

LGBTQ+ Campus Climate Assessment Survey for Students

The LGBTQ+ Campus Climate Assessment Survey for Students was conducted to better understand how APU students experience campus life, support systems, and the overall climate related to sexual orientation and gender identity. Specifically, “Campus Climate” refers to the overall atmosphere on campus, including how safe, respected, and supported students feel in classrooms, AP House(s), circles / clubs and extracurricular activities, and in interactions with classmates, faculty, and staff.

Table of Contents

1. Introduction	3
2. Purpose of the Survey and Report	3
3. Methodology	3
3.1 Total Number of Responses	4
3.2 Ethical Considerations and Anonymity	4
4. Respondent Demographics	4
4.1 Nationality	4
4.2 College	4
4.3 Semester.....	5
4.4 LGBTQ+ Identification.....	5
4.5 Gender Identity.....	6
4.6 Sexual Orientation	6
5. Campus Climate & Inclusivity	7
5.1 Perceptions of LGBTQ+ Student Comfort and Campus Climate.....	7
5.2 Expressing Identity on Campus	8
5.3 Open-Ended Responses.....	8
5.4 Cross-Tabulation: LGBTQ+ and Non-LGBTQ+ Students	9
6. Inclusivity in Events, Circles, and Classes	9
6.1 Inclusivity for LGBTQ+ Students in Events, Student Circles, and Classes	9
6.2 Open-Ended Responses.....	10
7. Pronoun Sharing	11
7.1 Frequency and Context of Pronoun Sharing	11
7.2 Cultural, Language, and Social Factors Influencing Practice.....	11
7.3 Open-Ended Responses.....	11
8. Experiences of Discrimination, Reporting, and Institutional Support	12
8.1 Experiences and Frequency of Discrimination	12
8.2 Reporting Process.....	13

8.3 Satisfaction with the Reporting Process	13
9. APU’s Policy Statement on Sexual and Gender Diversity	14
9.1 Levels of Student Awareness.....	14
10. Desired Support Measures	15
11. Open Ended Response	15
12. Comparative Overview: 2015 and 2025 Survey Results	16
12.1 A Decade Later: Campus Climate at APU.....	16
12.1.2 A Decade Later: LGBTQ+ Respondents.....	17
12.1.3 A Decade Later: Non-LGBTQ+ Respondents	18
12.2 A Decade Later: Experiences of Discriminatory Language, Teasing, or Bullying	19
12.2.1 A Decade Later: LGBTQ+ Respondents.....	19
12.2.2 A Decade Later: Non-LGBTQ+ Respondents	20
13. Conclusion	21
13.1 Moving Forward.....	21

1. Introduction

In a global society shaped by many cultures, identities, and values, differences in lived experience are expected. At APU, these differences are recognized as an essential part of learning and coexistence. Guided by its vision of Freedom, Peace, and Humanity; International Mutual Understanding; and the Future Shape of the Asia Pacific Region, APU seeks to cultivate global citizens who respect diversity and contribute to a more inclusive and peaceful world. Creating a campus where all students feel safe, respected, and able to live and study as themselves is central to this vision.

APU has established a “Policy Statement on Sexual and Gender Diversity”, as seen below.

Policy Statement on Sexual and Gender Diversity

“APU respects sexual and gender diversity as part of its commitment to human rights. APU aims to create an environment in which people of any sexual orientation and gender identity are able to study and live with the security of knowing that their human rights are fully protected, that they will be treated fairly, and that they need not suffer any discomfort or pain as a consequence of their sexual orientation or gender identity.”

2. Purpose of the Survey and Report

The purpose of the APU Campus Climate Assessment Survey was to better understand how students experience student life in relation to sexual orientation and gender identity.

The survey was implemented ten years after the previous campus climate survey conducted in 2015, offering an opportunity to reflect on where APU currently stands and how the experiences of LGBTQ+ students have changed over the past decade, alongside the university’s growth and increasing diversity.

3. Methodology

The 2025 APU Campus Climate Survey was conducted over a one month period from June 20, 2025, to July 20, 2025. The survey was developed by student representatives in collaboration with the Student Office LGBTQ+ Liaison Officers, building on the structure and questions of the 2015 “Assessment Survey for LGBT Students” to allow comparison between the two.

The survey was conducted online through Microsoft Forms, allowing participants to respond anonymously and in either English or Japanese. A separate survey was created for students and faculty/staff. The survey was distributed through posts on Campus Terminal, posters with

QR codes placed in classrooms and other campus buildings, and a post on APU's Instagram.

3.1 Total Number of Responses

A total of 322 responses were collected across all groups (Students: 241, Faculty and Staff: 81)

Student Survey:

- 121 responses in English
- 120 responses in Japanese
- Total student responses: 241

Faculty/Staff Survey (Refer to the Faculty & Staff survey results for the details)

- 36 responses in English
- 45 responses in Japanese
- Total faculty/staff responses: 81

3.2 Ethical Considerations and Anonymity

No personally identifying information such as names, student IDs, or contact details were collected. Participation was voluntary, and nationality was not a required question.

4. Respondent Demographics

A total of 241 student responses were received. Demographic information was collected on nationality, college, semester, LGBTQ+ identification, gender identity, and sexual orientation to contextualize students' responses.

4.1 Nationality

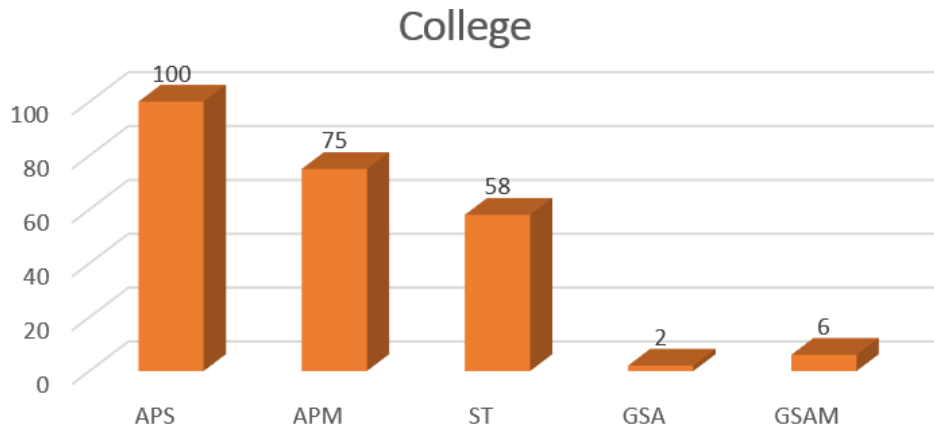
Respondents represented a wide range of national backgrounds. The largest group identified as Japanese (116 students). Other frequently reported nationalities included Indonesian (8), Myanmar (8), Vietnamese (7), Bangladeshi (7), and Korean (5). Students from a variety of other countries were represented in smaller numbers. A total of 54 respondents chose not to disclose their nationality.

4.2 College

Respondents were spread across colleges and graduate schools at APU:

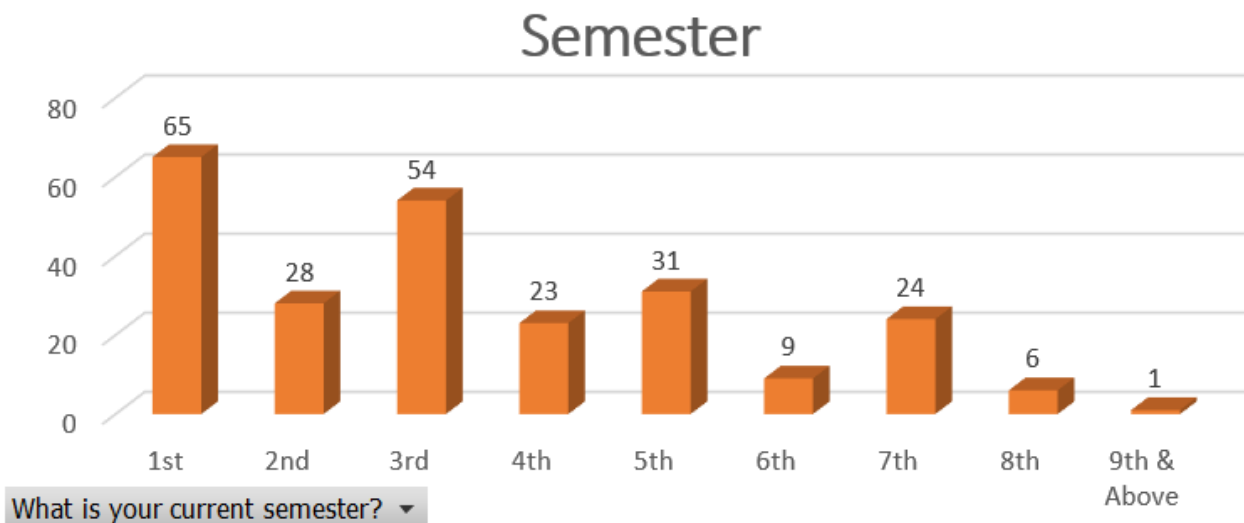
- APS: 100 students
- APM: 75 students
- ST: 58 students
- GSA: 2 students

