

## Students' Results of the Assessment Survey of the University's Environment for Sexual Minority (LGBT) Students

### Method of inquiry · Number of responses

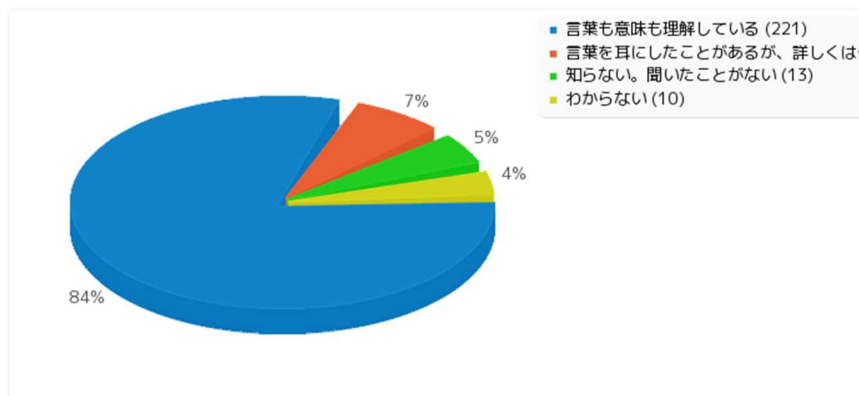
- Online survey (Implementation period: November, 2015)
- Total number of responses: 522 (265 completed the survey / 257 partially completed the survey)

### <Results of the students' survey>

#### 1. Do you know the term LGBT? Do you know what this term means?

- ◇ I know the term and what it means: 221 (84.03%)
- ◇ I have heard the term, but I don't really know what it means: 19 (7.22%)
- ◇ I don't know this term. I have never heard it: 13 (4.94%)
- ◇ I'm not sure: 10 (3.80%)

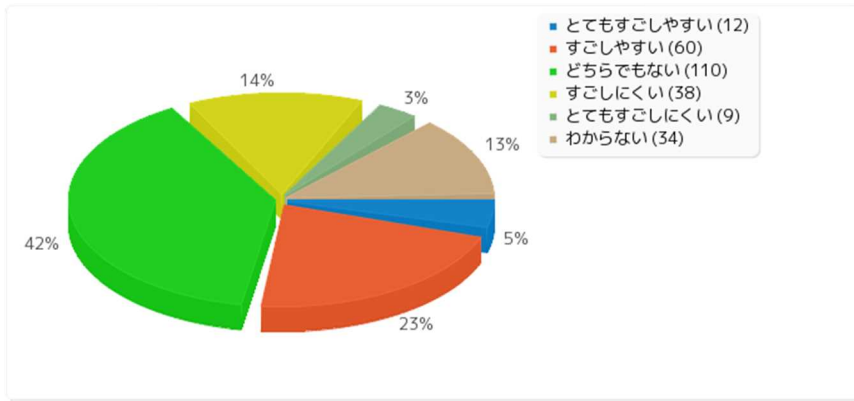
221 students (84%) knew and understood the term LGBT. If the answer, "I have heard the term but I do not know really what it means", is combined, then two hundred forty students (91.2%) heard the term before.



#### 2. What sort of environment do you think LGBT students experience at APU? Why do you think so?

- ◇ Very comfortable: 12 (4.56%)
- ◇ Comfortable: 60 (22.81%)
- ◇ Neither comfortable nor difficult: 110 (41.83%)
- ◇ Difficult: 38 (14.45%)
- ◇ Very difficult: 9 (3.42%)
- ◇ I'm not sure: 34 (12.93%)

One hundred ten students (41.8%) thought the environment for LGBT students is neither comfortable nor difficult. Seventy-two students (27.4%) gave favorable responses by stating APU has a "very comfortable" or "comfortable" environment for LGBT students, while forty-seven students (17.9%) responded unfavorably by stating APU's LGBT environment was either "difficult" or "very difficult."



Why do you think so? (Free form answer) 186 responses (70.72%)

The main reasons why twelve students answered "very comfortable" was "because no rules or restrictions are oppressing LGBT students" and "Since expressing yourself is normal, there are no problems for LGBT students."

There were two main reasons why sixty students said the environment at APU for LGBT students is "comfortable (60 students)." One reason was "because APU has a mix of people from different cultures, ethnicities, and values, people are relatively accepting of (do not mind) LGBT students." The second reason was "I have a friend that came out and seems to be comfortable."

