

# 2022-2023 Loyola University Maryland Title IX End of Year Report

Prepared by the Office of Title IX, Compliance, and Assessment



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# Overview

Gender-based violence is a serious and deeply troubling issue at colleges and universities nationwide. Loyola University Maryland is committed to providing an environment free from sex-based discrimination and harassment. We are working to prevent and eliminate gender-based violence through education, training, and advocacy, while also offering support and resources to students, faculty, and staff. We go beyond compliance with federal laws regarding gender-based violence, and we aspire to provide an environment that is rooted in our Jesuit, Catholic traditions of justice and respect for others.

The Office of Title IX, Compliance, and Assessment strongly believes part of a successful sexual and gender-based misconduct prevention and response program is building and maintaining trust with the community. To build and maintain trust with the community, the office is committed to transparency. As part of the [2022 Action Plan](#), the Office of Title IX, Compliance, and Assessment will release an annual report. This report will include an overview of action steps the office has completed, deidentified statistics of reports the office has received and how the reports were addressed, an overview of prevention and outreach efforts, and a discussion of results from the annual survey regarding interaction with Title IX coordinators and intake officers. It is our hope that by releasing this information, the community will understand Loyola University Maryland cares deeply about preventing and addressing sexual and gender-based misconduct, and community members can trust that if they, a friend, or a colleague experience sexual and gender-based misconduct, they can work with the office to receive the support they need and address the behavior in a supportive manner.

# Updates for 2022 Action Plan

After concluding the 2020 Title IX action plan, Loyola launched its 2<sup>nd</sup> action plan in Spring 2022. Through the new action plan, we will continue to address sexual and gender-based misconduct within our community and ensure that the best processes and supports are in place for our students, faculty, and staff. Thank you to all those who are joining us in our commitment to living out our Jesuit ideals in word and action.

## **Completed action steps**

### **CREATE AN END OF YEAR REPORT TO ENHANCE TRANSPARENCY ABOUT NUMBERS AND TYPES OF INCIDENTS, WHERE THEY OCCUR, HOW THEY ARE ADDRESSED, AND OTHER TITLE IX RELATED TRACKING**

100%



The Office of Title IX, Compliance, and Assessment released its inaugural end of year report in Fall 2022, the 2<sup>nd</sup> annual report in Fall 2023, and an end of year report will be released annually. The report will include statistics related to sexual and gender-based misconduct incidents, how they are addressed, and other Title IX related tracking.

### **ESTABLISH AND GROW A SOCIAL MEDIA PRESENCE FOR LOYOLA TITLE IX**

100%



The Office of Title IX, Compliance, and Assessment continued to grow their Instagram account, TitleIX\_LoyolaMaryland. The office conducted various campaigns throughout the year to raise awareness of Title IX related issues. During one campaign, the office collaborated with the Women's Center to publish statistics related to dating and domestic violence in conjunction with Sharon Donnelly Love, co-founder of OneLove, [serving as the 31st annual Sister Cleophas Costello Lecture](#). For another campaign, the office published signs of unhealthy relationships in conjunction with Domestic Violence Awareness Month. Lastly, the office advertised various sexual and gender-based misconduct prevention and outreach events. TitleIX\_LoyolaMaryland reached over 2,700 accounts in academic year 2022-2023 with over 700 profile visits. We plan to continue regularly engaging with the community through this account and growing our presence on Instagram as a resource for community members.

## **ENHANCE SEMI-ANNUAL TRAINING WITH PUBLIC SAFETY TO ENSURE BEST PRACTICES**

100%



The Office of Title IX, Compliance, and Assessment, Women’s Center, Residence Life and Housing, and Public Safety collaborated in identifying areas to enhance training and creating a training schedule to ensure best practices. The training included a review and discussion of types and signs of sexual and gender-based misconduct, discussion of the sexual assault response protocol, a discussion of how to be an ally to LGBTQ+ members of our community, a discussion of trauma-informed best practices, and a cross-departmental case study to ensure effective collaboration. The Office of Title IX, Compliance, and Assessment, Women’s Center, Residence Life and Housing, and Public Safety will continue to collaborate on regular training including additional training on emerging issues related to sexual and gender-based misconduct.

### **Action steps with progress made**

## **DEVELOP RESOURCES SPECIFIC TO LGBTQ+ VICTIMS/ SURVIVORS/ COMPLAINANTS**

80%



The Office of Title IX, Compliance, and Assessment created a [resource webpage](#) and [resource guide](#) for LGBTQ+ individuals who experience sexual and gender-based misconduct. Because LGBTQ+ individuals experience sexual and gender-based misconduct at a higher rate than individuals who are not a part of the LGBTQ+ community ([2022 Loyola University Maryland Sexual Violence, Education, and Response Survey](#); [National Violence Resource Center on Violence Against Women, 2009](#); [CDC, 2010](#)) and because further harm can occur if LGBTQ+ individuals are referred to resources who are not trained in providing support to LGBTQ+ individuals ([National Violence Resource Center on Violence Against Women, 2009](#)), Title IX collaborated with the resources in the resource guide to identify specific individuals trained to work with LGBTQ+ individuals and listed how support services provided support specific to LGBTQ+ individuals.

Additionally, as part of the Loyola VAWA grant, the Coordinated Community Response Team (CCRT) conducted focus groups with LGBTQ+ students to enhance LGBTQ+ resources for LGBTQ+ individuals who experienced sexual misconduct. The CCRT will utilize this information to continue strengthening support for LGBTQ+ individuals.

**REGULAR OUTREACH TO CAMPUS CONSTITUENTS, SUCH AS SGA AND UNIVERSITY ADMINISTRATION, WITH UPDATES ABOUT SEXUAL AND GENDER-BASED MISCONDUCT TRENDS AND BEST PRACTICES**

80%



The Office of Title IX, Compliance, and Assessment, along with campus partners such as the Women’s Center, continued regularly meeting with campus constituents. In AY 2022-2023, we met with Student Government Association Executive Leadership, including completing a OneLove Facilitation workshop, Student Government Association Joint Conference, Loyola Do Better Executive Board, and Diversity Advisory Board to discuss the 2021-2022 End of Year report, action plan progress and concerns and future plans. Additionally, the Title IX Coordinator and Director of the Women’s Center served on a Women’s History Month kickoff panel to answer questions about sexual and gender-based misconduct at Loyola. Lastly, the Office of Title IX, Compliance, and Assessment again met with the Board of Trustees in Spring 2023 and to discuss updates related to the sexual and gender-based misconduct program. The Office of Title IX, Compliance, and Assessment plans to continue regular outreach meetings with these groups and plans to expand into other student and faculty/staff constituents.

**CREATE AND UPDATE PREGNANT, PARENTING, AND LACTATION RESOURCES FOR FACULTY, STAFF, ADMINISTRATORS AND STUDENTS (newly added action step)**

80%



With the release of the Notice of Proposed Rule Making from the Office of Civil Rights for the new Title IX regulations, the Office of Title IX, Compliance, and Assessment decided to proactively review policies and resources available to students and employees who are pregnant, parenting, or lactating. The Office of Title IX, Compliance, and Assessment created a new section on their [website](#), which discusses support for pregnant, parenting, and lactating students and has drafted a policy with an expected publication date of Fall 2023. Additionally, Human Resources, Facilities, and Title IX collaborated to identify existing and future lactation spaces available to faculty, staff, and students and updated the website accordingly. The Office of Title IX, Compliance, and Assessment and Human Resources also collaborated to update employee policies, including those covering student employees, to comply with the recently passed

Pregnant Workers Fairness Act and Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act. Work between the Office of Title IX, Compliance, and Assessment and campus colleagues to support pregnant, parent, and lactating faculty, staff, and students and to comply with federal, state, and local regulations will continue.