- GSAM: 6 students



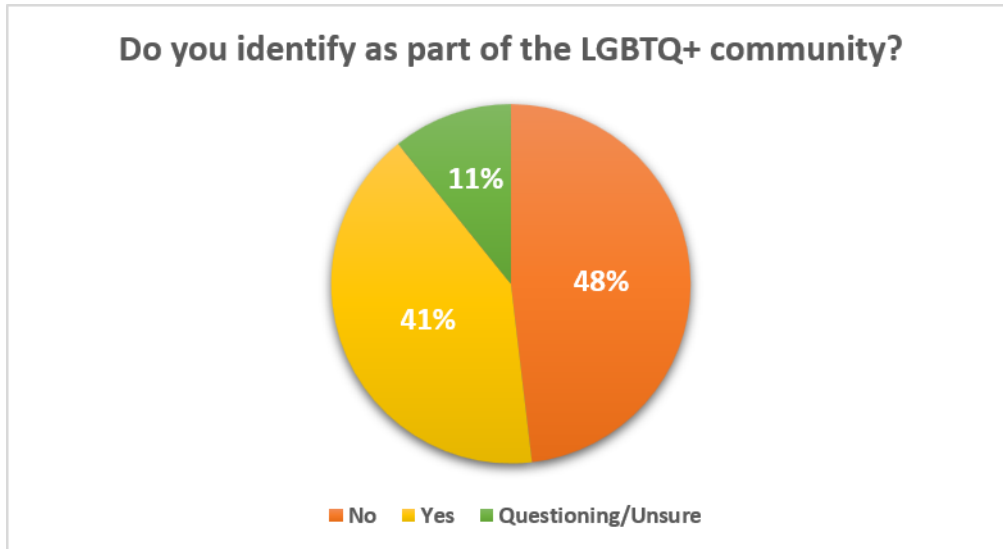
4.3 Semester

Students from all semesters participated. The largest group was first semester students (65), followed by third semester (54) and fifth semester students (31). Upper-year students were also represented, including 24 students in their seventh semester and 7 students in their eighth semester or beyond.



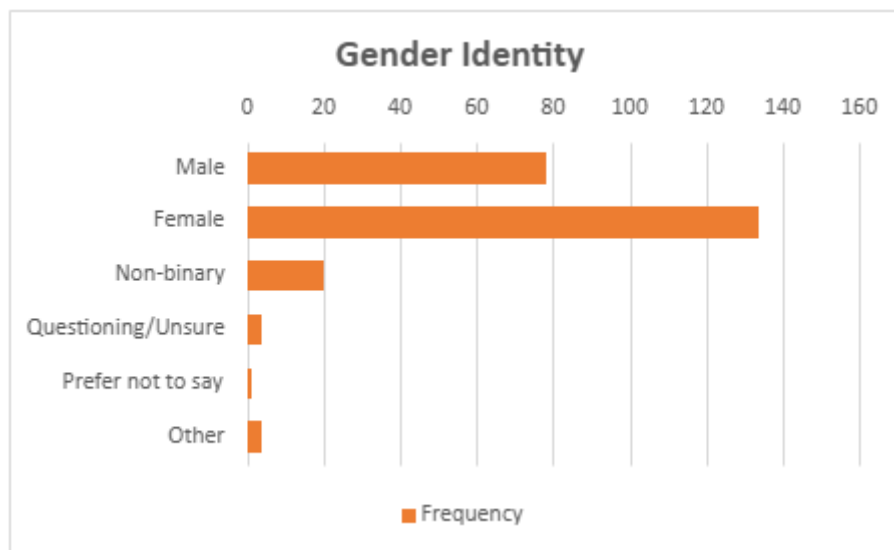
4.4 LGBTQ+ Identification

Among respondents, 115 students identified as part of the LGBTQ+ community, and 126 students identified not part of the LGBTQ+ community. This balance allowed the survey to capture both LGBTQ+ students' lived experiences and broader student perceptions of the campus climate.



4.5 Gender Identity

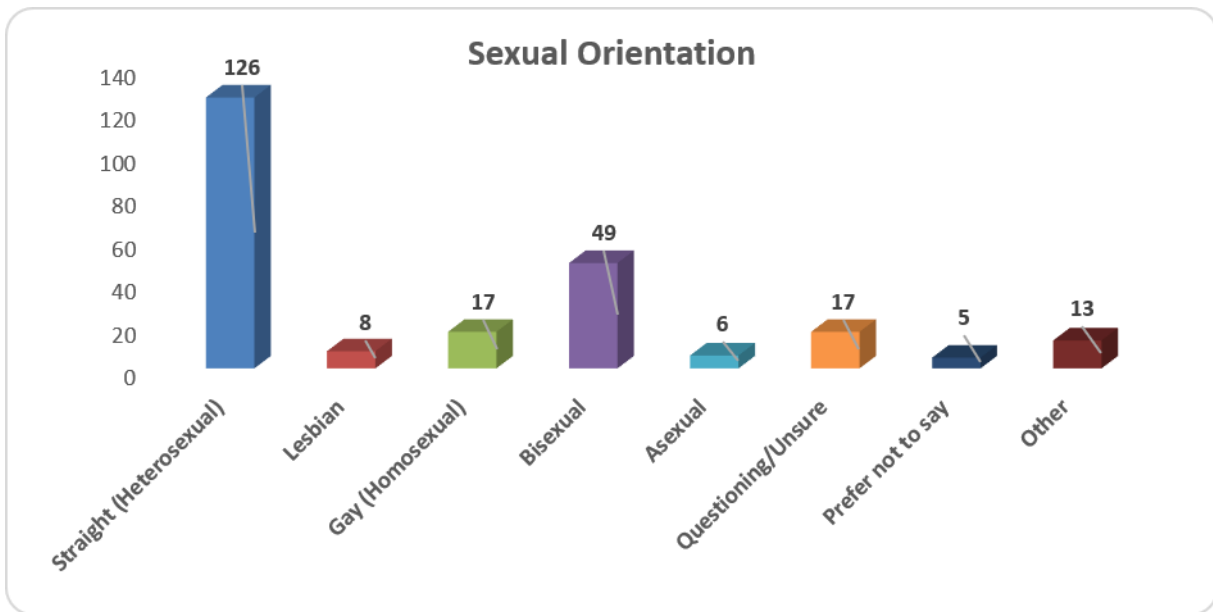
A majority of the respondents identified as *female* (134) or *male* (78). In addition, 20 students identified as *non-binary*, 4 as *questioning or unsure*, and 4 selected *other*, specifying *gender-fluid*, *gender-neutral*, or *transgender*. 1 response was left unanswered.



4.6 Sexual Orientation

A majority of respondents identified as *straight/heterosexual* (126). Other reported orientations included *bisexual* (49), *gay* (17), *lesbian* (8), *asexual* (6), and other identities (12) such as *queer* or *bi-curious*.

Additionally, 17 students reported being *questioning or unsure*, 5 *preferred not to say*, and 1 response was left unanswered.



