

**Faculty and Staff Members' Results of the Assessment Survey of the University's Environment for Sexual Minority (LGBT) Students**

**Method of inquiry · Number of responses**

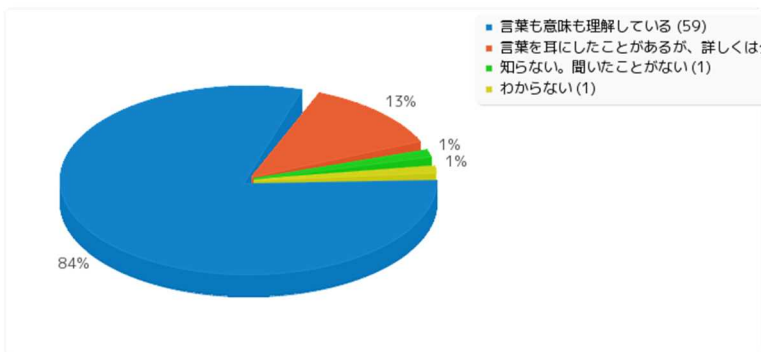
- Online survey (Implementation period: November, 2015)
- Total number of responses: 113 (69 completed the survey / 44 partially completed the survey)

<Results of the faculty and staff members' survey>

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

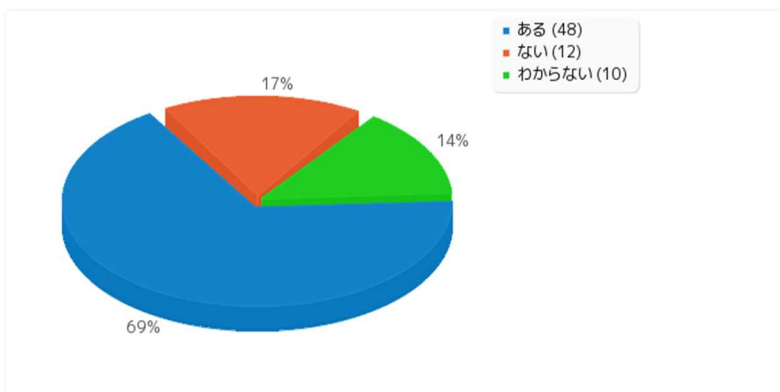
- ◇ I know the term and what it means: 59 (84.29%)
- ◇ I have heard the term, but I don't really know what it means: 9 (12.86%)
- ◇ I don't know this term. I have never heard it: 1 (1.43%)
- ◇ I'm not sure: 1 (1.43%)

In comparison, the percentage of the faculty and staff that is knowledgeable about the term LGBT is larger than that of the student's (97.2%/91.2%).



2. Have you ever had contact with an LGBT student or a student who you thought was LGBT?

- Yes, I have: 48 (68.57%)
- No, I haven't: 12 (17.14%)
- I don't know : 10 (14.29%)



<For the faculty and staff members that responded 'yes' > When and in what kind of situation? Did you make any special adjustments for the LGBT student? Please be specific in your responses. When you were making adjustments

for the student(s), were you unsure on what to do? Were there any points that you thought were difficult?

Number of responses: 48 (68.57%)

All of the faculty and staff members that responded ‘yes’ provided responses. There were four categories. Twenty-four people had contact with LGBT students at the office counters, classes, and entrance exam interviews but made no special adjustments because they felt no special adjustments needed to be made. Eight people made adjustments for these students in regards to their names. Seven people stated they have never had contact with any LGBT students but assumed that there are many LGBT students at APU, so they are consciously aware not refer to gender or sexual orientation and make an effort to remain unbiased. Nine people made other types of adjustments.

The following are specific examples of faculty and staff members that stated they made no special adjustments because they felt no special adjustments were needed. One person reported a student asked where the multipurpose toilet was and the person led the student to the multipurpose toilet. Another person was asked by a student if wearing a pants suit was okay when job hunting, and told the student that it was okay. Two people said they made their classroom environment accepting for gay students.

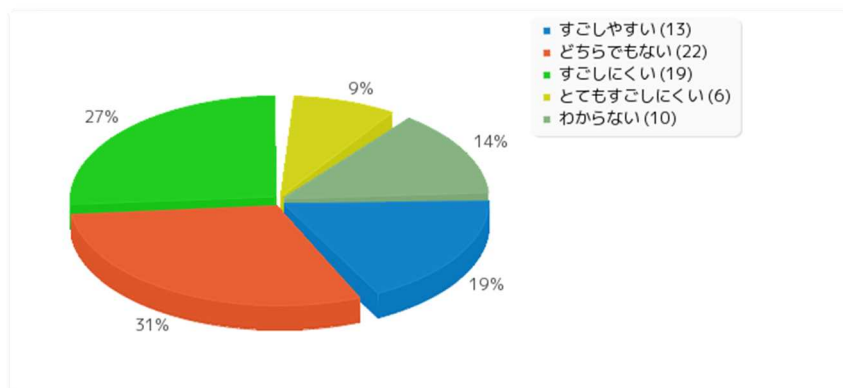
Nine faculty and staff members provided several different responses to situations that they struggled and debated with. One response was that they did not know the student was LGBT and may have inadvertently hurt the student's feelings. Another person provided psychological consultation for a student who wanted to have an opportunity to explain about their demeanor, but the person worried there was not much more that person could do. Another person received a request on about revising the gender section on class evaluation questionnaires but debated about how to respond to the request. A different faculty or staff member mentioned that it is necessary to be considerate of LGBT students and talk with the students individually when other students are not present.

