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# University Faculty Perceptions about Sexual Violence and Bystander Behaviors

Nada Elias-Lambert, Ph.D., LMSW and Sarah. R. Robinson, LMSW  
Texas Christian University and The University of Texas at Arlington



Introduction

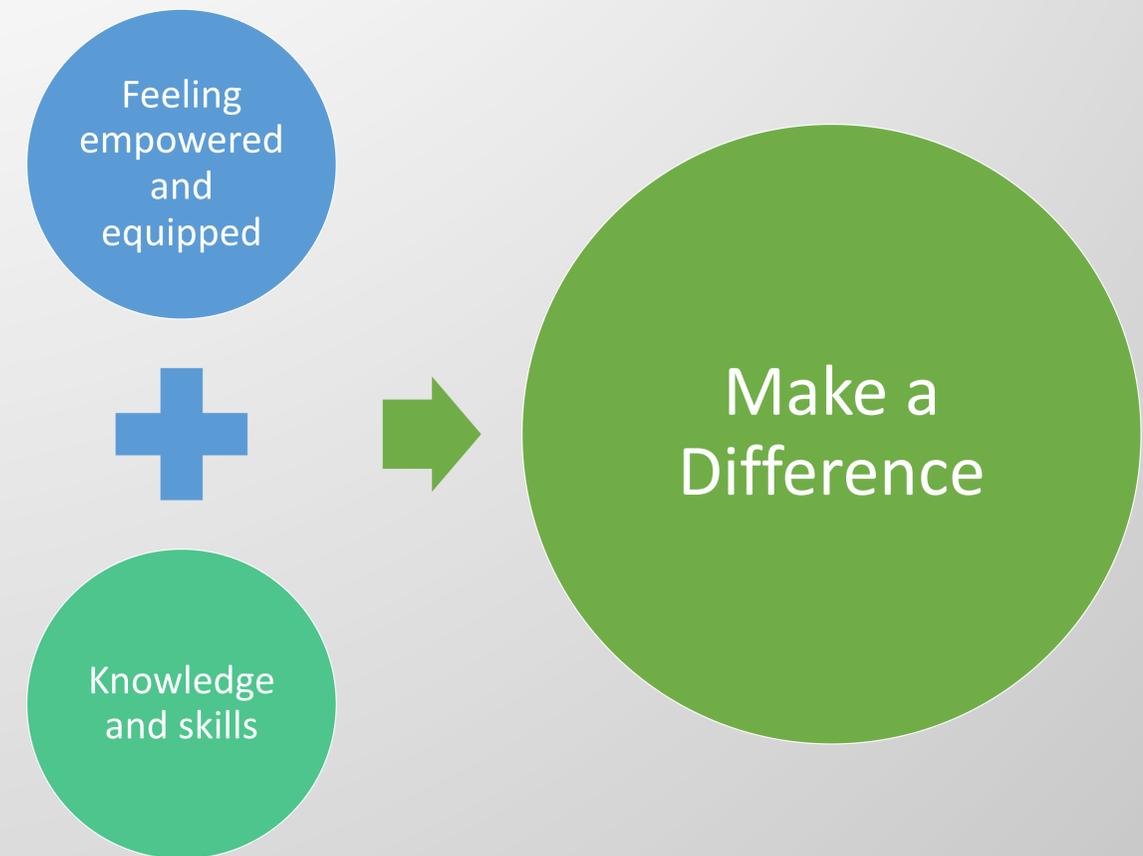
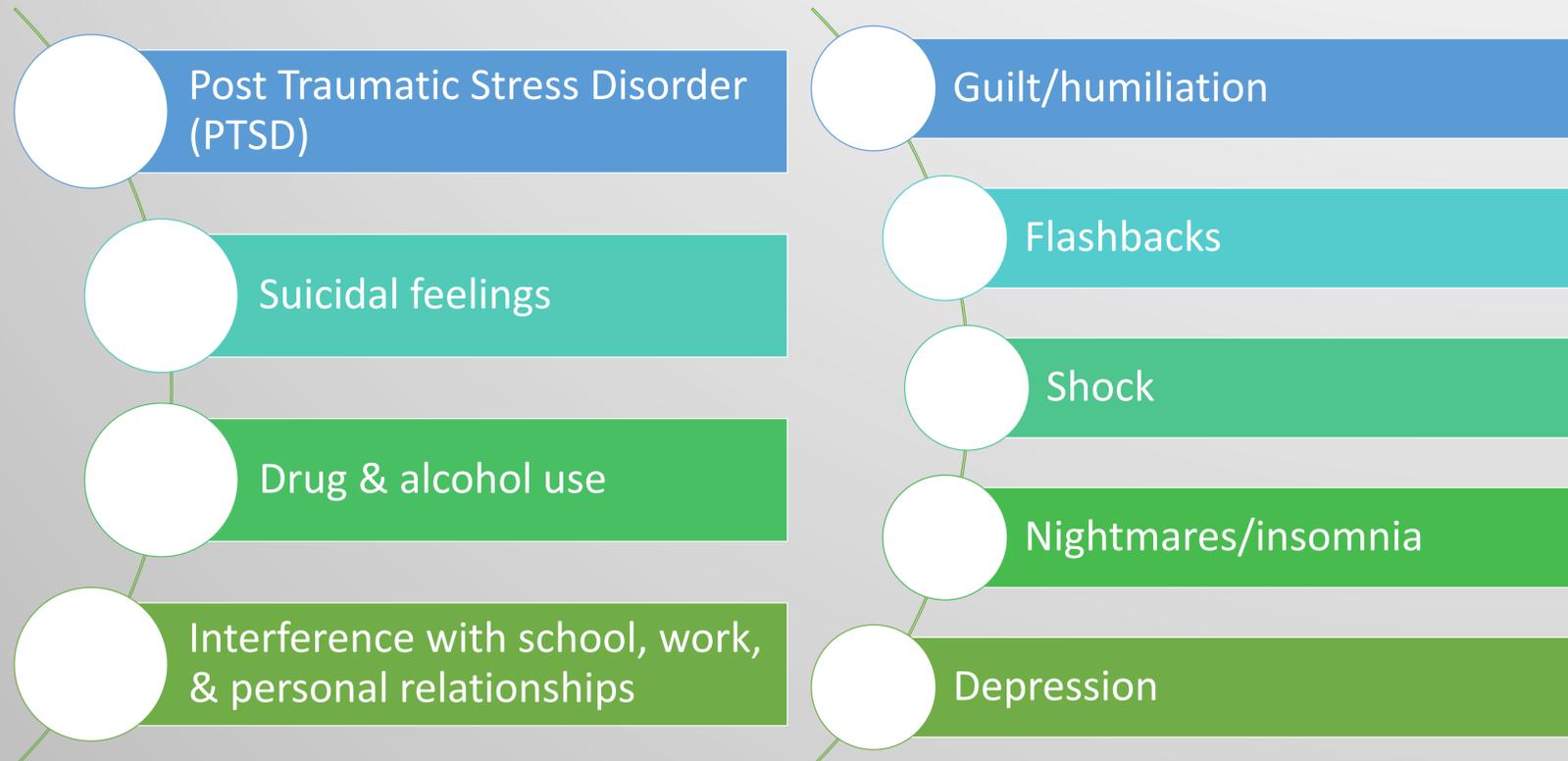
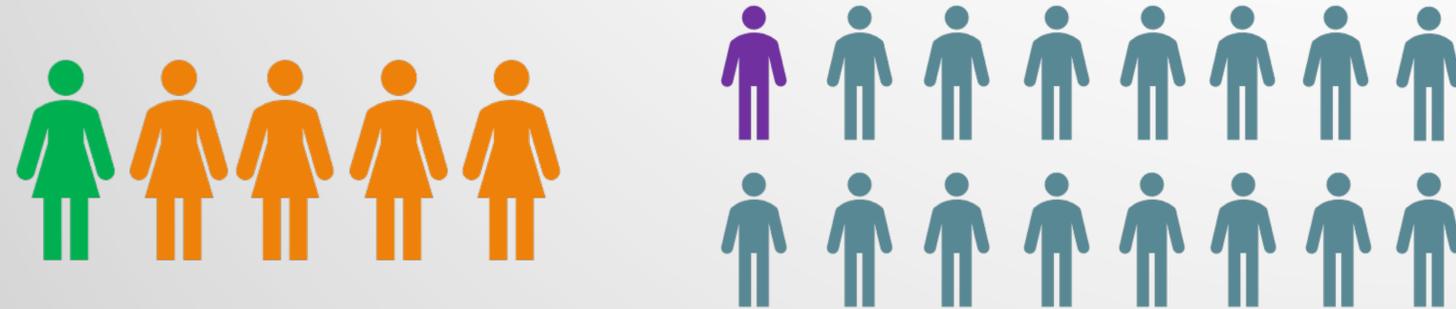
Methods