There were several main reasons why 110 students gave the response that APU is "neither comfortable nor difficult." One reason was "because I have friends who have come out and people made discriminatory remarks towards them." Another reason was "While LBGT students are not given any particular trouble, it does not mean they are not unintentionally discriminated against."

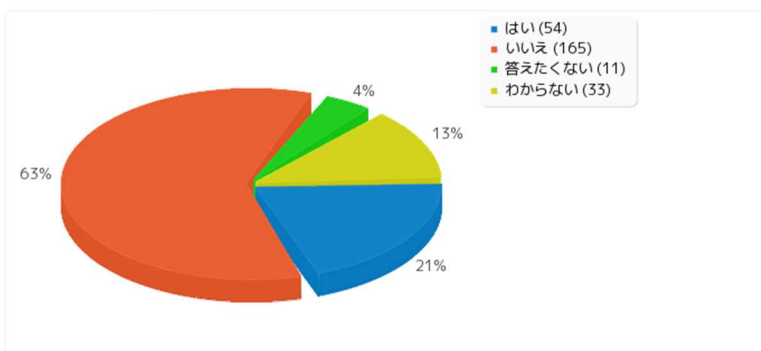
The main reasons why thirty-eight students gave the response that the environment for LGBT students is "difficult" was because "The toilets, changing rooms, and classes force students to classify themselves as either male or female." Another reason was "Many people are apathetic or prejudice and discriminatory."

The main reasons why nine students felt the environment for LGBT students is "very difficult" was because "the assumption here is people are heterosexual, and people are only classified as male or female" and "There are also religions that are not accepting of LGBTs."

### 3. Do you feel you are LGBT yourself?

- ◇ Yes: 54 (20.53%)
- ◇ No: 165 (62.74%)
- ◇ I do not want to answer : 11 (4.18%)
- ◇ I do not know : 33 (12.55%)

Out of the people who responded, fifty-four students (20.5%), considered themselves LGBT and 162 students (62.7%), did not consider themselves LGBT. Also, there were eleven students did not want to answer this question and thirty-three students gave the response of "I do not know."



For those who answered "Yes." If you do not mind, can you tell us a little more? (Free form answer)

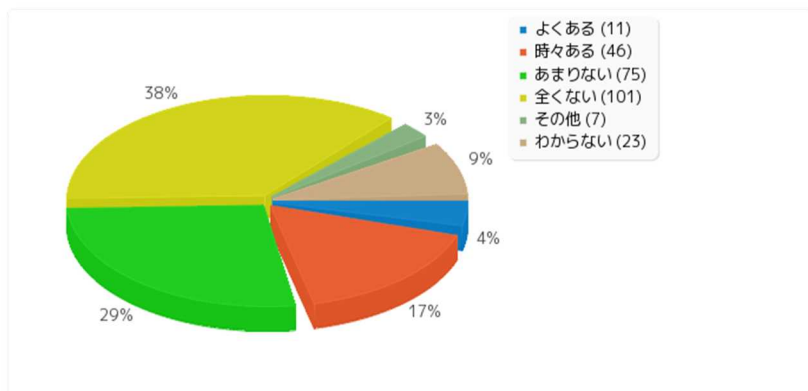
--Forty-eight responses (18.25%)

Fourteen students, the largest number of respondents, considered themselves to be bisexual while ten, five, and four students considered themselves to be gay, lesbian, and transsexual, respectively. There were a diverse amount of responses including students who considered themselves to be *asexual* (a person who does not experience any feelings of love or sexual attraction towards anyone), *gender fluid* (a person who acknowledges their gender shifting between masculine and feminine), *aromantic* (a person who does not experience romantic attraction towards individuals of any gender and are satisfied with only friendship), *demisexual*, *biromantic* (a person who is only sexually attracted to a special partner and romantically attracted to two sexes or genders), and *pansexual* (a person who is romantically attracted to people of all genders). Other responses included "I'm bisexual but closer to being gay" and "I'm both transgender and lesbian" while other students' stated they are acknowledging their sexuality and sexual orientation and others who cannot decide. Different sexual minority categories may apply to the same individual.

