



# Loyola's Gender-Based Violence Climate Survey, Summary of Results

*Preparing people to lead extraordinary lives*

*Prepared by the Office of Institutional Effectiveness  
November 2017*

Loyola University Chicago takes gender-based violence (sexual misconduct, dating violence, and stalking) very seriously. To this end, a survey of students, staff, and faculty was administered in an effort to provide Loyola with a basic statistical description of the University climate around, and incidences of, gender-based violence. Loyola will then use this information to ensure that Loyola is a safe, healthy, and nondiscriminatory institution. The survey was administered during the spring semester of 2017. All students, faculty, and staff were invited to participate in the survey. However, separate survey instruments were constructed and administered for faculty, for staff, and for students.

Surveys related to sexual misconduct are typically sensitive to a large percentage of individuals. Since this survey was voluntary, many invitees may have been reluctant to participate. Those that did participate may have skipped a number of important questions, or failed to complete the survey in its entirety. A poor response rate along with incomplete responses makes it difficult to make inferences and generalizations with respect to the views of all students, faculty, and staff. The results presented here were used to construct a broad basic ‘climate’ of gender-based violence at Loyola.

Below is a table that shows the survey response rates for students, faculty, and staff:

SURVEY RESPONSE RATES					
Category	Population	Participants	Completed	Participation Rate	Completion Rate
Students	16,106	2,384	1,455	14.8	9.0
Staff	1,690	904	744	53.5	44.0
Faculty	1,735	641	541	36.9	31.2
Total	19,531	3,929	2,740	20.1	14.0
<b>All rates with reference to population</b>					

Overall, nearly 20,000 individuals were invited to participate in the survey. Nearly 4,000 participated and 2,700 provided complete survey responses. The participation and completion rate was highest for staff, followed by faculty, and lowest for students. However, full-time faculty was nearly the same as it was for full-time staff. Given a somewhat limited personal investment, it was not surprising to find the response rates for part-time faculty and staff were much lower than the response rates for full-time faculty and staff.

Low response rates do not mean that the results are insufficient for making a useful analysis. First-time surveys typically have a host of unanticipated problems that are addressed and corrected in subsequent surveys—pre-publicity, participant contact method, length of instrument, clarity of questions, etc. In this study the low response rates only means that the generalizability of the results are in some cases limited.

### **The Loyola Context for Respondents**

From 82-96% of students, faculty and staff agreed or strongly agreed they were happy to be at Loyola, felt part of the community, felt valued, felt a sense of collegiality and closeness, thought that faculty, staff, and administrators were genuinely concerned about students, respected what students think, and felt safe on campus. For the most part, student responses were nearly the same as the results found for faculty and staff. However, unlike students, only about two-thirds of faculty and staff agreed or strongly agreed that university administrators treat faculty and staff fairly.

Among faculty, 80-96% agreed or strongly agreed they were happy to be at Loyola, felt part of the community, felt valued, felt a sense of collegiality and closeness, thought that faculty, staff, and administrators were genuinely concerned about students, respected what students think, and felt safe on campus. The majority of the students, but only about two-thirds of the faculty and staff, agreed or strongly agreed that university administrators treat faculty fairly and respect what faculty and staff think.

Staff responses were nearly identical to faculty responses. The only real difference was that staff, more than faculty, tended to agree, but less likely to strongly agree. From 82-94% of staff agreed or strongly agreed they were happy to be at Loyola, felt part of the community, felt valued, felt a sense of collegiality and closeness, thought that faculty, staff, and administrators were genuinely concerned about students, respected what students think, and felt safe on campus. The majority of the staff, but again like faculty, only about two-thirds, agreed or strongly agreed that university administrators treat staff fairly and respect what staff think.

***Generalization 1--The Loyola Context: Respectful, Concerned, Valued, and Safe***

***Generalization 2--No significant differences found between students, faculty, and staff***

### **Reporting Gender-Based Violence**

From 66-86% of students felt Loyola was moderately likely to very likely to keep the identity of persons reporting a gender-based violence confidential, take any reporting seriously, forward any reporting to outside criminal agencies, would offer supportive and corrective actions, and protect the safety of the person making a report from any type of retaliation. Only two-thirds of the students felt Loyola would take corrective actions or protect students from any negative consequences.

From 80-95% of faculty felt Loyola was moderately likely to very likely to keep the identity of persons reporting a gender-based violence confidential, take any reporting seriously, forward any reporting to outside criminal agencies, would offer supportive and corrective actions, and protect the safety of the person making a report from any type of retaliation.