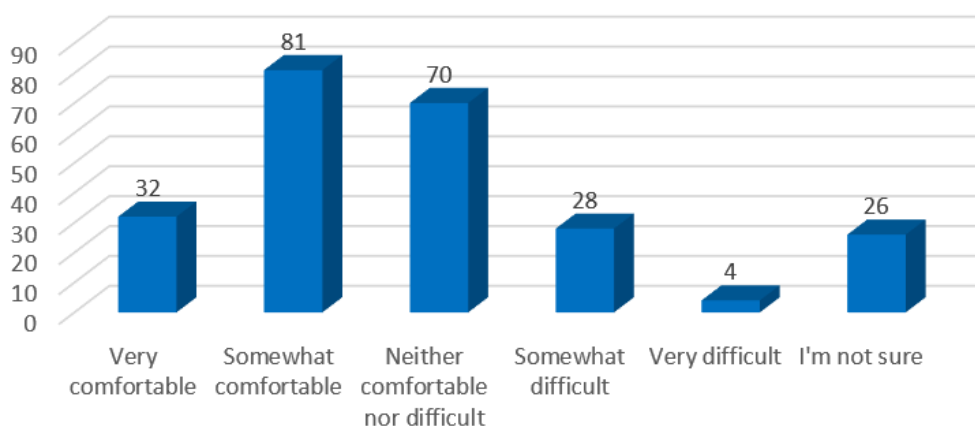
5. Campus Climate & Inclusivity

5.1 Perceptions of LGBTQ+ Student Comfort and Campus Climate

When asked about the type of “environment” LGBTQ+ students experience at APU, responses were mixed. A majority of respondents described the environment as *Very Comfortable* (32 students), or *Somewhat Comfortable* (81 students) totaling 113 responses.

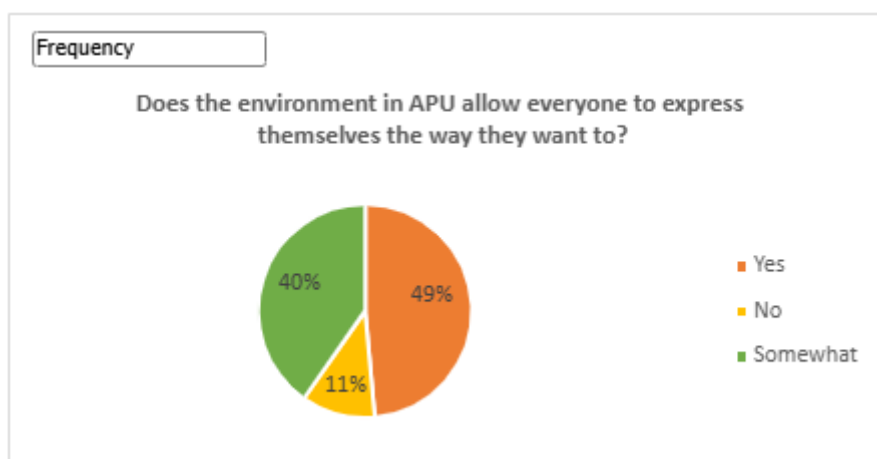
At the same time, 70 students selected *Neither Comfortable nor Difficult*, while 28 students reported the environment as *Somewhat Difficult* and 4 students as *Very Difficult*. Additionally, 26 students indicated that they were *Not Sure*. These results suggest that while many students perceive the campus as generally comfortable for LGBTQ+ students, a substantial proportion report neutrality, uncertainty, or difficulty.

What sort of environment do you think LGBTQ+ students experience at APU?



5.2 Expressing Identity on Campus

Regarding whether APU allows everyone to express themselves as they wish, 117 respondents answered *Yes*, and 97 respondents answered *Somewhat*. In contrast, 27 respondents indicated *No*, that the campus climate does not allow everyone to express themselves freely.



5.3 Open-Ended Responses

Open-ended responses provided deeper insight into how students recognize LGBTQ+ inclusivity and self-expression at APU. Overall, responses can be split into positive, uncertain / neutral, and negative experiences.

Positive responses highlighted APU's diversity and the freedom many students feel to express themselves. Several respondents emphasized openness among students and the absence of explicit restrictions on self-expression. One student noted, *"People are free to express themselves whether through fashion, art or other forms of expressions."* Another shared, *"I personally expressed myself freely without fear of Judgement."* Others agreed, stating, *"Everyone is so open about their queerness which encourages others to express themselves too, I believe,"* and *"I think it's because students in APU are mostly open-minded people, they don't judge about others based on their looks or gender."*

Neutral or uncertain responses frequently pointed to uneven experiences. While acknowledging APU's diversity, some respondents noted that cultural background can influence how freely students feel they can express themselves. One student commented, *"I feel as though APU is mostly an open environment, however due to the many cultures and countries here on campus, I do think that sometimes people do not feel as safe expressing themselves fully."* Another stated, *"Many students at APU come from countries where LGBTQ+ identities are not widely accepted... many choose to stay low-key to avoid gossip and hateful comments."* This uncertainty was also reflected in comments such as *"There are a lot of opportunities for students to express themselves freely... However, there are still some students with conservative mindsets that may judge others based on looks, sexual identity, ideals, etc."*

Negative responses described feelings of unease, pressure to conform, or insufficient support. Some respondents reported hearing discriminatory comments or other subtle forms of discrimination. As one student stated, *"There is a pressure for queer students to align a certain way and fit into a certain standard so that they don't stand out and are safe from homophobic comments."* Others highlighted personal

experiences of discrimination, stating that *“I have come across a lot of homophobic people, they may not do so openly but they are quite loud about it in private.”* Concerns were also raised about visibility, such as *“While the environment at APU is not explicitly homophobic or discriminatory, students at APU have been and are homophobic making it an environment that feels somewhat unsafe.”*

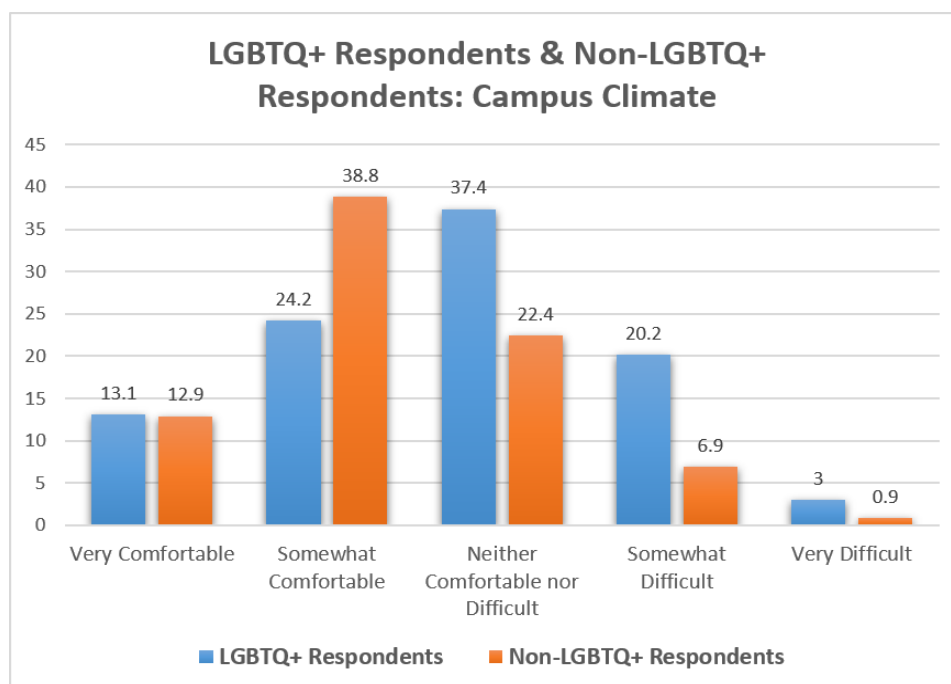
Overall, these responses indicate that while many students perceive APU as a generally inclusive environment, experiences of inclusion and safety are definitively not shared by all. The responses highlight the importance of continued efforts to build a campus climate in which all students can feel safe and supported in expressing themselves.

5.4 Cross-Tabulation: LGBTQ+ and Non-LGBTQ+ Students

Among non-LGBTQ+ respondents, the majority perceived the campus climate as generally positive. A total of 51.7% of respondents reported the environment as *Very Comfortable* (12.9%) or *Somewhat Comfortable* (38.8%). A smaller proportion reported the environment as *Somewhat Difficult* (6.9%) or *Very Difficult* (0.9%), for a combined 7.8%.