4. After entering APU, have you seen, heard, or experienced any discriminatory language, teasing, or bullying?

- ◇ Often: 11 (4.18%)
- ◇ Sometimes: 46 (17.49%)
- ◇ Not very often: 75 (28.52%)
- ◇ Not at all: 101 (38.40%)
- ◇ Other: 7 (2.66%)
- ◇ I do not know: 23 (8.75%)

There were fifty-seven students (21.7%) who responded negatively with "often" and "sometimes", while there were 176 students (66.9%) who responded positively with "not very often" or "not at all." A much larger percentage gave positive than negative responses. The main responses for the seven "other" responses were "I have not heard of anything, but there might be," "People say childish jokes but are not serious," and "I have only seen, heard, or experienced discrimination on social media."



(If answering "often" or "sometimes") What specifically did you see, in what type of situation? (Free form answer)

--Forty-four responses (16.73%)

Twenty-eight students said they "heard people saying unkind remarks behind the person's back." Fifteen other students said they "heard people in conversation teasing or saying to a person jokingly 'You are gay, aren't you.'" Another nine students said they have heard people making jokes or slanderous remarks about homosexuality during the multicultural weeks, class, social media, and in public areas. Also, there were students who made comments such as "It is similar to racial discrimination," "People were bad mouthing that community in their native language," and "It is overwhelming for students who come from strongly religious countries."

5. What sort of support do you think the University can provide to LGBT students? (Free form answer)

--166 responses (63.12%)

Students could make multiple responses. The main responses were to "Educate and provide information through student activities, lectures, and classes (eighty-nine students)," "Have gender neutral toilets and genders categories on questionnaires other than male or female (thirty-three students)," and "Have consultations for people who have concerns. Create places and opportunities for people to exchange views, and establish a support community (thirty-one students)." Students also said, "Nothing should be done. If the University does provide support, they need to really provide support (nineteen students)." The three main reasons for the students who said these comments were "It could cause problems," "If support is provided, LGBT students will be treated special (being LGBT is not something special)," "Misconceptions and hatred will develop (details will be mentioned later)."

In the questionnaires students provided suggestions such as "Punishments should be created against people who bully or discriminate against people (not just LGBTs)," "Stop doing love romances based on the assumption that love is between a man and a woman during the Grand Shows of the Multicultural Weeks," and "It would be good if the University could lay the groundwork while the students independently plan the details." Others commented by saying the University could "introduce LGBT students to workplaces that are more accepting of LGBTs" and "If the environment at the University is comfortable for everyone, it will be comfortable for LGBT students too." Other students said, "The best way to support students would be to educate some of the narrow-minded people to the world trends and to make APU a comfortable environment for LGBT students" and "Because support has the image of a superior helping an inferior, it is better to take the position of doing an activity together." Two other comments were "Diversity is understanding that each person is different. Diversity is very important for life choices," "Including race, people should accept these issues individually."

Contrarily, two students said "Homosexuals are abnormal and should be rescued and returned to being heterosexual," and another student said, "They should be taught how not to make other people feel uncomfortable." One student said that being "LGBT is something people decided on their own so nothing should be done," and another student said "We are not coming here to have fun. We are coming here to study. I don't think anything should be done."

6. Please use the space to share any opinions, thoughts, or anything you would like to say about this topic.

--Seventy-eight respondents (29.66%)

The main responses are below.

- I think to spread awareness about LGBTs, it is necessary to have cooperation from people who are not LGBT to help deepen understanding.
- So-called drag queens often appear in the media as sexual minorities. Many people accept sexual minorities just as how they appear in the media, and that is not okay. The easier people can classify people, the purity of goodwill between people is lost. People cannot even mention one characteristic. I want people to think a little more about the complexity of people as individuals.
- There are also students who were raised in countries that do not religiously allow LGBTs. These students have to live with the difficulty and pain of keeping their secret.
- If there were research seminars about gender and LGBTs on university campuses, how about have APU be a place to do field research. I also think it will be easier to get proposals from the students' perspective.
- In comparison to gays and lesbians, the level of awareness to bisexuals and other sexualities is really low.
- I am not hoping for the big gay parades and LGBT events like there are in America. However, it would be good for the day to come when non-LGBTs do not question LGBT events, and people are not prejudice against LGBTs.
- Only the sexualities of LGBTs' are different from other people. Other than that, they are the same. People should not

interfere with individuals' lives.