### 3. What sort of environment do you think LGBT students experience at APU?

- ◇ Very comfortable: 0 (0.00%)
- ◇ Comfortable: 13 (18.57%)
- ◇ Neither comfortable nor difficult: 22 (31.43%)
- ◇ Difficult: 19 (27.14%)
- ◇ Very difficult: 6 (8.57%)
- ◇ I'm not sure: 10 (14.29%)

Many faculty and staff members gave the response that the environment for LGBT students at APU is “neither comfortable nor difficult”. While 18.6 percent of respondents provided positive responses by saying the environment is either “very comfortable” or “comfortable”, 35.7 percent gave negative responses stating that the environment for LGBT students is either “difficult” or very “difficult”.

The largest percentage of the faculty/staff and students both responded by saying the environment for LGBT students at APU is “neither comfortable nor difficult” (41.8%/31.4%). However, in comparison to the students, the difference between the negative responses (27.4% / 18.6%) was larger than the positive responses (17.9% / 35.7%).



Why do you think so? Number of responses: 58 (82.86%)

The two main reasons why thirteen faculty and staff members felt the environment for LGBT students at APU is comfortable was because “There is no open discrimination” and "APU has a culture of accepting the differences of each person."

There were two main reasons why twenty-two faculty and staff members felt the environment for LGBT students at APU is neither comfortable nor difficult. The first reason was that "Even though there are many people who are understanding of LGBTs, the University provides no support and has no policies for LGBTs." The second reason was that "understanding and tolerance towards LGBTs very greatly depending on nationality and cultures."

One reason why nineteen faculty and staff members felt that the environment for LGBT students at APU is difficult was that for questionnaires, suffixes, restrooms, showers, and other documents and facilities, the only gender distinctions are male and female. Another reason was LGBTs must be a minority because of limited interactions and awareness with LGBT students.

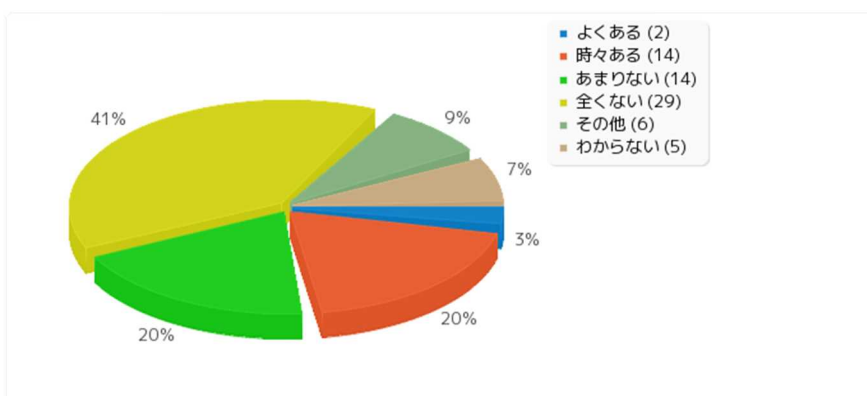
The two main reasons six faculty and staff members felt that the environment for LGBT students at APU is very difficult was because “LGBT never comes up as a topic to provide support, the University does not have any non-discrimination policies or specialized support.” Another reason was “To begin with, Japanese society does not accept the existence of LGBT. In general, LGBT awareness at APU is very low."