### **CONDUCT A CLIMATE SURVEY RELATED TO SEXUAL AND GENDER-BASED MISCONDUCT OF UNDERGRADUATE STUDENTS AND EXPAND THE SURVEY TO GRADUATE STUDENTS AND EMPLOYEES**

50%



The Office of Title IX, Compliance, and Assessment conducted the Sexual Violence Prevention, Education, and Response survey in January 2022 and results were published in the [2021-2022 End of Year report](#). We received a 21% response rate with nearly 800 survey respondents. The survey will be conducted during Spring 2024, and survey respondents will be expanded to include graduate students and employees.

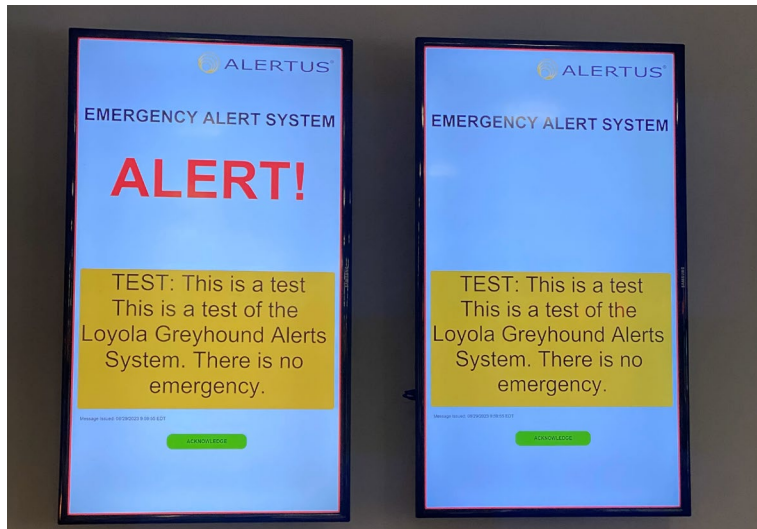
### **ENHANCE PUBLIC SAFETY TECHNOLOGY IN LINE WITH BEST PRACTICES**

80%



Public Safety continued updating safety technology during AY 2022-2023. They collaborated with Recreation and Wellness to update the Fitness and Aquatic Center to a new robust closed-circuit television (CCTV) system for better security video coverage and safety. Additionally, Public Safety is creating a phased approach for installations of additional CCTV in areas where Loyola faculty, staff, and students have expressed interest in and Public Safety has identified a need for more coverage.

Public Safety tested Everbridge and Alertus across campus, and the system is now fully operational so desktops and digital signage will provide Loyola faculty, staff, and students with notice of serious incidents.



Graphic 1- a picture of digital signage showing the Alertus testing.

Lastly, Public Safety created a specific section of its [website](#) dedicated to sexual assault and dating violence resources, so individuals attempting to access support through the Public Safety website will be connected with additional resources.

## **FURTHER LOYOLA COMMUNITY’S UNDERSTANDING OF REPORTING OPTIONS AND PROCESSES FOR ADDRESSING SEXUAL AND GENDER-BASED MISCONDUCT THROUGH CAMPAIGNS**

80%

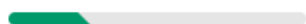
This is an ongoing goal we were working toward prior to this action plan and will continue working toward after completion of the action plan because of the nature of our community and sexual and gender-based misconduct processes. Specifically, we know each year we welcome new students and employees who need to be introduced to our processes, and we know the regulations regarding sexual and gender-based misconduct have changed regularly since 2011. This year, we took multiple steps to educate the community on reporting options and processes. Information about reporting options and processes were included in our first-year programming through Vector, Fall Welcome weekend orientation session, and Step Up!, Loyola’s bystander intervention program. Further, there were numerous outreach events to student organizations, classes, mandated reporters, student leaders, and campus departments. In total, attendance at these outreach events reached over 2,000 community members. Further, the Women’s Center conducted 23 educational events to raise awareness about sexual assault, intimate partner violence, stalking, and sexual harassment, and attendance at the events surpassed 1,000 students. Lastly, the Women’s Center and



Title IX collaborated with [Turnaround, inc.](#) to create a lunch and learn series with topics including "Keeping Queer Love Safe" and "Consent and Boundaries." Loyola will continue finding creative and effective means of raising awareness within the community about sexual and gender-based misconduct- especially as regulations continue to change the Title IX landscape.

**EXPLORE ADDITIONAL REPRESENTATION FROM CAMPUS CONSTITUENTS ON CAMPUS COMMITTEES RELATED TO SEXUAL AND GENDER-BASED MISCONDUCT SUCH AS THE COORDINATED COMMUNITY RESPONSE TEAM**

25%



The Office of Title IX, Compliance, and Assessment is reviewing membership on committees related to sexual and gender-based misconduct to ensure there is representation from campus constituents, such as faculty, staff, administrators, and students. The office has had exploratory conversations with Student Government Association Executive Leadership and the Coordinated Community Response Team about the necessity and possibility of expanding representation on sexual and gender-based misconduct committees. We plan to solidify the pipelines of representation in AY 2022-2023.

**MONITOR AND IMPLEMENT CHANGES RELATED TO TITLE IX REGULATIONS INCLUDING BIDEN ADMINISTRATION UPDATES EXPECTED TO BE PROPOSED IN JUNE 2023 AND VIOLENCE AGAINST WOMEN ACT**

80%



The Biden administration previously announced the notice of proposed rulemaking and draft regulations would be released in April 2022, but they were not released until June 23, 2022. Upon the notice of proposed rulemaking, there is a mandatory comment period of at least 30 days which can be extended often to 60-90 days. OCR must respond to the comments submitted by the public, and OCR shared final regulations could be expected by May 2023. However, in May 2023, OCR [announced](#) they were delaying the final regulations until October 2023. Industry experts believe regulations may not be published until after October 2023. Loyola will monitor the release of the regulations and will comply with new regulations and timelines. Committees reviewing student and employee policies and pregnant, parenting, and lactating student and

employee support have been meeting in AY 2022-2023 to explore the proposed rules and best practices to work toward a safer and more supportive Loyola community.

While OCR was preparing for the Notice of Proposed Rulemaking, Congress reauthorized the Violence Against Women Act in an Omnibus Budget Bill. Some of the initiatives that were included in the reauthorization Loyola University Maryland have already been administering including a biannual sexual violence prevention, education, and response survey and focus on restorative justice practices. While the regulations regarding the federal sexual violence prevention, education, and response survey have not been released, we will continue to monitor developments related to these legal issues and will continue to implement compliant best practices that make our process safe, trustworthy, and equitable.

