

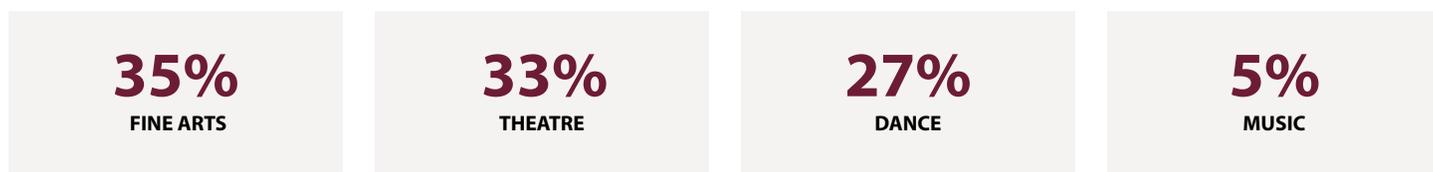
Student Survey

Key Findings to Support the Department of Fine and Performing Arts
Committee on Diversity, Equity, and Inclusion

OVERVIEW OF SURVEY DATA

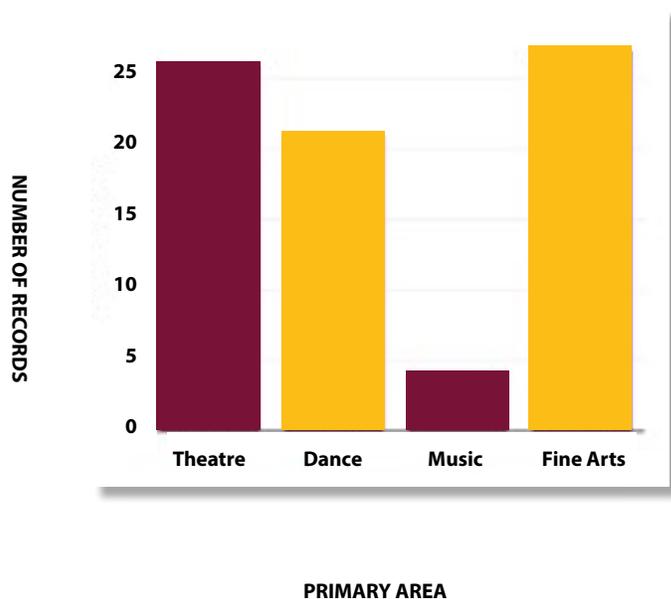
There was a total of 75 students participants surveyed across the four divisions of Fine Arts, Theatre, Dance, and Music during the Spring 2021 semester. Of those 75, 35% (27) were from Fine Arts, 33% (26) from Theatre, 27% (21) from Dance, and 5% (4) from Music. 35% (26) identified as Seniors, 29% (22) were Sophomores, 24% (18) were Juniors, and 12% (9) were Freshmen.

STUDENT SURVEY PARTICIPATION BY DIVISION



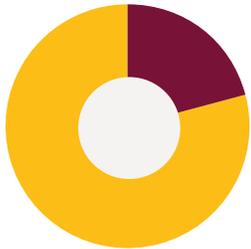
The 75 students surveyed appear to have a firm understanding of anti-racism and anti-racist initiatives and a sense of belonging in the Department of Fine and Performing Arts. They also expressed feeling comfortable navigating situations of marginalization, microaggressions, or oppression with their peers.

Responses were divided on whether anti-racism was a high priority for the DFPA, and most respondents expressed either not being comfortable or were unsure of how to indicate to DFPA faculty or staff their concerns about situations of injustice. There was also uncertainty about whether disability accessibility was a high priority for the DFPA, indicating that work is still to be done in these areas.



01a. Demographics

*Based on University records from Fall 2020



TOTAL DFPA MAJORS AND MINORS IN FALL 2020 567

21% male
79% female

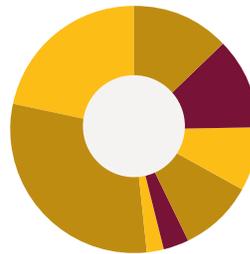
TOTAL NUMBER OF DECLARED DEGREE PROGRAMS BY LEVEL 634

*This number is higher due to some cases where a student declared a major in the DFPA as well as a minor.