Results

Discussion

## Impact of Sexual Violence

## Bystander Intervention



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## Purpose

- Explore university faculty member's rape-supportive beliefs and bystander attitudes and behaviors
- Explore characteristics of faculty who were motivated to participate in a faculty bystander intervention program

## Design

- Cross sectional
- Online survey
- IRB approved

## Recruitment

- Survey was sent via email
- Non-probability convenience sample
- Trained faculty and non-trained faculty

## Measurements

- Demographic characteristics: age, race, gender, college, and position
- Illinois Rape Myth Acceptance Scale
- Bystander Attitudes Scale-Revised
- Bystander Behaviors Scale-Revised

## Data analysis

- Descriptive statistics
- Sample frequencies
- Independent samples *t* test

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## Participants

Total Sample: 167 participants

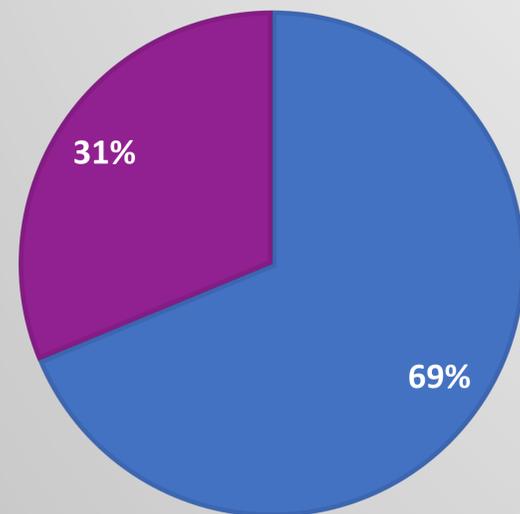
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Age:  $m = 48.36$  ( $SD = 10.672$ )

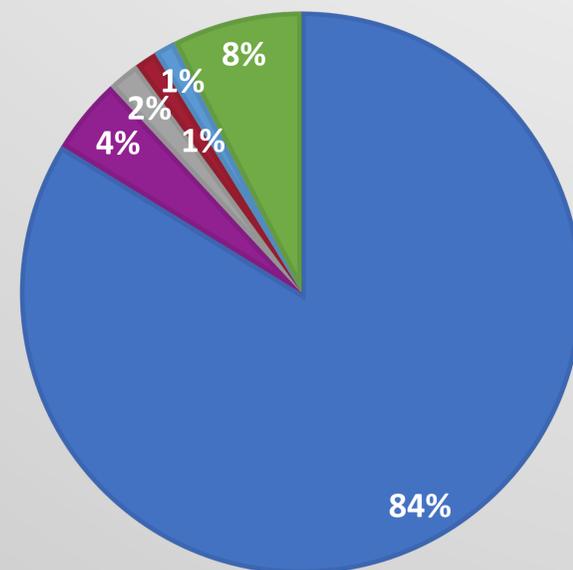
### GENDER

Female:  $n = 110$     Male:  $n = 50$



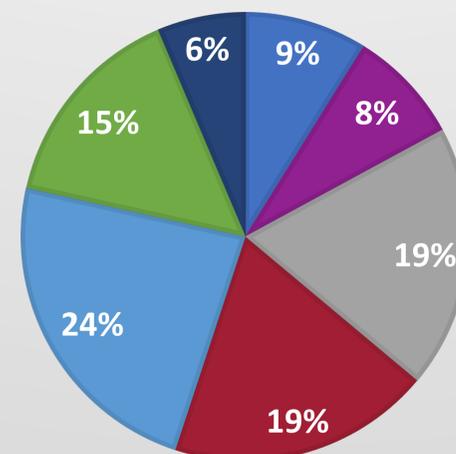
### RACE/ETHNICITY

Caucasian:  $n = 134$   
Black/African American:  $n = 7$   
Latinx:  $n = 3$   
South Asian:  $n = 2$   
Middle Eastern:  $n = 2$   
Multiracial:  $n = 12$