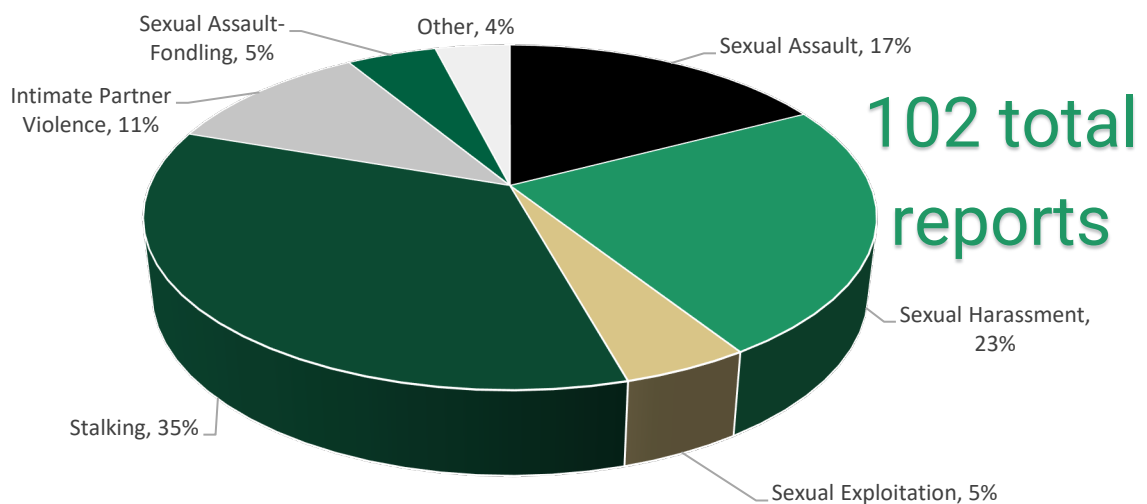
### **Future action steps**

- **DETAIL STEPS AND OPTIONS FOR INFORMAL RESOLUTION TO OFFER ADDITIONAL RESOURCES TO ADDRESS SEXUAL AND GENDER-BASED MISCONDUCT**
- **CREATE POSITION DESCRIPTIONS FOR EACH POSITION WITHIN THE SEXUAL AND GENDER-BASED MISCONDUCT PROCESS**

# 2022-2023 Sexual and Gender-Based Misconduct Statistics- Reports

This section describes statistics related to the sexual and gender-based misconduct process. Figure 1 shows types of incidents reported to the Office of Title IX, Compliance, and Assessment from June 2022 through May 2023. Given different perspectives of how incidents may be categorized, the methodology for categorizing incidents is important to outline.

**Figure 1- Types of Reports 2022-2023**



The office categorizes incidents using the information reported by the complainant, witness, or mandated reporter. Title IX and Clery have specific definitions with prongs that need to be met for a policy violation to occur, after review through the sexual and gender-based misconduct process, or to be counted as a [Clery crime](#). Upon receiving a report, most importantly, the Office of Title IX, Compliance, and Assessment contacts the complainant to offer support, resources, and options. Additionally, the office determines whether the incident needs to be counted and reported as a Clery crime, based on Clery Act regulations, in the daily crime log and [annual security report](#). When categorizing incidents for this report, the office determines which definition the incident fits in based on elements of the incident disclosed in the report. Definitions used for this report can be reviewed in Appendix A. For example, a student may share with a faculty member that they need an extension on a paper because they had a “scary fight with an ex.” The faculty member, as a mandated reporter, shares the information with the Office of Title IX, Compliance, and Assessment. Upon receiving outreach from the Office of Title IX, Compliance, and Assessment, the complainant may not want to share more details, have the university intervene, nor have any measures implemented beyond an

academic supportive measure. Because more information was not shared after initial disclosure from the faculty member, it is not possible to determine if the incident meets the Clery definition of dating violence- such as determining if the incident occurred on campus (Clery geography) or if the incident involved violence or merely a verbal disagreement. Therefore, the office would view this incident to have elements of dating violence but may not count the incident as a Clery crime. When an incident contains elements from multiple incident types, such as stalking and sexual harassment, it is categorized within the multiple incident types.

When comparing to incidents reported in AY 2021-2022, the Office of Title IX, Compliance, and Assessment saw an increase in reported incidents involving sexual assault, intimate partner violence, sexual harassment, and stalking with the largest increase in stalking related incidents. However, when comparing percentages of reports received, the office received a lower percentage of sexual assault (decreased from 23% of cases to 17%) and fondling (decreased from 13% to 5%) incidents out of the total number of reported incidents, and the percentage of stalking reports increased (from 13% to 35%). The Office of Title IX, Compliance, and Assessment is unable to determine if the increased reporting is due to more incidents occurring or a greater awareness of and comfort with reporting options. The office will examine results from the 2024 Sexual Violence, Education, and Response survey to gather additional data to better understand the increase in reporting.

**Figure 2- Status of Respondents**

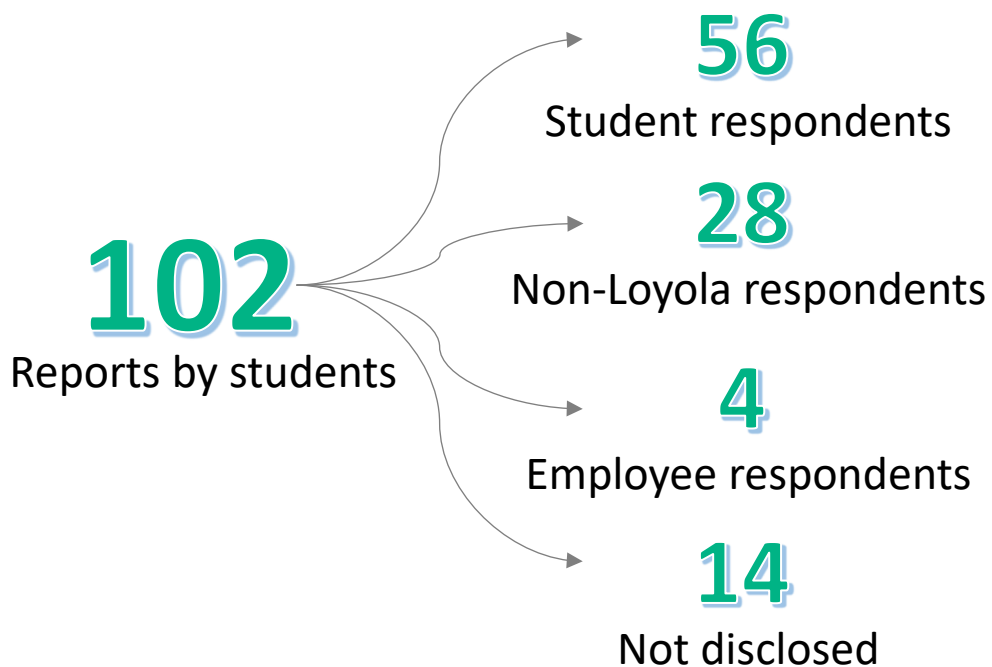


Figure 2 shows the status of the respondents, or the individuals who allegedly committed the act being reported. It is important to note the status of the respondent does not affect whether the report is counted within the numbers shown in Figure 1 or in the annual security report. While Loyola is unable to address an incident through our processes when Loyola does not have control over the respondent (i.e. the respondent is not a student or employee), we are able to offer supportive measures such as restriction from campus or academic supportive measures, and we are able to assist the complainant in making a report to the police.

Figure 3 shows where the incidents reported to the Office of Title IX, Compliance, and Assessment occurred. On-campus is defined as behavior that occurs on property owned or controlled by Loyola, online is defined as behavior that primarily occurs through the internet such as social media or email, off-campus is defined as behavior that does not occur on property owned or controlled by Loyola, and not disclosed means the reporter did not have information regarding the location of the incident or complainant did not disclose the location of the incident. It is important to note that behavior that occurs on campus (and sometimes online depending on the facts of the incident) falls within and must be addressed consistent with Title IX. For incidents that do not occur on campus, Loyola goes beyond Title IX regulations and addresses the behavior consistent with national best practices.