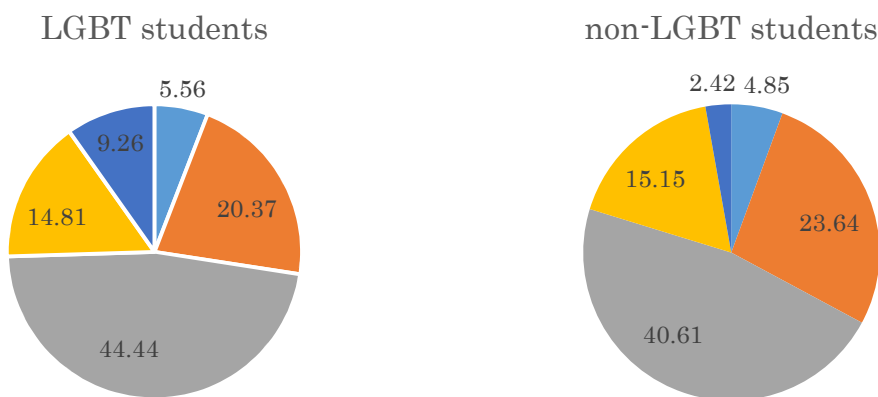
- Including LGBTs, none of us can choose our gender at birth. Being LGBT does not mean someone has a disease. I hope they can have a great college life like everyone else.
- As an LGBT person, it is difficult to live in Japan. I came out and told my parents and friends at APU about my sexuality. How Japanese people reacted was different than when I told international students. Most of the international students remained unfazed while Japanese people were shaken. I felt the reason why Japanese reacted differently was simply because of the Japanese education. APU is like no other university in the past. I am hoping that APU can change the image for future LGBTs.
- Some students formally object to classifying people by "male or female" in class. There are parts that I can agree and disagree with. Should words such as "the lone woman in a company" or "a woman who is both beautiful and intelligent" be eliminated for being used to classify males and females? For the Kitsuki Kimono Experience, is it not okay to use "male or female" because there are only male or female style kimonos? Should the Miss Universe Contest not be held? In other words, up until what point do we deny the idea that language and culture are not connected? I think it would be an enormous undertaking if APU took the position that many cultures live together on one campus.
- APU is not friendly nor follows the global standard toward minority groups such as vegetarians and LGBTs.
- I have many questions about the awareness of the lecturers that APU invites from off-campus. For example, when I was in a job hunting guidance session, the theme was "Think about the kind of conditions you want the company you want to work at to have." The lecturer that came asked questions that were deeply connected to how students viewed love and marriage and then chose students to answer the questions individually. This happened in one of the large classrooms in front of a large group of people. I felt the lecturer only considered the perspective of students who were heterosexual.
- Because being an LGBT does not take any special talent or anything, isn't it just a weapon for people to make themselves more appealing?
- Compared to five years ago, it seems like LGBT has become an actively debated topic, but it is just one type of trend. I often see people who are not LGBT behave like they are LGBT to have fun. It is annoying.
- Hoisting the rainbow flag is very much a part of American culture. In other cultures, it is extreme. The University should remain in a fair position.
- I am totally against supporting LGBTs. Homosexuality goes against the natural law in my religion. If gays ignore God striking down on them from the Heavens, God will continue to strike down on them.
- If the Student Office had a guidance session called "LGBT is not natural. It is due to erroneous information and misunderstandings," that would agree with natural law and centuries of humanity.
- The University needs to remedy being overprotective of LGBTs who do not obey the very basic fundamental rules. For example, using the opposite gender's shower, or looking at other people of the same gender when showering together in the same shower room.

<Correlation of each answer>

Comparing answers from LGBT and non-LGBT students

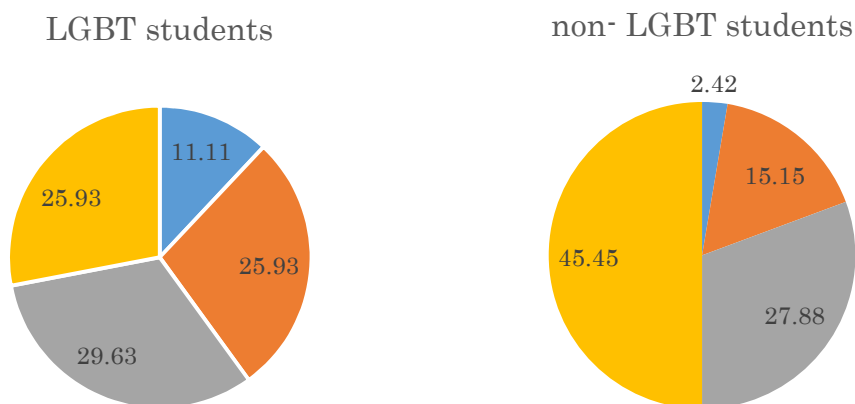
On the questionnaire, there was a question that asked about the environment for LGBT students at APU. Regardless if the student was LGBT or non-LGBT, the largest percentage of students answered (44.4%/40.6%) that APU is "Neither comfortable nor difficult." The answers that received the next largest percentages were "Comfortable" (20.4%/23.6%) and "Difficult" (14.8%/15.2%). There were little differences between the two groups. However, the percentage amount for "Very comfortable" (5.6%/4.9%) and "Very difficult" (9.3%/2.4%) were reversed. The largest difference between the LGBT and non-LGBT students was 6.9% for the answer "Very difficult."