Among LGBTQ+ respondents, perceptions were more mixed. A total of 37.3% of respondents reported the environment as generally positive, responding with *Very Comfortable* (13.1%) and *Somewhat Comfortable* (24.2%). At the same time, a greater number of students reported difficulty, with *Somewhat Difficult* (20.2%) and *Very Difficult* (3.0%) responses combining to 23.2%.

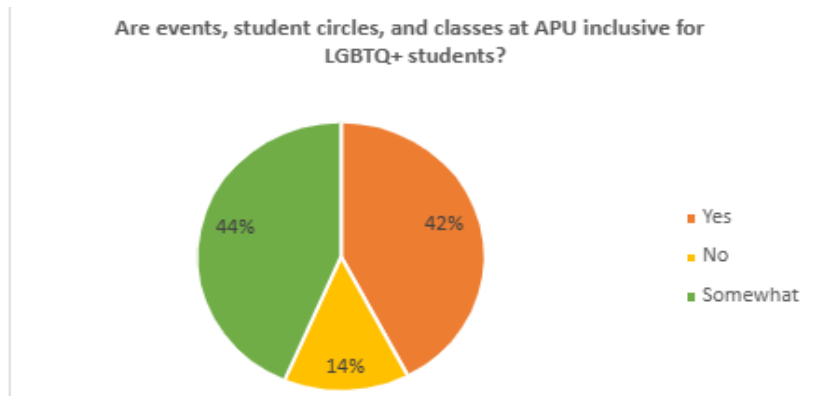
Overall, the gap indicates a difference between perceptions held by non-LGBTQ+ students and the lived experiences reported by LGBTQ+ students.



6. Inclusivity in Events, Circles, and Classes

6.1 Inclusivity for LGBTQ+ Students in Events, Student Circles, and Classes

When asked whether events, student circles, and classes at APU are inclusive for LGBTQ+ students, responses indicate a mixed but generally moderate perception of inclusivity. Of the 241 respondents, 102 students (42.3%) answered *Yes*, while 105 students (43.6%) selected *Somewhat*. In contrast, 34 students (14.1%) responded *No*.



6.2 Open-Ended Responses

Open-ended responses reflect a wide range of experiences regarding inclusivity in events, student circles, and classes at APU. Some students emphasized positive experiences, stating that *“Students are comfortable and not scrutinised or singled out for identifying any single way.”* Others highlighted the role of specific student initiatives, noting that *“Thanks to Out and About there is LGBTQ representation and a safe space for the community to be themselves.”*

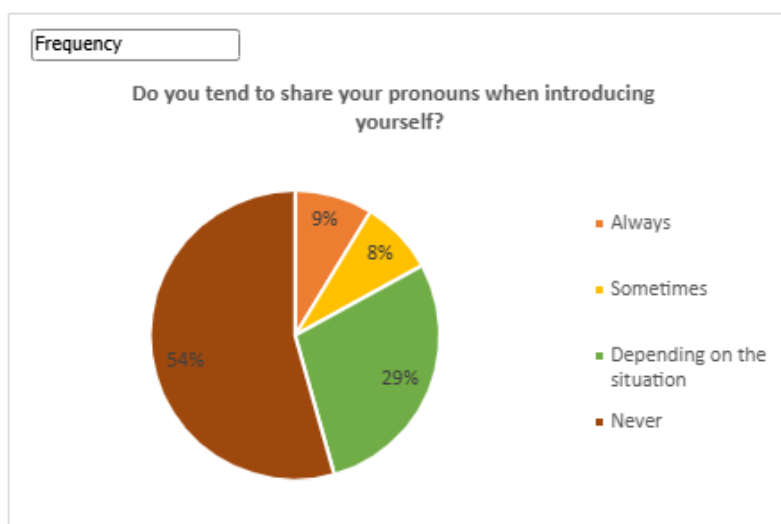
At the same time, many responses pointed to uneven inclusivity across campus. Several students noted that experiences vary depending on faculty members or club / circle leadership, with one respondent stating, *“It depends on who is teaching and the individuals participating. It varies.”* Others raised concerns about limited visibility in academic contexts, observing that *“most professors and most circles/events don't refer to or include queer language/stories,”* and that *“There is rarely any discussions through queer perspectives... it's happening in clearly mentioned queer spaces (like rainbow week events, or within queer club events).”*

More critical responses described feelings of exclusion or a lack of consistent institutional support. Some students expressed discomfort outside explicitly queer spaces, with one noting, *“unless it is a specific circle that works on this issue i don't think i would feel safe to disclose my identity to people here.”* Additionally, some respondents pointed to the need for greater awareness among university personnel, stating that *“Some faculties and staff need to be more educated about these issues.”* These responses suggest that while inclusive spaces exist at APU, inclusivity is not consistently experienced across all events, circles/clubs, and classes.

7. Pronoun Sharing

7.1 Frequency and Context of Pronoun Sharing

Responses indicate that most students do not routinely share their pronouns when introducing themselves. Of the 241 respondents, a majority reported that they *Never* share their pronouns (131), while others indicated that it depends on context. Specifically, 69 respondents stated that they share pronouns *Depending on the Situation*, 20 reported doing so *Sometimes*, and 21 indicated that they *always* share their pronouns.



7.2 Cultural, Language, and Social Factors Influencing Practice

Cultural and linguistic factors appear to play a significant role in shaping pronoun-sharing practices. For example, unlike English, Japanese often omits pronouns entirely in everyday communication to maintain politeness, indirectness, and conversational flow. In many cases, sentences are considered complete and natural without explicitly stating a subject, reducing the perceived necessity of pronoun sharing.

Additionally, there is limited familiarity with pronoun sharing practices among students, particularly in mixed-language or mixed-cultural settings. Students may be uncertain whether others understand pronoun sharing, or whether a particular environment is safe for sharing their pronouns, which may lead to hesitation or discomfort.

7.3 Open-Ended Responses

Open-ended responses show that students approach pronoun sharing at APU in very different ways, often shaped by context, culture, and how safe they feel. A smaller number of students described pronoun sharing as something positive or meaningful, particularly when it helps others feel comfortable. One respondent shared, *"I feel like it is an important part when introducing especially when someone else uses it, I just want the other person to feel comfortable."* Others viewed pronoun sharing as a way

to "make *others aware of my identity.*"

At the same time, most responses reflected a more situational or mixed approach. As mentioned in 7.2, cultural and linguistic differences were commonly mentioned, with one student explaining, "*For the most part I don't as in my culture such gendered pronouns don't exist.*" Others described making case-by-case decisions depending on who they were speaking with, stating, "*I will assess the situation based on who am I talking to, if I feel safe enough... I will elaborate further.*" These responses suggest that pronoun sharing is often navigated carefully rather than treated as a default practice.

More critical responses highlighted discomfort, fear of being singled out, or concern about negative reactions. Several students linked pronoun sharing to concerns about safety and social stigma, such as "*Even sharing pronouns raises flag on if someone is closely aligned with the queer community... I am simply afraid of being outcasted.*" Others described emotional fatigue around the practice, saying, "*I used to generally always share them... It's started to become more exhausting every year... It feels like a fight with a wall.*"

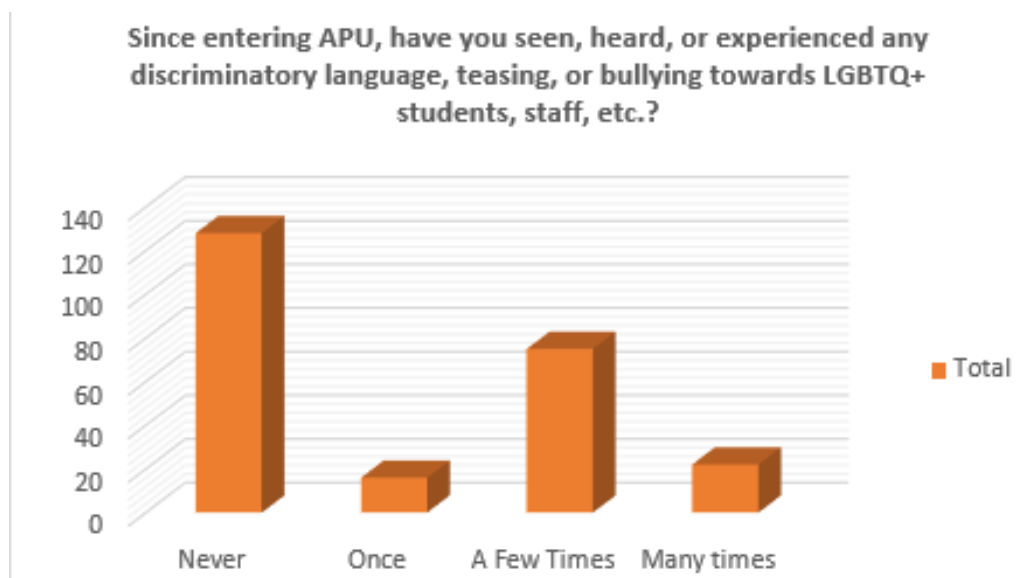
Overall, these responses suggest that pronoun sharing at APU is largely context-dependent and is strongly influenced by perceived acceptance, cultural background, and concerns about safety.