Similarly, from 81-95% of staff felt Loyola was moderately likely to very likely to keep the identity of persons reporting a gender-based violence confidential, take any reporting seriously, forward any reporting to outside criminal agencies, would offer supportive and corrective actions, and protect the safety of the person making a report from any type of retaliation. Nearly the exact response in every category as faculty.

***Generalization 3--Reporting: Confidential, Supportive, Protective, and Corrective***

***Generalization 4--Students felt less so than faculty and staff***

**Information and Training**

Respondent responses to receiving information and training related to gender-based violence shows that Loyola students, faculty, and staff receive far more information than training. Although faculty reported receiving far less training than staff or students, the training was far less for part-time faculty than for full-time faculty—eliminating most of the differences between students, faculty, and staff.

GENDER-BASED INFORMATION AND TRAINING				
Category	% Received Information		% Received Training	
	No	Yes	No	Yes
Students	20.9	79.1	48.7	51.3
Staff	19.0	81.0	41.2	58.8
Faculty	24.6	75.4	63.3	36.7
Total	21.9	78.1	49.0	51.0

***Generalization 5--Information: Nearly 80% of students, faculty, and staff reported receiving information***

***Generalization 6--Training: Only half of students, faculty, and staff reported receiving training***

**Procedures , Resources, and Involvement**

From 75-90% of all students, faculty, and staff agreed or strongly agreed that Loyola has formal policies and procedures in place to address gender-based violence. This also includes knowing where to go for help and resources. However, understanding the detail specifics of Loyola’s policies and procedures is somewhat unclear for the majority of students, faculty, and staff.

About two-thirds of all students, faculty, and staff reported becoming more involved with learning and doing more about gender-based violence at Loyola. For 28% of the faculty, this included covering gender-based violence topics in their course. The overwhelming majority of students, staff, and faculty reported that the university can do a lot to prevent and assist victims of gender-based violence. Moreover, they also overwhelmingly reported that gender-based violence is not solely a police problem.

***Generalization 7—Procedures and Resources: Loyola has in place formal policies and procedures to address gender-based violence, the details of which are somewhat unclear***

***Generalization 8--Involvement: The majority of students, faculty, and staff reported becoming more involved with learning, preventing and assisting with the problem of gender-based violence***

### **Bystander Awareness and Disclosure**

Nearly two-thirds of all students, faculty, and staff felt that gender-based violence at Loyola was a problem. Given the limitation of this first-time study, it cannot be determined how Loyola's perceived problem compares to the environment external to the Loyola campus, or to other colleges or universities.

From 80% to 98% of the students, faculty, and staff felt moderately confident to very confident they would express discomfort and/or concern to sexual objectification in the classroom, blaming rape victims, persons experiencing stalking or dating violence, sexist jokes, or confronting a friend/colleague that has disclosed committing or receiving sexual harassment/violence.

Slightly more than 11% of the students reported 'yes' or 'unsure' to experiencing incidents of non-consensual sexual contact or non-consensual sexual penetration--most incidents involved alcohol and persons who were not Loyola faculty, staff, or students. Being the personal survivor of actual sexual harassment/assault was reported by 5% of the faculty and 7.1% of the staff.

***Generalization 9—Bystander Awareness: The majority of Loyola students, staff, and faculty felt prepared and willing to express discomfort to sexual harassment/violence***

***Generalization 10—Disclosed Incidents: Among students, staff, and faculty 10% or fewer of the respondents reported a personally experienced act of sexual misconduct. In 90% or more of these incidents, a man was the perpetrator.***

### **Study Conclusions**

A replication of this study using a redesigned survey instrument along with an effort to improve response rates is needed for a closer examination of Loyola's gender-based violence climate. Nonetheless, we can claim from this study that there is little difference between students, faculty, and staff with respect to attitudes, opinions, and behavior concerning gender-based violence. An overwhelming majority of students, faculty, and staff feel Loyola is a very good, supportive, respectful, and, most importantly, safe place.

The results suggest that students, faculty, and staff all receive information concerning policies and procedures, but there is some ambiguity or uncertainty with respect to the details. On the other hand, the results also show that greater effort for training is needed. Only half of the students, faculty, and staff reported receiving training. Moreover, training for part-time faculty may be a greater challenge.

All in all, two-thirds of the students, faculty, and staff felt gender-based violence was a problem at Loyola. Unfortunately, the limitations of this study did not allow further investigation of what respondents actually had in mind with respect to 'the problem'. We need to know if it's a policy, procedural, education, prevention, or awareness problem?—or is it a problem with actual reported incidences? Or both?