Sorting the LGBT and non-LGBT responses to the question, “2. What sort of environment do you think LGBT students experience at APU?”



The percentages for each of the responses for the question, “4. After entering APU, have you seen, heard, or experienced any discriminatory language, teasing, or bullying?” were as followed: “Often 11.1%/2.4%,” “Sometimes 25.9%/15.2%,” “Not very often 29.6%/27.9%,” and “Not at all 25.9%/45.5%.” The tendency to see and hear negative behavior and speech is higher among LGBT students than non-LGBT students.

Sorting the LGBT and non-LGBT responses to the question, “4. After entering APU, have you seen, heard, or experienced any discriminatory language, teasing, or bullying?”



Referring to the previous question that asked about the environment for LGBT students at APU, close to half of the students answered that APU is “Neither comfortable nor difficult” regardless if they were LGBT or non-LGBT. Thirty percent had positive opinions, and twenty percent had negative opinions. The tendency to see and hear negative behavior and speech is higher among LGBT students than non-LGBT students. Ten percent of LGBTs considered the environment at APU to be “very difficult.”

<The people who answered that they are transgender>

Four students said they were transgender for the question, “3. Do you feel you are LGBT yourself? For those who answered "Yes." If you do not mind, can you tell us a little more?" As a reference, a summary of their responses is stated below.

“2. What sort of environment do you think LGBT students experience at APU?”

Very difficult 2, Difficult 1, Neither comfortable nor difficult 1

“Reasons”

- In class, determining someone's gender by their appearance.
- There are hardly any classes about LGBTs.
- Restrooms and changing rooms are intended for just two genders.
- The University ignores gender identity and treats students according to the gender that is on their family registry or passport.
- There are only two genders to choose from on tests and questionnaires.
- I think it might be better to have "female, male, don't want to answer, other ( )" for the gender sections on documents.
- The existence of LGBTs is always ignored during the APU Multicultural Weeks' Grand Shows with plays of romance between males and females.

"4. After entering APU, have you seen, heard, or experienced any discriminatory language, teasing, or bullying?"

Sometimes: Four

Details of the four students' answers.

- It does not matter if a person is transgender, coming out, or even trying to live openly by using a chosen name, the person gets called by their real name.
- In class, the faculty judges a person's gender by their appearance.
- On the Office's questionnaires, there are only male or female for gender choices.
- My friend and I were teased for being transgender.
- When I was living in AP House and would talk about gender with students who could not accept LGBTs because of religious reasons, I often thought they were saying discriminatory comments in their native language.

"5. What sort of support do you think the University can provide for LGBT students?"

- First, the University should listen to the students' opinions and stories. Then, get rid of the drawings in the job hunting book of a man and woman dressed in suits and throw away the image that "men should be this way and women should be this way." The University should be more progressive and aware of the various sexualities and love existences.
- Don't have a sign that reads "This toilet is for anyone." Just make a sign that reads "toilet."
- Recognize the use of names and genders of a person's choosing.
- Educate the faculty about LGBTs.
- I want the University to have workshops and gender studies classes that touch on LGBT.
- For the APU Multicultural weeks, stop doing traditional romantic stories about a man and woman being torn apart. After the University makes a public announcement, include an LGBT element in the performance (a feminine male, a masculine female, bisexual).

"6. Please use the space to share any opinions, thoughts, or anything you would like to say about this topic."

- I think it will be difficult for the University to continue supporting LGBTs. For some companies in the United States and Japan, it has become popular and held in high esteem to have a system to accept LGBTs. I think the University and its students should not force people to understand LGBTs. However, without forcing the current trends, carefully construct an accepting atmosphere between students and the offices for LGBTs. I would like the University to continue this activity.
- I am relieved the University is conducting a survey like this.