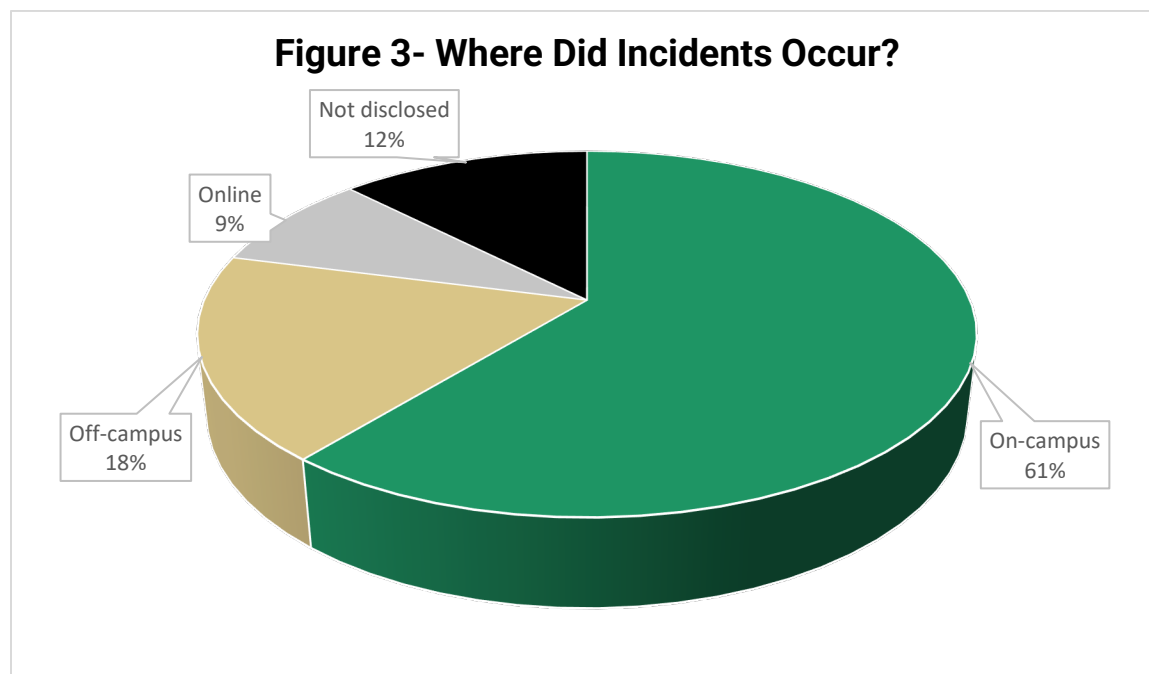


Figure 4 shows how Loyola addressed the incidents reported to the Office of Title IX, Compliance, and Assessment. Loyola utilizes a trauma-informed best practice by engaging the complainant in choosing what support the complainant needs or

processes they want to utilize to address and heal from the incident they experienced. In situations where there is an ongoing threat to the community and enough information to begin an investigation, Loyola may sign a formal complaint on behalf of the complainant. However, where there is not an ongoing threat to the community, Loyola will typically respect the wishes of the complainant. The categories listed can be defined as the following:

- Requested supportive measures- a complainant requested or was given supportive measures, such as academic support (i.e., excused absences or extensions on deadlines), no contact orders, residence hall relocations, etc.
- Requested no further action- a complainant requested the university not take additional action. This means a complainant declined to file a formal complaint for a formal or informal resolution or declined to have assistance in filing a report with police in the jurisdiction the incident occurred.
- Did not respond to outreach- a complainant did not respond to email outreach from the Office of Title IX, Compliance, and Assessment. The office will typically reach out multiple times, and if the complainant does not respond, the office will share with the complainant information about how to file a formal complaint or receive support in the future.
- Referred to other process- In certain situations, a behavior may have elements related to sexual and gender-based misconduct, but it may not meet the definitions required to be addressed under the sexual and gender-based misconduct policy. In these situations, if the incident or behavior falls under another institutional policy, the incident will be referred to that process. For example, if a student reports a one-time incident where another student said lewd statements which made them uncomfortable, it may not meet the definition of stalking, which requires two or more behaviors, or sexual harassment, which requires that behavior is severe, pervasive, and objectively offensive. However, it may violate another student conduct policy, such as indecent conduct, and could be referred to student conduct for adjudication. Other processes on campus include but are not limited to student code of conduct, bias related behaviors policy, harassment and discrimination policy, and human resources discipline process.
- No respondent/no authority over respondent- When a respondent is unknown to the complainant and/or university and unable to be identified or when the respondent is not a student or employee, the University cannot initiate a University policy and process to address the incident. Complainants could still receive supportive measures or could still choose to report to the police.
- No complainant identified- a report submitted anonymously without enough information to determine who is the complainant.

- Formal complaint- informal resolution- a complainant files a formal complaint, and the complainant and respondent agree to resolve the complaint informally, such as with a restorative conference or facilitated agreement.
- Formal complaint- formal resolution- a complainant files a formal complaint and requests the university investigate and adjudicate the incident.

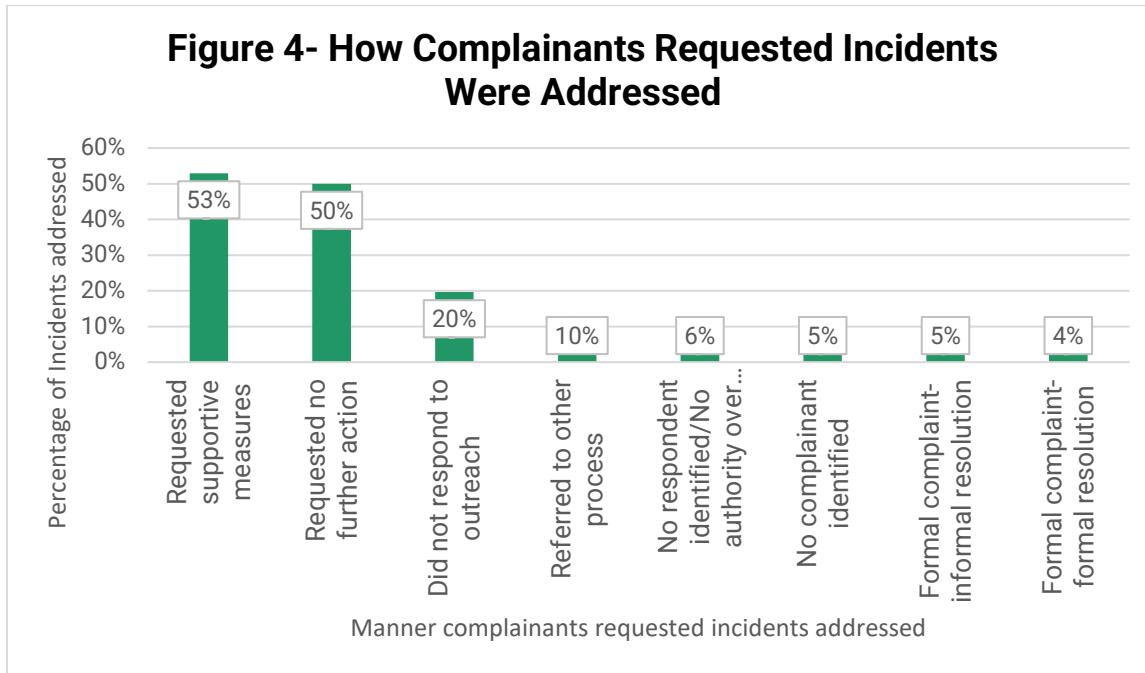


Figure 4 is listed in terms of percentages because there are times when an incident is addressed using multiple resolutions. For example, a complainant may file a formal complaint and request supportive measures, like a no contact order, while the formal complaint is being investigated and adjudicated. In a situation like this, the incident would be counted as requested supportive measures and formal complaint-formal resolution. As shown in Figure 4, most complainants requested no further action and/or supportive measures. When comparing resolutions from 2021-2022 to 2022-2023, the Office of Title IX, Compliance, and Assessment saw more formal complaints with a greater number of parties electing to resolve their complaints informally.