8. Experiences of Discrimination, Reporting, and Institutional Support

8.1 Experiences and Frequency of Discrimination

According to the data, just over half of respondents (128 out of 241) reported *Never* having seen, heard, or experienced discriminatory language, teasing, or bullying toward LGBTQ+ students or staff.

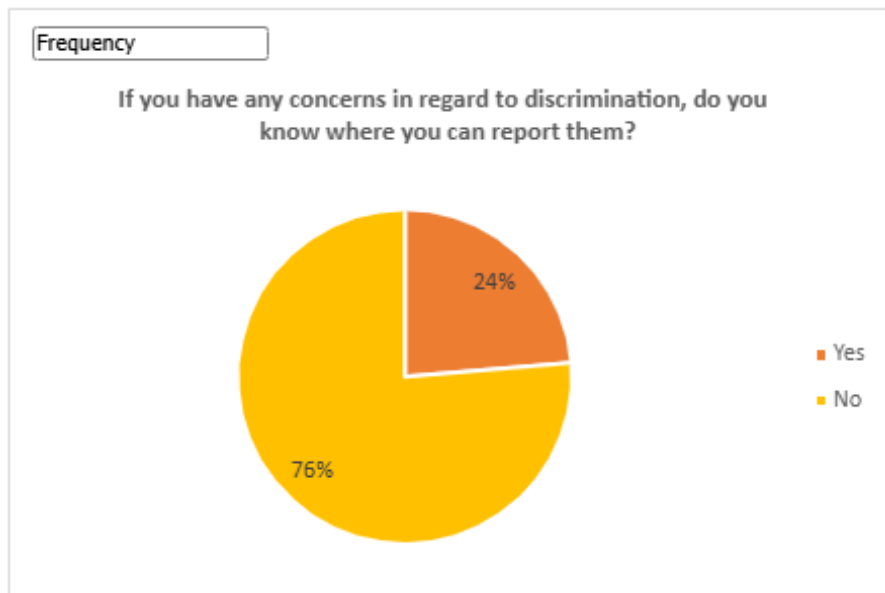
At the same time, 113 respondents reported witnessing or experiencing some discriminatory behavior, including 16 who experienced / witnessed it *Once*, 75 who experienced / witnessed it *A Few Times* and 22 who experienced / witnessed it *Many Times*. Open-Ended Responses indicate that while many may not encounter discrimination directly, a substantial portion of the campus community has witnessed or heard it occurring to others.



For privacy and confidentiality reasons, specific incidents shared by respondents will not be published in this report. However, responses will be referenced internally, while maintaining student anonymity, regarding future support measures and the development of policies aimed at preventing and addressing discrimination moving forward.

8.2 Reporting Process

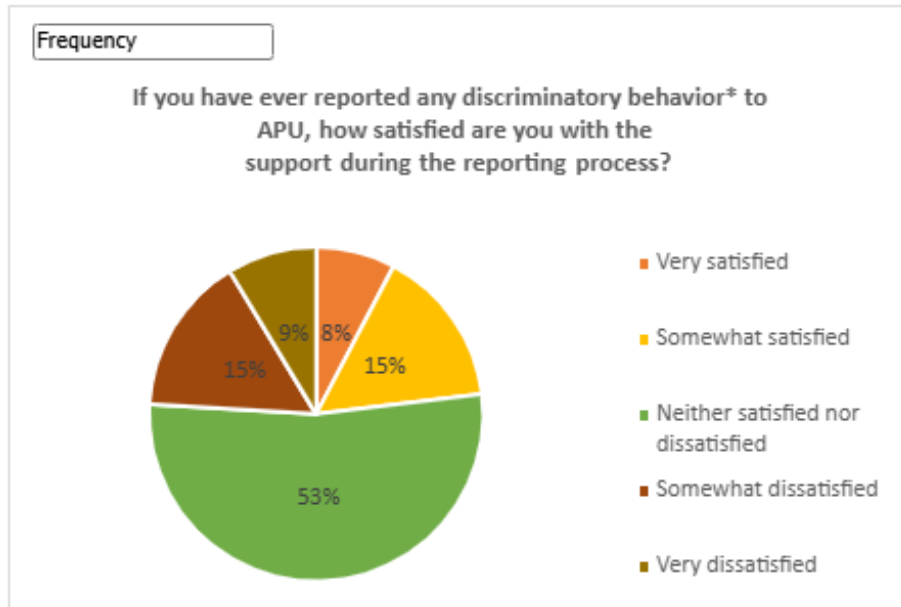
Looking at the data, awareness of how and where to report discrimination appears to be limited, with only 57 respondents indicating that *Yes*, they do know where to report concerns related to discrimination, while the majority (184 respondents) reported *No*, that they do not. This suggests that the reporting process is not well understood by students, indicating a possible issue with information sharing at APU.



8.3 Satisfaction with the Reporting Process

Among respondents who had reported discriminatory behavior to APU, satisfaction with the reporting process was varied. While 8 indicated they were *Very Satisfied* and 16 *Somewhat Satisfied*, over half selected *Neither Satisfied nor Dissatisfied* (55 respondents).

At the same time, 16 respondents indicated they were *Somewhat Dissatisfied* and 9 *Very Dissatisfied*, indicating that the effectiveness and impact of the reporting process vary.

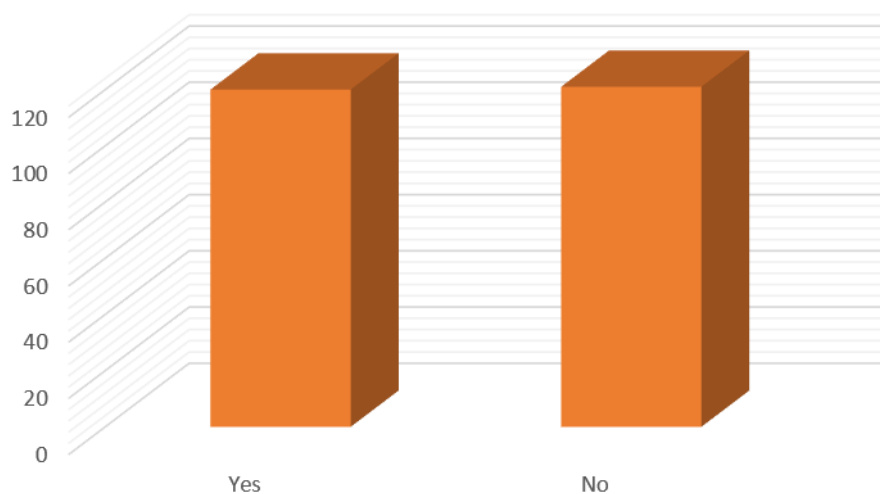


9. APU’s Policy Statement on Sexual and Gender Diversity

9.1 Levels of Student Awareness

Survey results indicate that student awareness of APU’s *Policy Statement on Sexual and Gender Diversity* is quite equally divided. Of the 241 respondents, 120 students reported being aware of the policy, while 121 reported that they were not. The results suggest that while APU has expressed a commitment to protect all human rights and create a fair and inclusive environment for all students regardless of sexual orientation and gender identity, awareness of this commitment has not been consistently established across all students.