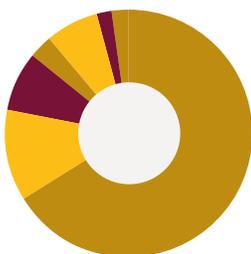
NUMBER OF STUDENTS BY RACE/ETHNICITY AND LEVEL

Minority (of U.S. Residents) 30%



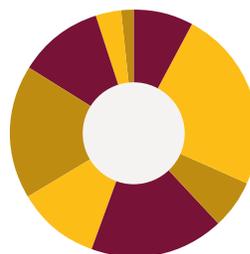
TOTAL MAJORS 313

Art History 12%
Dance 11%
Drawing, Painting, and Printmaking 8%
Fine Arts (General)* 0%
Music 9%
Photography 3%
Sculpture and Ceramics 2%
Theatre 28%
Visual Communications 20%



RACE/ETHNICITY

White 67%
Native American 0%
Hispanic 18%
Asian 8%
African American 3%
Nat. Hawaiian/Pacif. Isl. 0.2%
Two or More Races 7%
International 2%
Unknown 2%

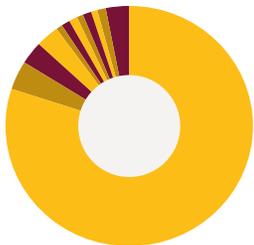


TOTAL MINORS 321

Art History 5%
Dance 15%
Drawing, Painting, and Printmaking 4%
Fine Arts (General)* 0%
Music 11%
Musical Theatre 7%
Photography 11%
Sculpture and Ceramics 2%
Shakespeare Studies 1%

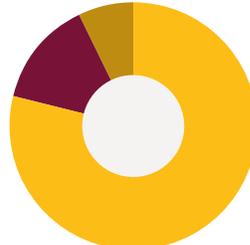
01b. Demographics

*Based on 2021 Student Survey Results



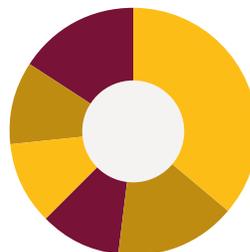
ETHNICITY

- 81% White
- 4% White, Asian
- 3% Latino/a
- 3% Latino/a, White
- 1% Brown
- 1% Mexican
- 1% African American
- 1% African American, White
- 1% American Indian, White
- 1% Asian
- 1% Asian, Hispanic
- 3% Chose not to identify



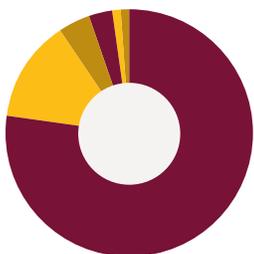
DISABILITY

- 79% do not identify with having a disability
- 14% identify as having a disability
- 7% prefer not to answer



Of the 19 respondents who selected yes:

- 37% Mood Disorder
- 16% Visible Disability
- 11% Visual Impairment
- 11% Physical Disability
- 11% Prefer not to answer
- 16% Other



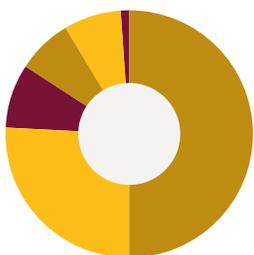
GENDER IDENTITY

- 75% Female
- 13% Male
- 4% Nonbinary
- 3% Chose not to identify
- 1% Woman-ish
- 1% Attracted to males



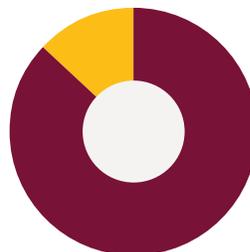
VETERAN STATUS

- 100% of respondents did not identify as having Protected Veteran Status



SEXUAL ORIENTATION

- 48% Heterosexual
- 25% Bisexual
- 8% Queer
- 7% Gay
- 7% Pansexual
- 1% Asexual



FIRST-GENERATION COLLEGE STUDENTS

- 87% did not identify as a first-generation college student
- 13% identified yes

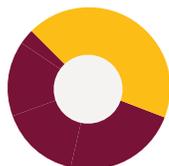
02. Strengths



36 of 75 (48%) students agreed they have a firm understanding of what anti-racism and anti-racist initiatives are. 31 of 75 (41%) of students strongly agreed they have a firm understanding of what anti-racism and anti-racist initiatives are.



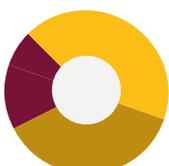
32 of 75 (43%) of students agreed that the Department of Fine and Performing Arts is an inclusive, welcoming environment where ongoing, sincere effort is made to ensure that students of all identities, backgrounds, experiences, and perspectives feel an equal sense of belonging. 19 of 75 (25%) of respondents strongly agreed the DFPA is an inclusive, welcoming environment.



33 of 75 (44%) respondents agreed courses or other programming within the Department of Fine and Performing Arts helped them become more informed about current conversations on anti-racism practices specific to their field.



37 of 75 (49%) students felt their own identities and experiences were reflected in the opportunities provided in their division (Dance, Fine Art, Music, or Theatre). 17 of 75 (23%) strongly agreed.