Incidents of sexual and gender-based misconduct can deny access to Loyola’s educational experience for complainants because they may not engage in Loyola’s experience in the same way had they not experienced the sexual and gender-based misconduct. However, supportive measures are an effective tool for restoring that access and ensuring the complainant stays whole as a community member. Supportive measures may include but are not limited to: counseling, no contact orders, relocating residence hall assignments, restricting access to certain campus buildings, changes to class schedules, assistance with rescheduling an academic assignment (paper, exam, etc.), tutoring support, changes to work schedules/situations, changes to work

locations, leaves of absences, transportation assistance and escorts to and from campus locations, increased security and monitoring of certain areas, and other measures for safety as necessary. With an increase in incidents reported to the Office of Title IX, Compliance, and Assessment, the office facilitated 79% more supportive measures in AY 2022-2023 compared to AY 2021-2022, which as shown in Figure 5, totaled 369 measures. Supportive measures are incredibly important as some complainants who initially request the university take no further action may feel more comfortable requesting action after they have received supportive measures. As is typically the case, academic supportive measures were the greatest percentage of supportive measures requested.

**Figure 5**

**369**

## **Supportive Measures provided to complainants AY 2022-2023**

When a respondent is found responsible for violating the sexual and gender-based misconduct policy, the hearing panel determines sanctions necessary to prevent the recurrence of, address, and remedy the effect of the behavior. Sanctions provided during the outcome of the hearing will address collateral misconduct, such as alcohol or drug use by the respondent, in addition to the sexual misconduct. The information below shows the sanctions given to respondents who were found responsible for sexual misconduct. When students are suspended, the hearing panels are trained to provide sanctions that will focus on the safety of the community while the student is away and if they return. When a student is not suspended, the panels are trained to provide sanctions that ensure the safety of the community while and if the respondent remains in the community. It is important to note that sexual misconduct includes a range of behaviors, and sanctions are designed to meet the severity of the behavior and needs of the community.

To protect the privacy of parties, sanctions will be reported in aggregate. Definitions of the sanctions can be found in the [Loyola University Community Standards](#). Figure 6 represents all sanctions given for a responsible sexual misconduct finding after the 4 Sexual Misconduct grievance processes were completed during the 2022-2023 academic year.



Please note, to protect the privacy of participants and because there were less than 5 complaints, complaints by employees are not reported.

**Figure 6- 2022-2023 Sanctions for Sexual Misconduct Hearings**

Sanction type	Sanctions given
Suspension from the University	1
Suspension from the Residence Hall	1
Deferred suspension	2
Continued restricted contact	3
Parent/Guardian Notification	2
Restriction from certain events	1
Developmental sanction	1
Letter of apology	1

# 2022-2023 Prevention and Outreach Efforts

Loyola University Maryland values not only reaching out to and supporting people who have experienced sexual and gender-based misconduct and addressing issues of sexual and gender-based misconduct but also engaging in preventive measures to stop harm from occurring in the first place. An overview of the number of programs and attendees is discussed in the action plan update, and additional prevention efforts are discussed in detail below.

## Step Up!

A cornerstone of Loyola's prevention education program is [Step Up!](#), a bystander intervention program. Step Up! is a program started at the University of Arizona and has been shown through research to improve knowledge of, attitudes towards, and self-efficacy to use bystander intervention behaviors ([Orsini et al., 2020](#)). Loyola mandates all first year students to participate in Step Up! by facilitating sessions for each [Messina](#) section. In 2022, Loyola facilitated over 35 sessions and trained nearly 1,100 students. All session participants were surveyed pre and post session, and results showed a 20% increase in participants, after receiving the training, believing it is their responsibility to intervene in problematic situations. Additionally, 95% of participants who received the training shared they believed the workshop gave them skills to be an active bystander in a variety of situations.

## Vector Training

Another keystone of Loyola's prevention education is online training. Loyola mandates first year students, new graduate students, and student athletes to complete [Vector's sexual assault prevention trainings](#). Additionally, Loyola mandates all employees take harassment and discrimination prevention training and athletic staff take sexual assault prevention training. Vector occasionally shares impact reports showing the efficacy of their training based on Loyola statistics. The following discusses the impact of the Sexual Assault Prevention for Undergraduates, Sexual Assault Prevention for Student Athletes, and Preventing Harassment and Discrimination for Employees Courses.