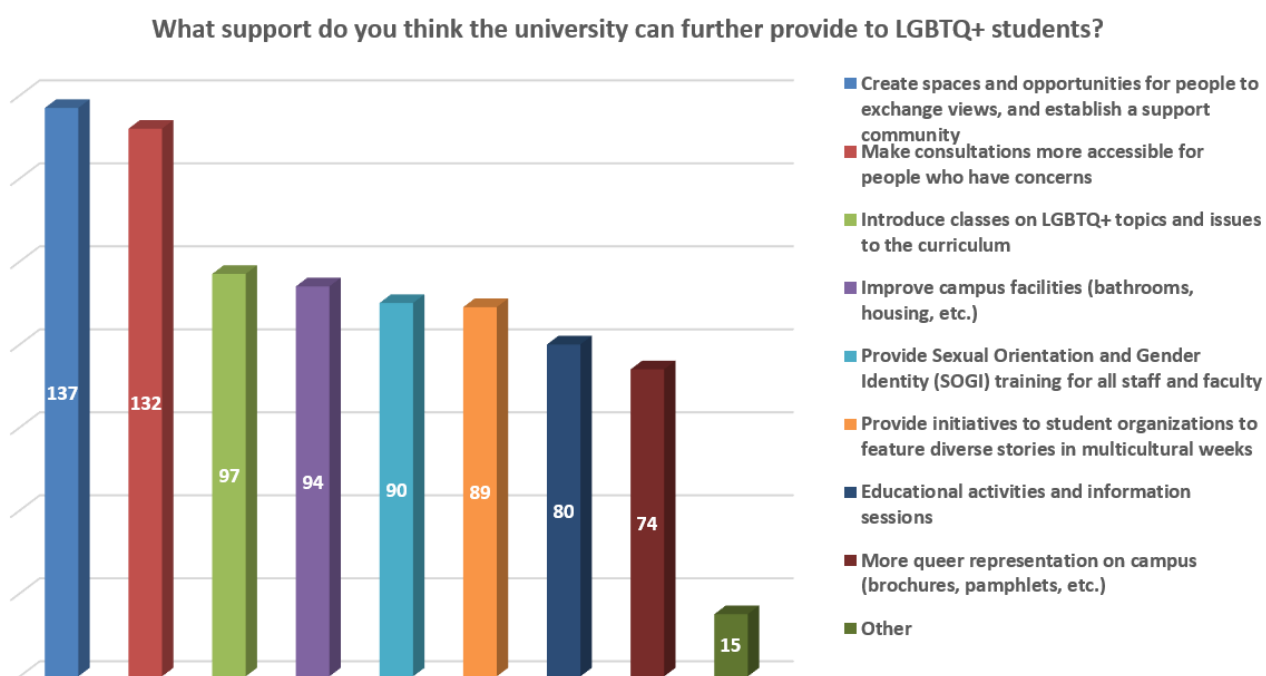
Are you aware of APU’s commitment to support all LGBTQ+ students?
(As stated on the “Policy Statement on Sexual and Gender Diversity”)



10. Desired Support Measures

Responses regarding desired support measures reveal several clear priorities. The most frequently selected forms of support include *Creating spaces and opportunities for dialogue and community-building* (137 responses) and *Making consultations more accessible for students with concerns* (132 responses). These results indicate a strong student demand for both peer-based support environments and accessible consultations.

A significant number of respondents also expressed interest in *Introducing LGBTQ+ topics into the curriculum* (97 responses), *Improving campus facilities such as bathrooms and housing* (94 responses), and *Providing Sexual Orientation and Gender Identity (SOGI) training for faculty and staff* (90 responses).



11. Open Ended Response

When asked to share any additional comments, students expressed a wide range of experiences and views on LGBTQ+ inclusion at APU, from appreciation and comfort to uncertainty and frustration. In English-language responses, positive feedback often highlighted appreciation for APU's efforts while also pointing to remaining gaps. Several students expressed gratitude, noting, "Thank you for conducting this survey. It is going to be very helpful for current and future APU students." Others described APU as a place where they feel more able to be themselves, sharing that "Compared to my own country, APU gave me a breather to express myself... APU can be a safe space." At the same time, some students emphasized a desire for their identities to be treated as natural and unquestioned, rather than something that draws attention. As one student stated, "I don't want special treatment... I simply want my presence

in the same space to be acknowledged as normal.”

Japanese responses echoed similar themes, while also highlighting the experiences of students who have not come out. One student shared, “I am part of the LGBTQ community… however, since I have not come out yet, I sometimes feel that I am not included in that support.” Others pointed to the need for connection and visibility, noting, “I want a place where LGBTQ people can quietly connect with each other,” and “if there were faculty or students who are openly LGBTQ, it would make it easier to seek advice and feel less isolated.”

Neutral or mixed responses reflected more nuanced and practical perspectives. Some students questioned whether LGBTQ+ issues should be treated as something distinct, with one noting that “whether one is straight, or gay… one still belongs to the community.” Others emphasized normalization as the goal, stating, “I believe the goal should be for LGBTQ identities to be recognized as normal… I wonder whether it is necessary to treat LGBTQ issues as something special through classes or pamphlets. (I do understand these efforts are intended to reach that goal.) Personally, I think it would be better to focus on creating an environment where everyone can live comfortably.” These responses suggest that for some students, inclusion is less about specific initiatives and more about how naturally diversity is accepted in everyday campus life.

More critical responses described ongoing challenges related to safety, awareness, and institutional response. Some students expressed frustration, stating that “I feel like APU isn't doing enough… the students are disrespectful, and the office does nothing.” Others highlighted emotional pain and isolation, sharing, “I still haven't come out… I cannot even share with anybody.” Japanese responses also pointed to structural gaps in dialogue, with one student noting that “there is no appropriate place… to ask even simple questions about LGBTQ+ issues and receive proper answers,” which may lead students to avoid the topic altogether.

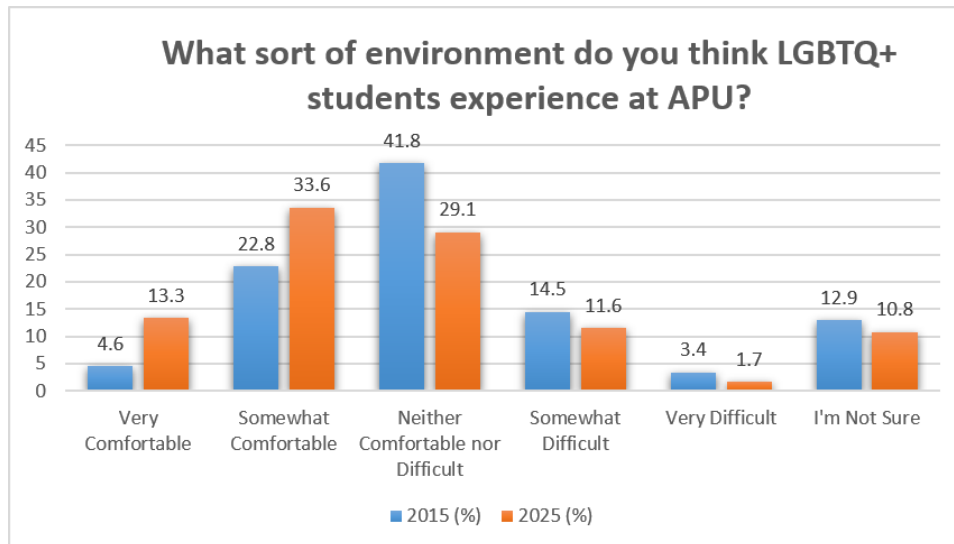
Overall, these responses suggest that while many students see APU as a relatively open and supportive environment, that experience is not consistent for everyone. Moving toward a campus where diversity is understood and accepted without question will require first establishing a shared expectation of mutual respect and non-discrimination. This includes strengthening awareness and communication of policies, increasing the visibility of support systems and inclusive practices, and embedding these values into everyday campus life so that inclusion is not seen as something special, but is naturally experienced by all students.