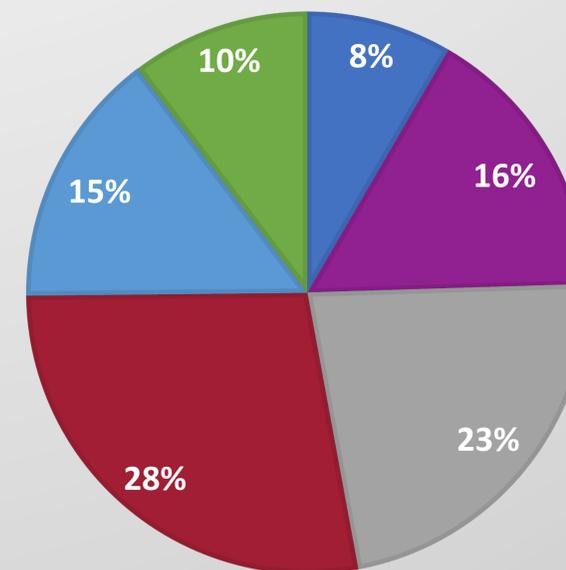
### COLLEGE

Communications:  $n = 14$   
Education:  $n = 13$   
Fine Arts:  $n = 30$   
Liberal Arts:  $n = 30$   
Nursing and Health Sciences:  $n = 37$   
Science and Engineering:  $n = 24$   
Other:  $n = 10$



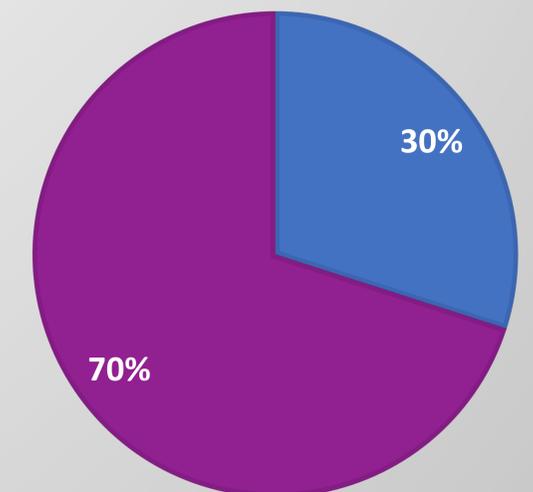
### POSITION

Staff:  $n = 13$   
Instructor:  $n = 25$   
Assistant Professor:  $n = 35$   
Associate Professor:  $n = 43$   
Full Professor:  $n = 23$   
Other:  $n = 16$