4. Have you seen or heard of any negative behavior or conversations that ridiculed LGBTs on or off campus?

- Often: 2 (2.86%)
- Sometimes: 14 (20.00%)
- Rarely: 14 (20.00%)
- Never: 29 (41.43%)
- Other: 6 (8.57%)
- I don't know: 5 (7.1%)

The largest percentage of respondents, 41.1 percent stated that they have never seen or heard of any behavior conversations that ridiculed LGBTs. “Sometimes” and “rarely” both accounted for a total of 40 percent of the responses. “Other,” “I don't know,” and “often” accounted for 8.6 percent, 7.1 percent, and 2.9 percent of the responses, respectively. "Rarely" and "sometimes" combined accounted for 45.9 percent and the largest percentage of the students' responses, while the largest percentage of the faculty and staff members' responses was “they have never seen or heard of any negative behavior or conversations that ridiculed LGBTs” (41.1%), followed by "rarely" or "sometimes" (40%)

Six faculty and staff members provided "other" responses. One of the main responses was "I heard a permanent staff member saying something negative about an LGBT applicant.” Another response was "At Ritsumeikan University there was often negative behavior or conversations that ridiculed LGBTs, but at APU I almost never see or hear of anything." A different staff member said, "While people do not go as far as to laugh at the person,



there are occasions when people jokingly tease or whisper comments such as 'That person seems gay' or 'That person

might be gay.' "

(Only for faculty and staff members that provided "often" or "sometimes" responses) Specifically, in what kind of situation did you see or hear of behavior or conversations that ridiculed LGBTs?

--Number of responses: 18 (25.71%)

Faculty and staff members could provide multiple responses. Eleven people said that they have heard both faculty/staff and students make ridiculing and negative remarks. Four said in publications such as Campus Terminal and Campus Life Handbook and the Multicultural Week Grand shows, there are gender binary expressions and jokes about gays. Two said that people who are from countries that do not allow LGBTs strongly criticize LGBTs. Three provided responses that were about the lecture about sexually transmitted infections during the Health Guidance. During the lecture, there was a burst of laughter the moment an illustration of a gay couple appeared on the screen. These faculty and staff members felt that it must have been "unbearable for the LGBT students" and "it was a conversation that ignored the existence of LGBTs."

5. If you were to have contact with an LGBT student, what would you like to know? (For example, what to be aware of if you were to meet an LGBT student or choosing suffixes, names, and pronouns, etc.)

--Number of responses: 61.43%

Twenty-four faculty and staff members felt that the staff should have a general understanding about LGBTs and be careful about the use of suffixes, pronouns, and other interactions. Four said they would like to know what kind of support and policies APU has. Three stated that they were already knowledgeable, so nothing special needs to be done. Two questioned whether it is necessary or not to have students fill in their gender. Another two felt that nothing special should be done because it is important to accept each person individually.

Eight responded "Other" and specified the details for example; "I feel difficulty when doing role playing in language classes, and with the lack of options, further awareness about LGBTs is needed", "It would be good if the University had a support system for LGBT students who are struggling with their identity", "I don't know what I should know", "I wanted to know what kind of educational environment LGBT students want to have and what kind of support they want to receive from the University", "If a student is uncomfortable with their given name, I would like information about the student from the Office before the first day of class", "I will call the student by the name they wish to be called.", "I would like to hang a sign in their classroom that reads, 'This classroom is an LGBTQ+ Safe Zone', "I would like other students and staff to be more conscientious about LGBTs, pronouns, and genderless language".

6. Please write about any necessary support that you feel APU needs to provide for its LGBT students.

--Number of responses: 64.29%

Faculty and staff members could make multiple comments. Nineteen faculty and staff members wrote that it is necessary to have a public awareness campaign (lectures, regular subjects, admirable student activities connected to LGBTs). Nine suggested training, educating, and providing information for faculty/staff and student staff. Nine recommended gender neutral restrooms. Seven suggested revising the gender section on forms. Thirteen urged the University to create a support system (areas where people can converse, remove the stigma of getting counseling, support groups, networks, increase the number of counselors, and peer support groups). Two wrote to make LGBT support open, and three other suggestions were to provide support for staff members that are LGBT. One faculty or staff member wrote, "If there were LGBT faculty or staff members, those people could be good role models for the students" and another faculty or staff member stated, "To be honest, I have no idea." Another asked the question, "Is it possible for AP House to make accommodations for people's gender identity?"

7. Please share any opinions, thoughts, or anything you would like to say about this topic.

-- Number of respondents: 24 (34.29%)

The primary responses were as follows:

- It is not only about multicultural understanding, but it is also about accepting people as individuals. I think as a University that is accepting of diversity, I feel APU is heading in the right direction.
- Diversity is one of the pillars of APU. APU needs to keep making progress in creating policies for LGBTs. I believe that educating the University's faculty and staff is the first step. After that, they can have better decorum when interacting with LGBT students.
- Out of all the places I have worked at in Japan, it seems that APU has the largest LGBT faculty and staff members. Because faculty and staff members are models for the students, the University should also be thinking about the needs of the faculty and staff.
- The University needs to think not only about the LGBT students but also the LGBT faculty and staff and whether APU is a comfortable place for LGBTs to work.
- In the classrooms, there are desks for people who are left handed and for people who use wheelchairs. What kind of support to LGBTs need? Just being consciously aware of someone's gender identity is not much. To be honest, I do not know how I should treat LGBTs.