12. Comparative Overview: 2015 and 2025 Survey Results

12.1 A Decade Later: Campus Climate at APU

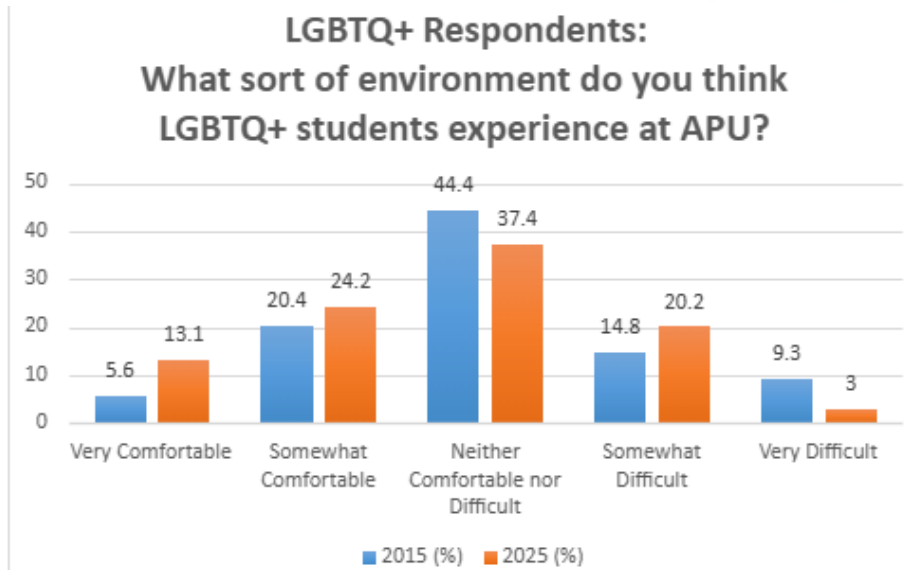
Comparing the 2015 and 2025 survey results shows a clear shift toward more positive perceptions of the campus climate for LGBTQ+ students. In 2015, the most common response was *Neither Comfortable nor Difficult* (41.3%), suggesting widespread neutrality or uncertainty about the campus climate. By

2025, this neutral response decreased to 29.1%, while positive perceptions increased substantially. In particular, the proportion of students who viewed the environment as *Very Comfortable* rose from 4.6% in 2015 to 13.3% in 2025, and those who selected *Somewhat Comfortable* increased from 22.8% to 33.6%. At the same time, negative perceptions declined, with *Somewhat Difficult* dropping from 14.5% to 11.6% and *Very Difficult* from 3.4% to 1.7%. These trends suggest that, overall, students in 2025 are more likely to perceive the campus climate as supportive for LGBTQ+ students compared to a decade earlier.



12.1.2 A Decade Later: LGBTQ+ Respondents

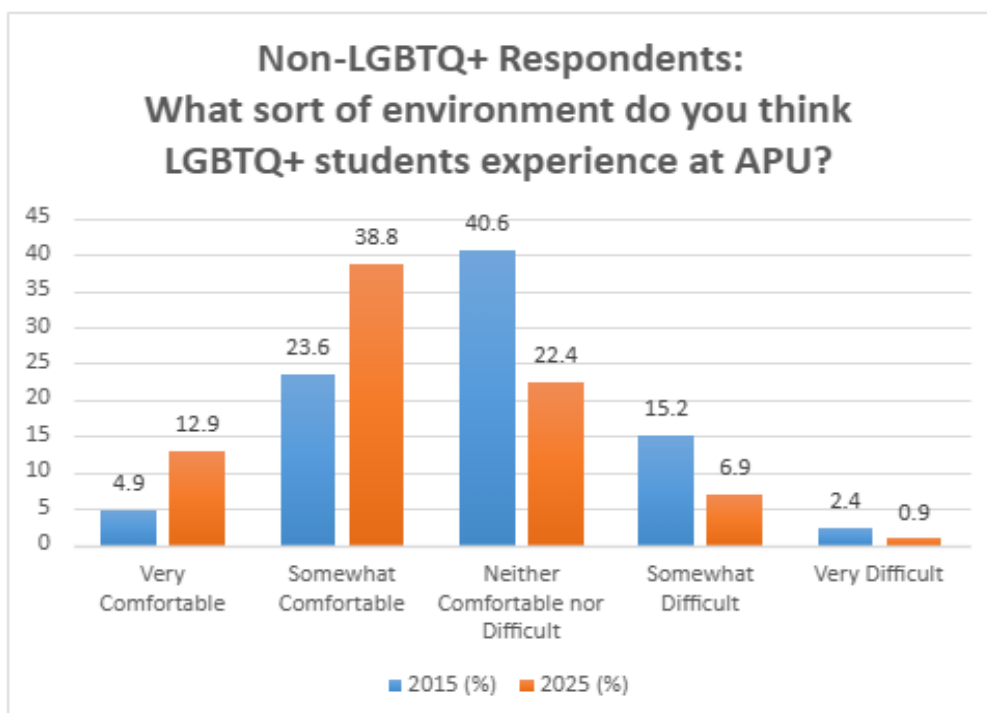
Among LGBTQ+ respondents, perceptions also shifted in a generally positive direction, though difficulties remain. Positive responses increased, with *Very Comfortable* rising from 5.6% in 2015 to 13.1% in 2025, and *Somewhat Comfortable* from 20.4% to 24.2%. At the same time, the number selecting *Neither Comfortable nor Difficult* decreased from 44.4% to 37.4%, indicating a gradual move away from neutrality or uncertainty. However, experiences of difficulty remain more pronounced within this group. While *Very Difficult* responses dropped notably from 9.3% to 3.0%, *Somewhat Difficult* responses increased from 14.8% to 20.2%. This suggests that although fewer LGBTQ+ students perceive the environment as extremely difficult, a meaningful number continue to experience discomfort in their day-to-day campus life.



12.1.3 A Decade Later: Non-LGBTQ+ Respondents

Non-LGBTQ+ respondents showed the most pronounced shift toward positive perceptions over time. The percentage reporting a *Very Comfortable* environment increased from 4.9% in 2015 to 12.9% in 2025, while *Somewhat Comfortable* responses rose sharply from 23.6% to 38.8%. Correspondingly, neutral responses declined from 40.6% to 22.4%.

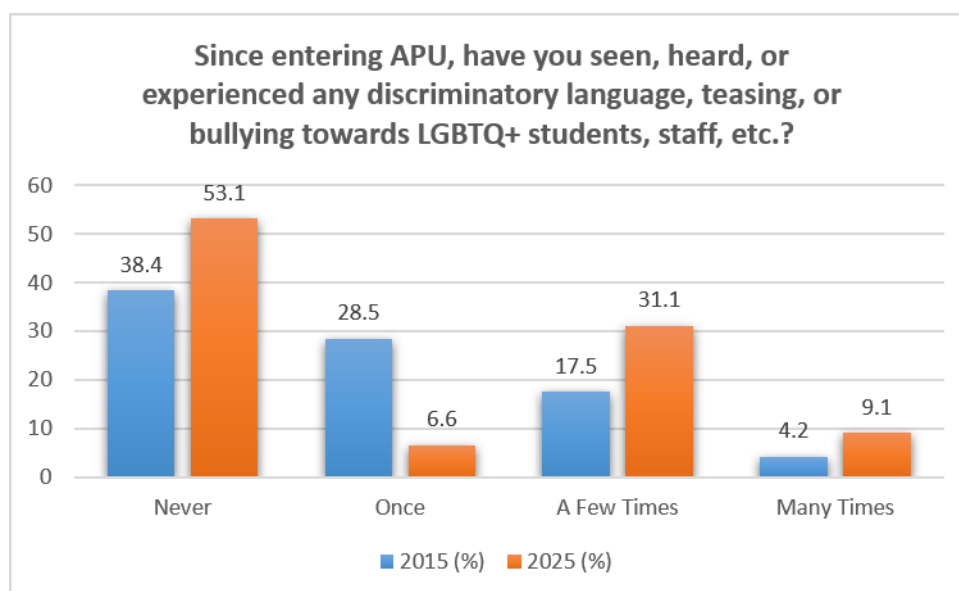
Negative perceptions among non-LGBTQ+ respondents decreased substantially. *Somewhat Difficult* responses fell from 15.2% to 6.9%, and *Very Difficult* responses declined from 2.4% to 0.9%. These results suggest that non-LGBTQ+ students increasingly view the campus as a positive and comfortable environment for LGBTQ+ students, particularly when compared to perceptions reported in 2015.



12.2 A Decade Later: Experiences of Discriminatory Language, Teasing, or Bullying

Comparing responses from 2015 and 2025 shows a shift in how often students report encountering discriminatory language, teasing, or bullying related to LGBTQ+ identities. The proportion of respondents who reported *Never* having seen, heard, or experienced such behavior increased from 38.4% in 2015 to 53.1% in 2025, suggesting that a large number of students perceive the campus as free from open discrimination.