### BYSTANDER PROGRAM PARTICIPATION

Participants:  $n = 50$   
Non-participants:  $n = 117$



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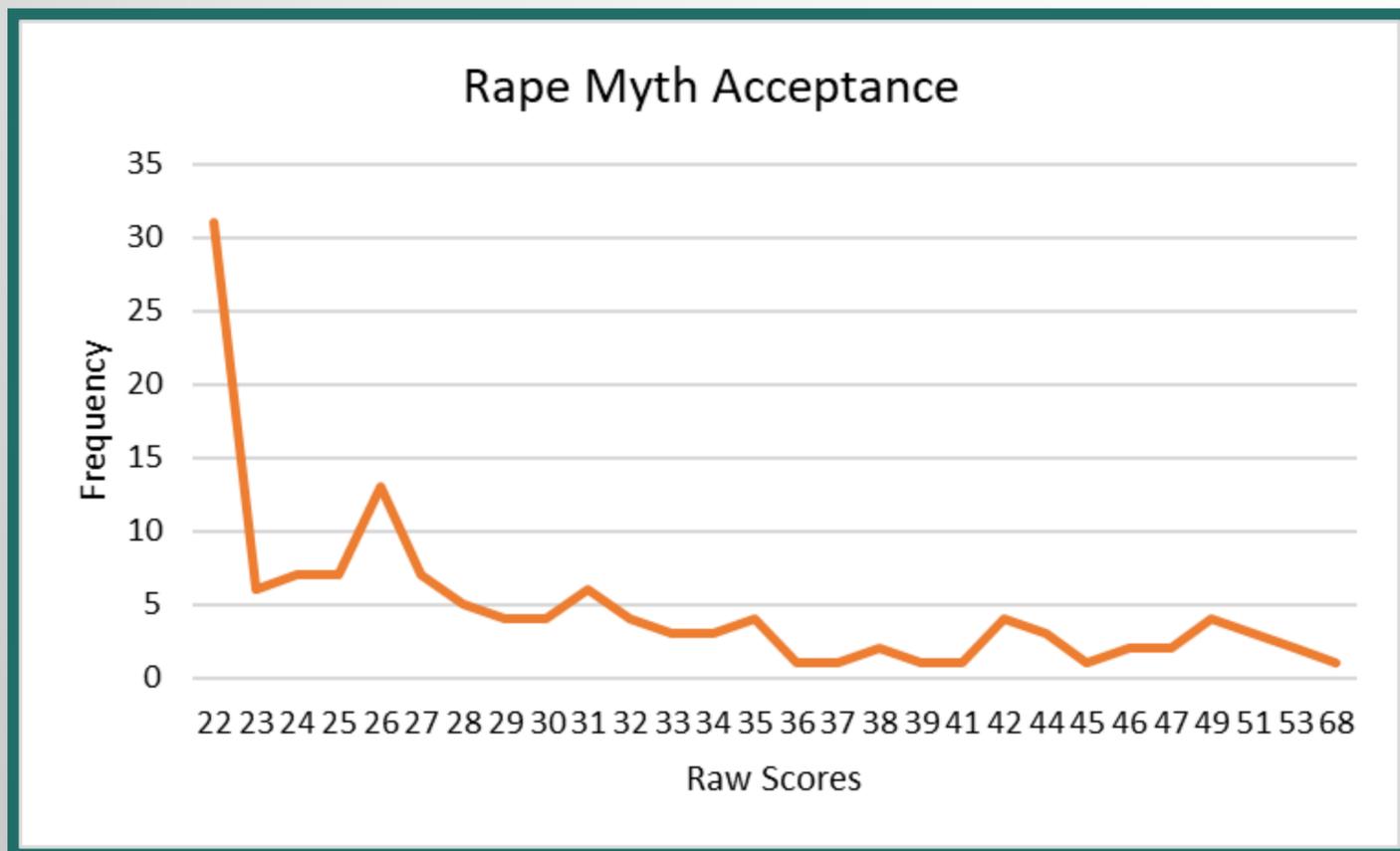