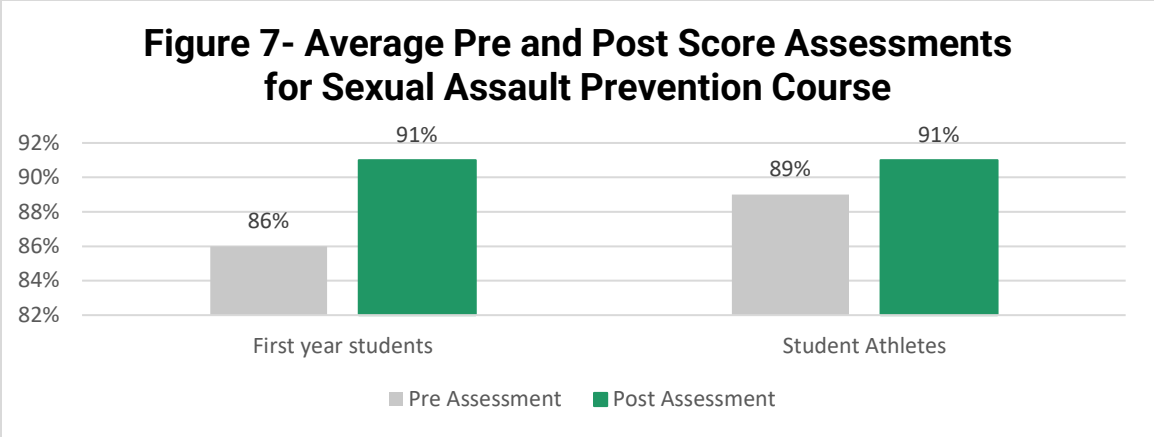
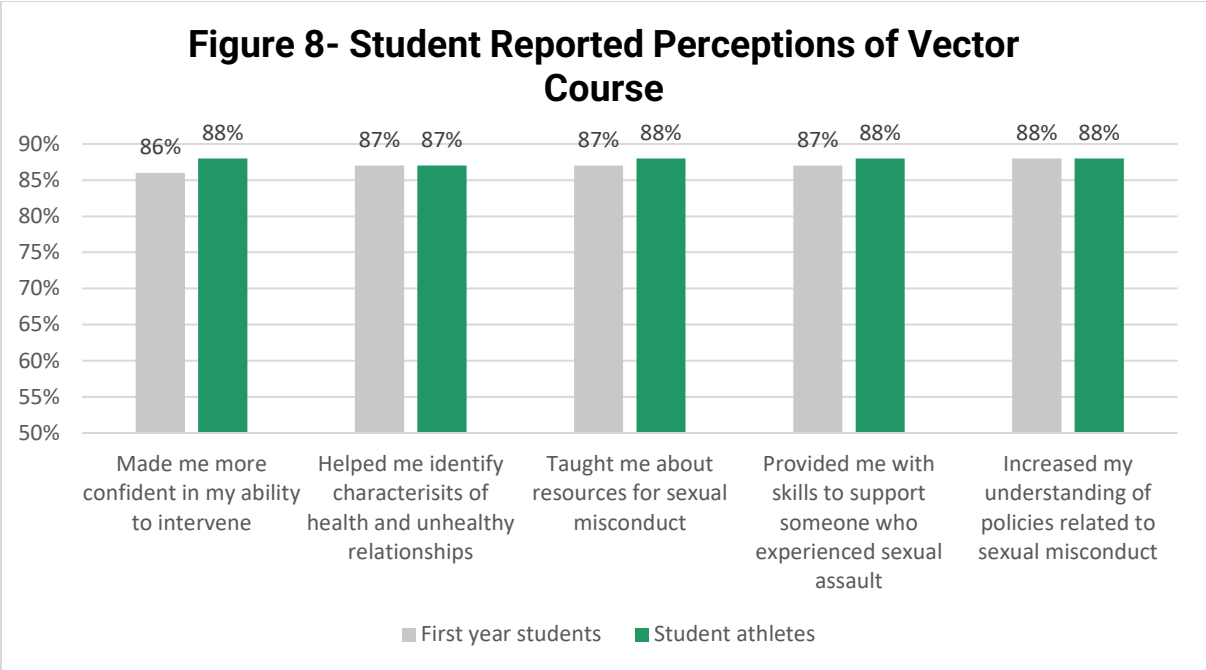


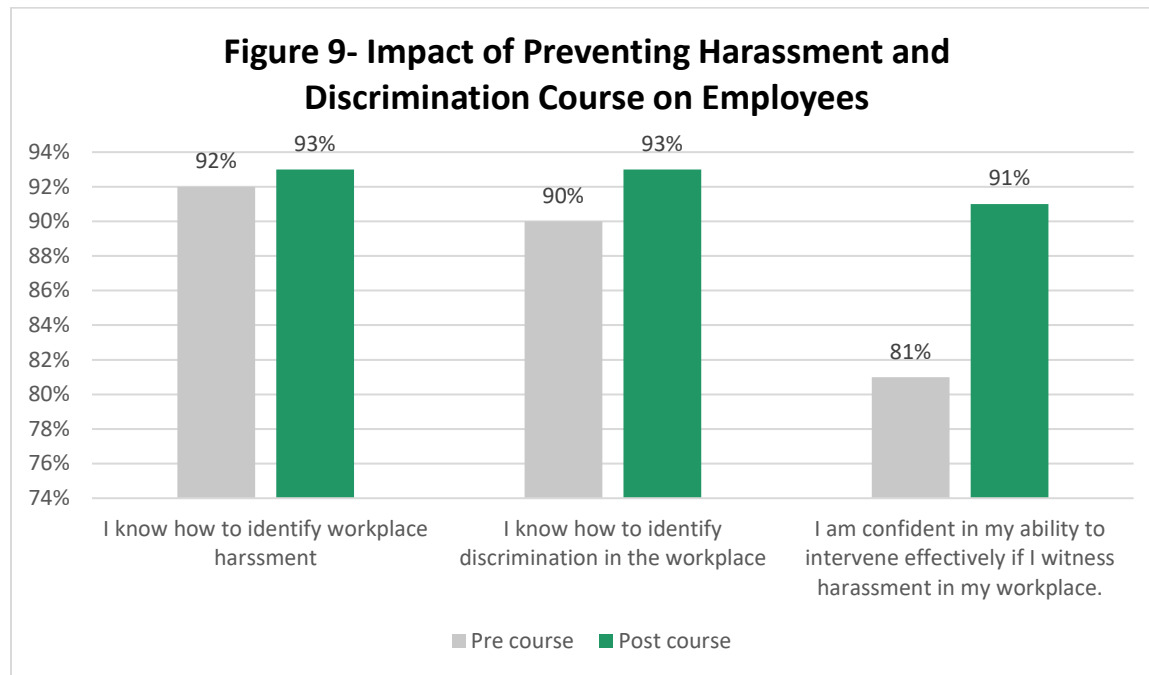
Figure 7 shows the average assessment score comparing pre and post course increased 5% for first year students and 2% for student athletes with both achieving a 91% average after taking the course. Figure 8 shows the effect first year students and student athletes believed the course had on them.



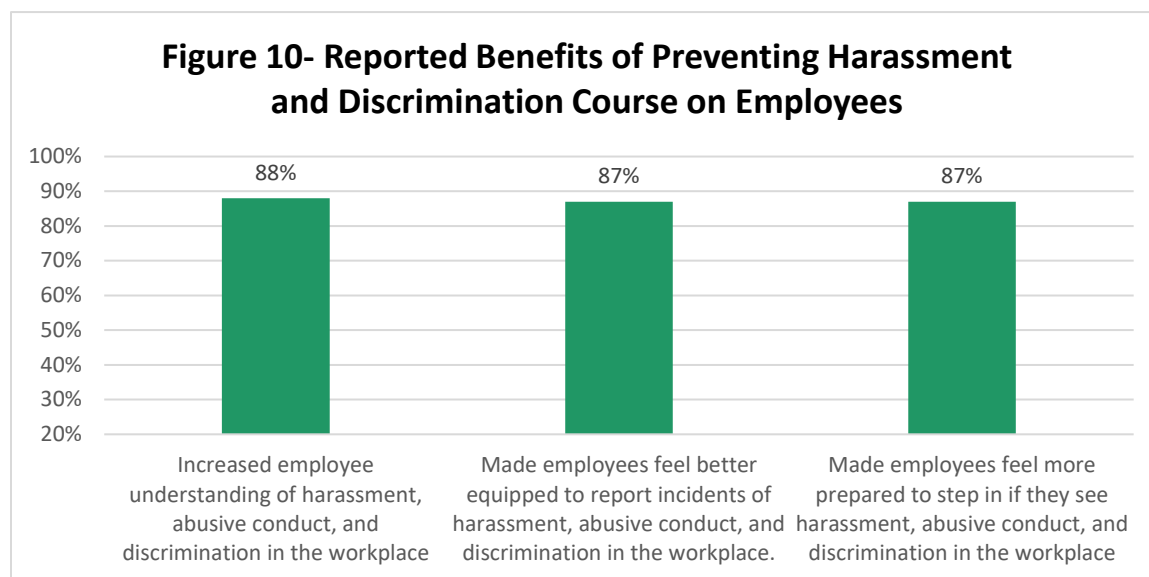
Lastly, the impact reports showed significant increases in students' understanding of consent (3% increase), knowledge of strategies for intervening and supporting survivors (9% increase for first year students and 3% for student athletes), ability to recognize relationship abuse (4% increase for first year students and 3% increase for student athletes), and ability to identify and understand harassment (1% for first year students and 3% for student athletes) after taking the courses.

