who is not adept with computers, "You can't even understand this?!"

Academic harassment and abuse of power include harassment not only by higher-ranked

people or lower-ranked people but also between/among students in higher and lower academic years, colleagues, or by subordinates of superiors, or based on various areas of superiority (superiority in expertise, experience, number, etc.).

#### **(4) Disciplinary action**

It should be fully recognized that, depending on the form of harassment, faculty, staff and students may be subject to disciplinary action if they are deemed to have engaged in severely delinquent behavior unbecoming of KIT staff, or if they are deemed to have disrupted the order of KIT or to have acted against their obligations/responsibilities as students.

## **2. What to be aware of to ensure an appropriate work/learning/research environment**

Since a work/learning/research environment is primarily formed through the cooperation of faculty, staff, students, and other involved persons who constitute the environment, faculty, staff and students must be actively attentive to the following matters to prevent the work and learning environment from being disrupted by harassment.

### **(1) Avoid viewing faculty, staff, students, and those involved who make accusations of harassment as “troublemakers,” and treating harassment as only a problem between the individual persons concerned.**

For harassment problems that can be resolved through meetings, it is necessary to try to make concerted efforts on a daily basis to ensure an appropriate work and learning environment in the wake of an accusation of harassment.

### **(2) To prevent people from becoming victims or perpetrators of harassment, it is necessary to be attentive to the work/research environment and take necessary action.**

- a. If you perceive that harassment is occurring, call attention to the harassment behavior as a colleague.

It is necessary to respond to harassment, including calling attention to harassment behavior, before the harassment has a significant negative impact on the work/learning/research environment.

- b. If you see or hear that someone is experiencing harassment, talk/listen to him/her.

A victim of harassment may sometimes hesitate to consult others for various reasons, including being ashamed of the harassment, wishing to avoid being labeled as a “troublemaker,” or being afraid of revenge. If you perceive that something is not right, it is important to talk to the relevant person and casually provide an ear, to prevent the harassment damage from becoming severe.

**(3) If harassment occurs at KIT, do not hesitate to take necessary action as a third party, including consulting more experienced co-workers, faculty or academic advisers, to create a comfortable work/learning/research environment.**

### **3. What faculty, staff and students should pay attention to if a problem caused by harassment arises**

#### **(1) Basic mindset**

It is desirable that faculty, staff and students recognize the following matters, so that if they are harassed, the damage from harassment does not become severe.

- a. You cannot resolve a harassment problem simply by enduring the harassment alone.

It is important to recognize that you cannot improve the situation simply by ignoring or fending off the harassment.

- b. Do not hesitate to take action against harassment.

Although a victim of harassment may wish to avoid being labeled as a troublemaker or be ashamed of the harassment, he/she needs to have the courage to take action based on the belief that he/she should not allow the damage from harassment to become severe. He/she should take action so others will not be harassed. For this reason, the elimination of harassment is not an individual matter. The victim must also help to nurture an appropriate work and learning environment.

## **(2) Desirable responses to take when you are feeling harassed**

KIT faculty, staff and students should take the following steps when harassed.

- a. Clearly tell the relevant person “No.”

You should take a resolute attitude toward harassment. It is important to clearly express your intention to the perpetrator. However, if there is a hierarchical relationship between you and the perpetrator, it may be difficult to communicate your intention directly. In such a case, you may use other means, such as written communication.

- b. Ask advice from someone reliable.

It is important to ask advice from someone close to you and reliable, such as a colleague, acquaintance or friend. If it is still difficult to resolve your harassment problem, you may consult the KIT counseling staff. In preparation for such a case, you are advised to record the date, time and details of the harassment or collect evidence from a third party.

## **4. What to do about complaints and harassment**

The On-campus Consultation Desk, two counselors are available to university affiliated persons with harassment issues. They pay utmost attention to protecting the privacy of the consulting individual. Serious incidents are reported promptly to the Human Rights Committee or the Chief Harassment Counselor accordingly, and measures are actively taken to resolve the incident.

The Off-campus Consultation Desk accepts reports of harassment and human rights issues. Each case will be promptly reported to the Chief Harassment Counselor or the Chief Human Rights Counselor.

Information on the counseling staff and the prevention of harassment is posted on the following page on the website of Kyoto Institute of Technology.

(<https://www.kit.ac.jp/>) (in Japanese).

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