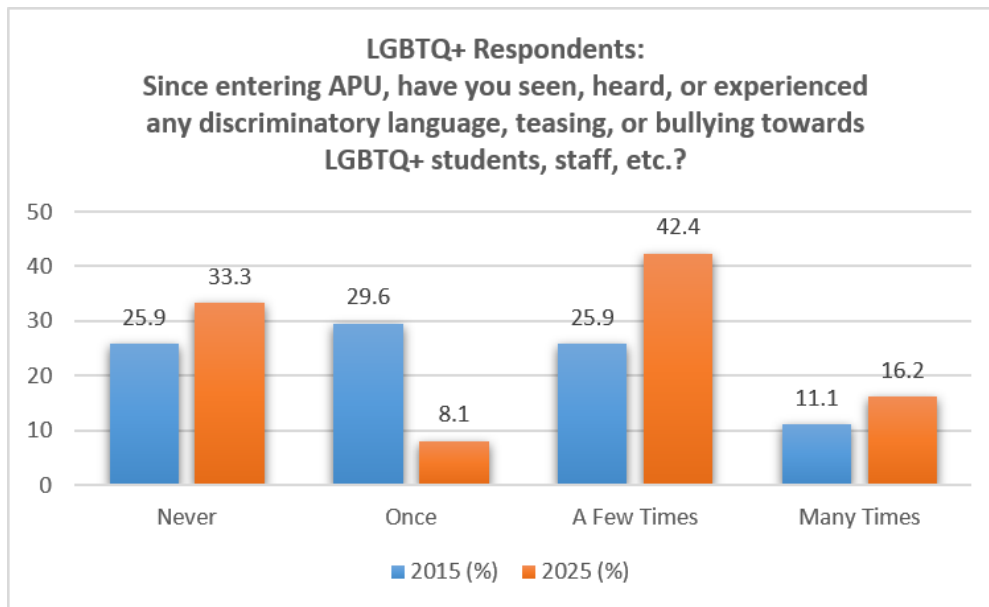
Reports of students having experienced or witnessed discrimination *Once* dropped from 28.5% to 6.6%. However, reports of repeated experiences of discrimination increased, as *A Few Times* rose from 17.5% to 31.1%, and *Many Times* increased from 4.2 to 9.1%. The pattern suggests that while fewer students encounter discrimination at all, those who do are more likely to experience it on multiple occasions.



12.2.1 A Decade Later: LGBTQ+ Respondents

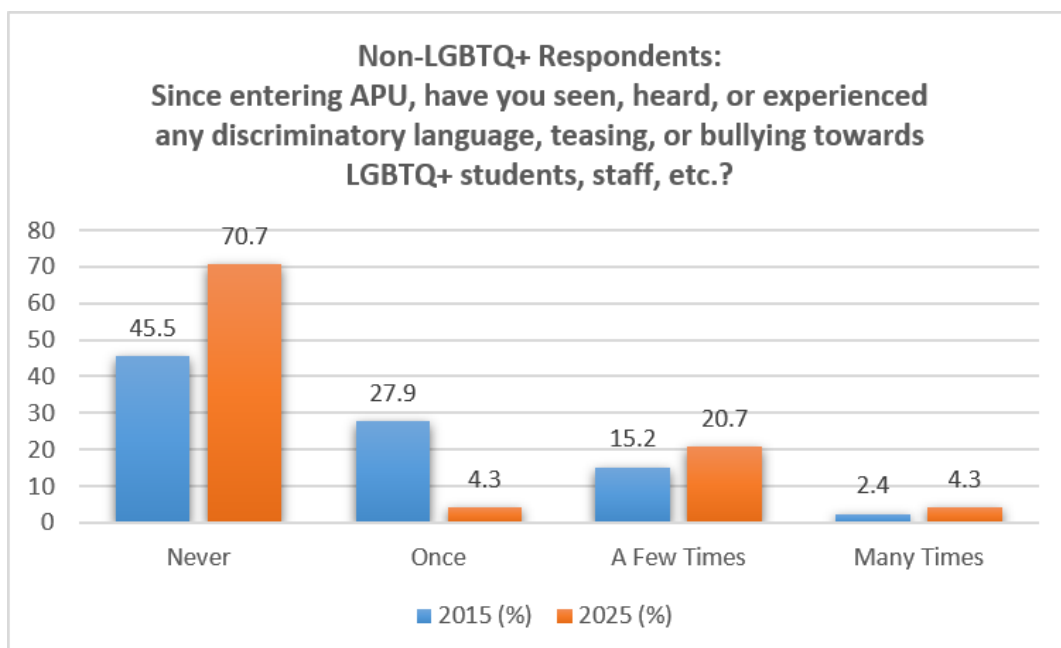
Among LGBTQ+ respondents, how often students report encountering discriminatory language, etc., shifted in several categories. The number of students reporting *Never* rose from 25.9% in 2015 to 33.3% in 2025, indicating some improvement in safety or acceptance. At the same, students reporting *Once* decreased notably from 29.6% to 8.1%.

However, repeated experiences of discrimination increased. Reports of *A Few Times* increased from 25.9% to 42.4%, and *Many Times* rose from 11.1% to 16.2%. These results suggest that while more LGBTQ+ students report not encountering discrimination at all, those who do are more likely to experience it repeatedly.



12.2.2 A Decade Later: Non-LGBTQ+ Respondents

Non-LGBTQ+ respondents reported a strong shift toward not encountering discriminatory behavior. The percentage that reported *Never* increased significantly from 45.5% in 2015 to 70.7% in 2025. Reports of *Once* dropped significantly, from 27.9% to 4.3%. At the same time, reports of *A Few Times* increased from 15.2% to 20.7%, and *Many Times* rose slightly from 2.4% to 4.3%. The increased numbers suggest that repeated incidents are still visible to some non-LGBTQ+ students, even as visible discrimination overall has declined.



13. Conclusion

The findings of the survey show a consistent pattern across multiple areas of student experience. Although the majority of students generally view the campus climate positively, LGBTQ+ students are more likely than non-LGBTQ+ students to perceive the campus climate as less comfortable, experience greater difficulty expressing themselves openly, and feel that their presence and perspectives are not fully reflected within the university community. They also report higher exposure to discriminatory language and behavior, contributing to lower levels of psychological safety. While overall perceptions of the campus climate have improved since 2015, and a greater proportion of students now perceive our campus as supportive, gaps remain between the perceptions of non-LGBTQ+ students and the lived experiences of LGBTQ+ students. The results also point to a clear issue of visibility and accessibility. Although APU has established a “Policy Statement on Sexual and Gender Diversity” and provides consultation services through the Student Office, awareness of these resources is not consistent across students. This lack of visibility appears to contribute to uncertainty and hesitation among LGBTQ+ students on where and how to seek support, further reinforcing feelings of isolation.

13.1 Moving Forward

The survey shows constructive direction from both students and faculty/staff regarding how APU can strengthen its support systems. Based on the survey’s findings, students emphasized the importance of the following:

- To create spaces and opportunities for dialogue, and establish a support community
- To make consultations more accessible
- Initiatives to highlight diverse experiences and backgrounds in classes and extracurricular activities

Based on the [Faculty & Staff survey](#)’s findings, the importance of the following was emphasized:

- The need for Sexual Orientation and Gender Identity (SOGI) training for faculty/staff
- To make consultations more accessible
- To introduce classes on LGBTQ+ topics and issues to the curriculum

Moving forward, strengthening the campus climate will require not only furthering and maintaining APU’s existing policies and commitments, but also ensuring that these commitments are visible, accessible, and consistently experienced across the university community.

In response to these findings, APU will continue to promote a campus climate grounded in respect and non-discrimination, proceeding with the following initiatives:

1. Establishing a more concrete non-discrimination policy at APU
2. Enhancing communication regarding support measures for students with diverse needs through the student services website (<https://www.apu.ac.jp/studentssupport/>)
3. Implementing training programs for faculty and staff aimed at improving understanding of and response to students with diverse needs

4. Creating a Guidebook to deepen understanding of diversity
5. Holding events that provide opportunities to reflect on non-discrimination and diversity

Overall, these efforts aim to create a more inclusive campus climate in which every member of our community can feel respected, supported, and able to fully participate and succeed at APU.