In terms of the Preventing Harassment and Discrimination course for employees, Figure 9 shows the impact the course had on 3 measures. Employees who took the vector

course show a 1% increase in believing they can identify harassment in the workplace, a 3% increase in believing they are able to identify discrimination in the workplace, and a 10% increase in confidence in their ability to intervene in harassment in the workplace.



Lastly, Figure 10 shows nearly 9 out of 10 employees reported the course increased their understanding of harassment, abusive conduct, and discrimination in the workplace, made them feel better equipped to report these incidents, and feel more prepared to intervene in these incidents. These courses play a key role in ensuring the Loyola community has a baseline education regarding sexual and gender-based misconduct issues.



# 2022-2023 Survey of Interaction with Title IX Intake Officers and Coordinators

In 2022-2023, The Office of Title IX, Compliance, and Assessment surveyed all victims/complainants/survivors who were identified in reports to the office between July 2022 and May 2023 (89). The survey was anonymous and multiple email reminders were sent to encourage completion. 20 survey respondents responded for a completion rate of 22%.

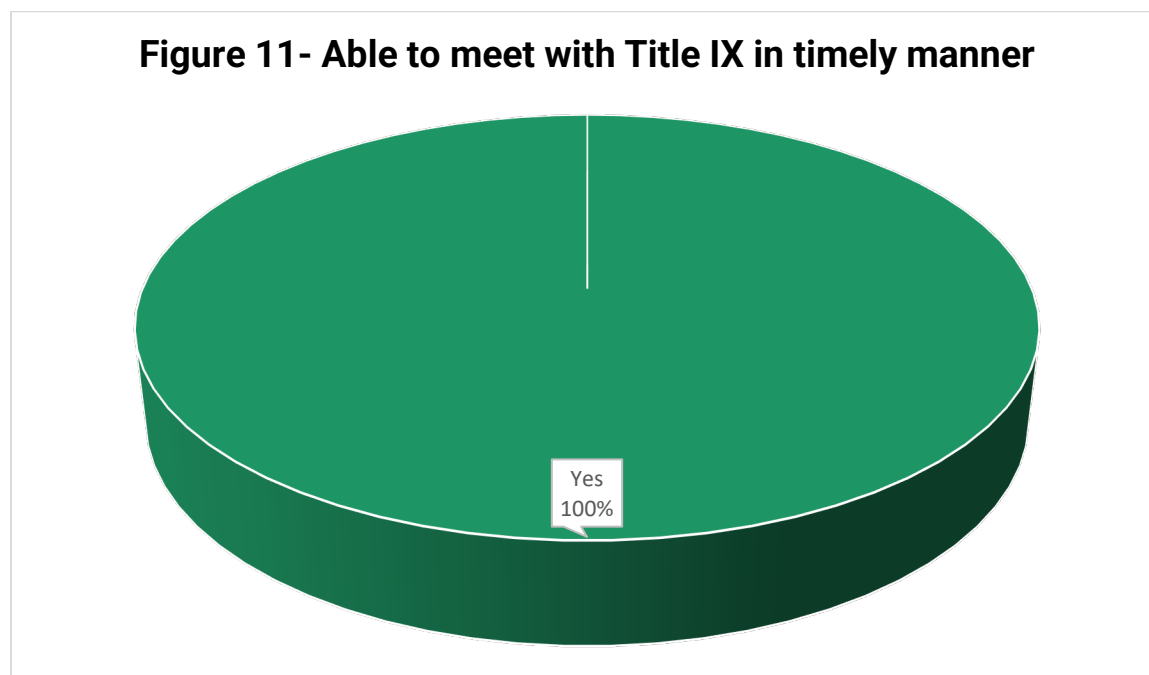
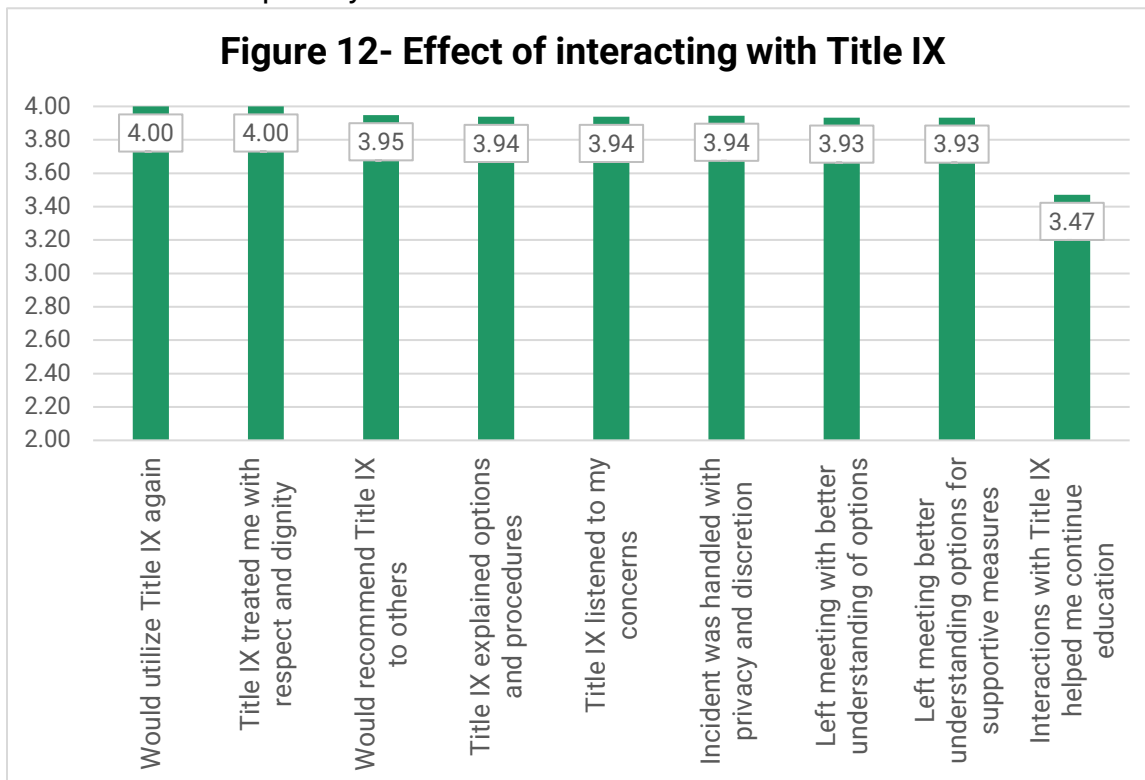


Figure 11 shows that all individuals who met with Title IX reported being able to meet in a timely manner. Figure 12 shows the average scores for each question asked in the survey about the experience complainants had when interacting with the Title IX office. In addition to asking whether the complainant was able to meet with Title IX in a timely manner, the survey asked complainants to rate their agreement with the following statements:

- 1) I left the initial meeting with a better understanding of all options available to me.
- 2) Title IX Personnel explained reporting options and procedures for filing a formal complaint for investigation and adjudication.
- 3) Title IX Personnel listened to my concerns.
- 4) I felt that the Title IX Personnel respected me and treated me with dignity.