32 of 75 (43%) students agreed that they personally feel a sense of belonging in the Department of Fine and Performing Arts. 28 of 75 (37%) strongly agreed.



31 of 75 (42%) respondents reported feeling very comfortable confronting or addressing situations of marginalization, microaggressions, or oppression with student peers in their specific division of the DFPA (Dance, Fine Arts, Music or Theatre).

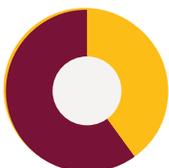
KEY TAKEAWAYS

The 75 students surveyed appear to have a firm understanding of anti-racism and anti-racist initiatives and a sense of belonging in the Department of Fine and Performing Arts. They also have expressed being comfortable navigating situations of marginalization, microaggressions, or oppression with their peers.

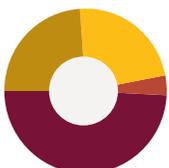
03. Challenges



31 of 75 (41%) respondents expressed they were neutral or not sure if commitments to anti-racism were prominently reflected across the public programming of the Department of Fine and Performing Arts. 13 of 75 (17%) disagreed that anti-racism was prominently reflected in the programming.



Of the DFPA courses taken by respondents, 30 of 75 (40%) said 1-2 instructors seemed prepared to facilitate responsible conversations regarding race, ethnicity or racial justice.



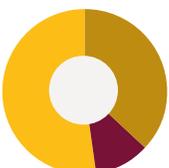
18 of 75 (24%) students reported being unsure if they were comfortable directly indicating to all DFPA faculty or staff any concerns about situations of injustice related to race and/or ethnicity in the department. 17 of 75 (23%) said they were not comfortable.



30 of 75 (40%) students reported neutral/not sure whether anti-racism is currently a high priority in the Department of Fine and Performing Arts.



34 of 75 (45%) reported they were neutral or not sure if disability accessibility, accommodations, and awareness were high priorities in the Department of Fine and Performing Arts. 12 of 75 (16%) disagreed that accessibility, accommodations, and awareness were high priorities for the DFPA.



28 of 75 (37%) students felt 1–2 courses taken in the DFPA addressed race, ethnicity, and/or racial justice in a meaningful way. 8 of 75 (11%) answered 0 courses.

KEY TAKEAWAYS

Responses were divided on whether anti-racism was a high priority for the DFPA and the majority of respondents expressed either not being comfortable or were unsure of how to indicate to DFPA faculty or staff their concerns about situations of injustice. There was also uncertainty about whether disability accessibility was a high priority for the DFPA, indicating that work is still to be done in these areas.

04a. Support Needs

Overall, feedback was mixed, with both strengths and challenges identified by respondents from all four areas of the department. The feedback provided for this survey will be used to inform future advocacy, programming, and planning for the Department of Fine and Performing Arts. Respondents identified the following support needs:

Suggestions to increase or deepen anti-racism work in the Department of Fine & Performing Arts

Training/Facilitation: Offer workshops and events focusing on anti-racism and D.E.I. in the arts.

Curriculum: Explore art from diverse cultures within the curriculum and programming.

Programming: Bring in more diverse guest artists from underrepresented groups.

Faculty and Staff Mentorship: Increase representation of marginalized identities amongst DFPA staff and faculty.

Scholarships: Increase access to study at Loyola through scholarships for underrepresented groups.

Suggestions to increase or deepen other forms of work for diversity, equity, inclusion, and social justice

Student Support: encourage healthy dialogues around diversity, equity, inclusion in the classroom.

Accessibility: Increase accessibility of programming through closed captioning, accessible seating, and interpretation.

Ongoing Communication: Keep students involved and informed on diversity, equity, and inclusion initiatives and activities.

04b. Support Needs

If any member of the Department of Fine and Performing Arts community (students, staff, or faculty) would like to offer ideas, suggestions, questions, or other feedback regarding how the department can continue to work toward enacting the values of Diversity, Equity, Inclusion, and Social Justice, please fill out the [form linked here](#).

Students, please note that you do not have to be a major or minor to submit something through this form; you could also be a student registered in a DFPA course, someone participating in a DFPA production, or an attendee of our public programming.

Please note that this form is NOT for reporting specific incidents or specific situations with specific people, etc. Those kinds of official reports are particularly important as well, however, and should be made via the processes that are administered by the [Loyola University Chicago Office for Equity and Compliance \(OEC\) here](#). Instead, this form can be used to make **SUGGESTIONS** or ask **QUESTIONS** about more general policies or practices that the DFPA program might be able to adopt to continue the always-ongoing work of enacting justice, diversity, equity, and inclusion.