- 5) My interactions with the Title IX Personnel helped me stay at Loyola to pursue my education or to continue my employment.
- 6) I would utilize the services and assistance of the Title IX Personnel in the future, if needed.
- 7) Understanding that Title IX Personnel are not confidential resources, my situation was handled with a high degree of privacy and discretion.
- 8) I would recommend the Title IX Personnel and their services to a friend or others.
- 9) After the meeting, I understood my options for supportive measures, such as academic assistance, no contact orders, room/office relocations, employment modifications etc.

The survey used a Likert scale of Strongly disagree to Strongly agree. Each choice was coded with a number: Strongly agree- 4, agree- 3, neither agree or disagree- 2, disagree- 1, and strongly disagree- 0. This means that for a score of 4.0, all survey respondents rated their agreement with the question as strongly agree. As seen in Figure 11, the average response for each question ranged between agree and strongly agree, which means that generally, after interacting with Title IX, complainants reported feeling treated with respect and dignity, that they would recommend Title IX to others, that Title IX explained and the complainant understood their options and resources , they would utilize Title IX again, Title IX helped them continue their education, and that the incident was handled with privacy and discretion.



Compared to 2021-2022, all indices (except “left meeting with better understanding of options for supportive measures”, which was not asked in 2021-2022) increased:

- Incident was handled with privacy and discretion (increased .52)
- Would utilize Title IX again (increased .25)
- Left meeting with better understanding of options (increased .2)
- Title IX listened to my concerns (increased .19)
- Would recommend Title IX to others (increased .12)
- Title IX explained procedures and options (increased .12)
- Title IX treated me with respect and dignity (increased .08)
- Interactions with Title IX helped me continue education (increased .02)

While the Office of Title IX, Compliance, and Assessment saw continued perceived improvement in services reported by individuals who responded to the survey, not all students responded. Additionally, because not all indices saw 100% of survey respondents strongly agree with the statement, the office will continue to refine and improve intake sessions and build trust with the community.

# Conclusion

Incidents of sexual and gender-based misconduct cause significant harm to individuals and the community. Additionally, Loyola University Maryland, like other colleges and Universities, addresses these incidents privately and may not discuss specifics of cases publicly because these situations contain details and allegations that many involved parties- like complainants- would not want discussed publicly and because laws require the addressing of these incidents in a private manner. Additionally, surveys provide quality data, but the data is only useful within a proper context. Lastly, even if the data showed only positive results, it is a Jesuit core value to continually improve. This means that the Office of Title IX, Compliance, and Assessment will continue working to build trust with the community and prevent and address sexual and gender-based misconduct through enhanced training, transparent interactions, and best practice policies and processes. If you have questions about the information contained in this report, please contact [titleix@loyola.edu](mailto:titleix@loyola.edu).



## Appendix A

As previously discussed, to categorize statistics for the End of the Year Report, the Office of Title IX, Compliance, and Assessment utilized definitions of behaviors that are prohibited under Loyola University Maryland's Sexual and Gender-Based Misconduct Policy.

*Sexual Harassment* is defined as conduct on the basis of sex which may include such behavior as unwelcome sexual advances, requests, and other verbal, written, or electronic communications or physical conduct of a sexual nature when (1) an employee of the University conditions the provision of an aid, benefit, or service of the University on an individual's participation in the unwelcome sexual conduct; or (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity. Other unwelcome verbal, written or physical conduct based on sex, sexual orientation and/or gender identity was categorized as sexual harassment even if there were not enough details provided to determine whether the behavior was severe, pervasive, and objectively offensive. Finally, although not prohibited under Title IX, student quid pro quo sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, or other verbal, written, or physical conduct of a sexual nature when a student of the University conditions the provision of an aid, benefit, or service of the University on an individual's participation in the unwelcome sexual conduct, was also categorized as sexual harassment.

For the definitions of sexual assault, fondling, and sexual exploitation, consent is an important construct of the definitions. Consent is defined as an affirmative indication by words and/or actions of a voluntary agreement to engage in the particular sexual act or conduct in question. Consent for one sexual act or conduct does not constitute consent to all sexual acts or conduct. Consent can be withdrawn at any time, and once withdrawal of consent has been expressed, sexual activity must cease. Consent cannot be obtained through the use of force, threat, intimidation, or coercion. Silence or absence of resistance on the part of an individual does not constitute their consent. Consent cannot be given by someone who is incapacitated due to consuming drugs or alcohol or for any other reason (including but not limited to being unconscious, asleep, or otherwise unaware that sexual activity is occurring). Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the "who, what, when, where, why or how" of their sexual interaction). While incapacitation may result from the use of alcohol and/or drugs, incapacitation is a state beyond drunkenness or intoxication. Incapacitation may also exist because of a physical, mental, or developmental disability. The question of incapacitation will be examined objectively from the perspective of the respondent i.e., whether a reasonable, sober person in place of the respondent should have known the condition of the complainant based on the apparent indications of incapacitation, which may include, but are not limited to, acting confused or incoherent, difficulty walking or speaking, and vomiting.

*Sexual assault* is defined as any sexual act directed against another person, without consent of the complainant, including instances where the complainant is incapable of giving consent. Sexual assault includes penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the complainant. This definition includes any gender of the complainant or respondent.

*Fondling* is defined as the touching of the private body parts, including but not limited to breasts, buttocks, or groin of another person, for the purpose of sexual gratification, without the consent of the complainant. This would include someone (person A) making another person (person B) touch their (person A) private body parts sexually without their (person B) consent.

*Sexual exploitation* means taking non-consensual or abusive sexual advantage of another person for one's own advantage or benefit or for the advantage or benefit of anyone other than the person being exploited. Examples include but are not limited to non-consensual photography, video-, or audio- recording of sexual images or activity, distributing images of sexual activity without consent, allowing others to observe a consensual sexual act without the prior knowledge or consent of all involved parties, and voyeurism.

*Intimate Partner Violence* is defined as behaviors that include elements of dating or domestic violence. Dating violence encompasses a wide range of behaviors including sexual assault, physical abuse and other forms of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Domestic Violence encompasses a wide range of behaviors including sexual assault, physical abuse and other forms of violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child in common; by a person who is cohabitating with or has cohabitated with, the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant, or by any other person against an adult or youth complainant protected from those acts by domestic or family violence laws of Maryland. Violence under dating violence and domestic violence includes but is not limited to the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse. Economic abuse means behavior that is coercive, deceptive, or unreasonably controls or restrains a person's ability to acquire, use, or maintain economic resources to which they are entitled, including using coercion, fraud, or manipulation to restrict a person's access to money, assets, credit, or financial information; unfairly use a person's personal economic resources, including money, assets, and credit, for one's own advantage; or exert undue influence over a

person's financial and economic behavior or decisions, including forcing default on joint or other financial obligations, exploiting powers of attorney, guardianship, or conservatorship, or failing or neglecting to act in the best interests of a person to whom one has a fiduciary duty. Technological Abuse means an act or pattern of behavior that is intended to harm, threaten, intimidate, control, stalk, harass, impersonate, exploit, extort, or monitor, except as otherwise permitted by law, another person, that occurs using any form of technology, including but not limited to: internet enabled devices, online spaces and platforms, computers, mobile devices, cameras and imaging programs, apps, location tracking devices, or communication technologies, or any other emerging technologies.

*Stalking* is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.