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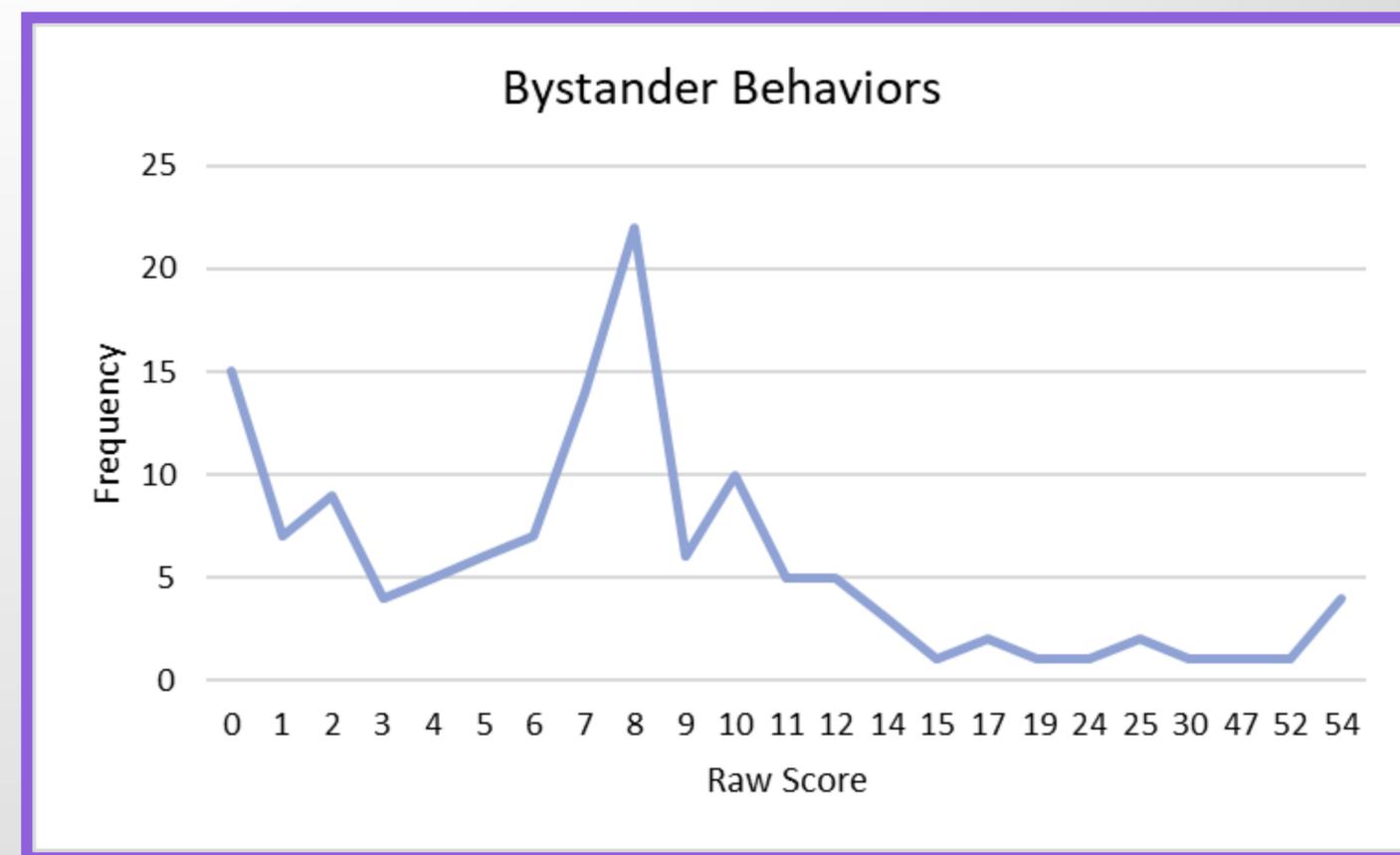
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Lower scores indicate more rejection of rape myths  
Higher scores indicate more acceptance of rape myths



Lower scores indicate more prosocial bystander behavior  
Higher scores indicate less prosocial bystander behaviors

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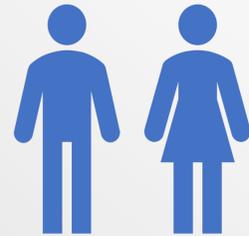
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Introduction

Methods

Gender predicted  
bystander behavior



The median scores for bystander behaviors for males and females were 8.00 and 6.50 respectively. Mann-Whitney's U test found significant effect was for gender ( $U = 1489.50$ ,  $Z = -2.34$ ,  $p = .019$ ). The mean ranks for men and women were 55.88 and 72.18 respectively indicating that men were more likely to engage in prosocial behavior than women.

Age predicted  
program participation



There was a significant difference in age between program participants ( $M = 44.67$ ,  $SD = 11.80$ ) and participants who did not attend the faculty bystander program ( $M = 50.13$ ,  $SD = 9.66$ ). Younger people were more likely to be involved in the faculty bystander program ( $t(137) = 2.897$ ,  $p = .004$ ).

College affiliation predicted  
program participation

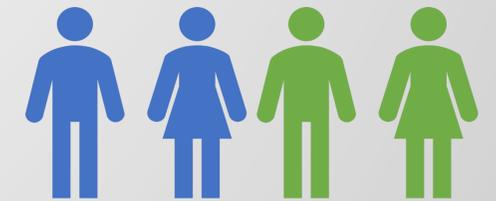


College affiliation significantly predicted program participation [ $X^2(6, N = 158) = 28.02$ ,  $p < .01$ ]. Program participants were more likely to be from the colleges of fine arts (31.3%) and education (14.6%). Non-participants were more likely to be from the colleges of communications (12.7%), nursing and health sciences (28.2%), and science and engineering (18.2%).

Results

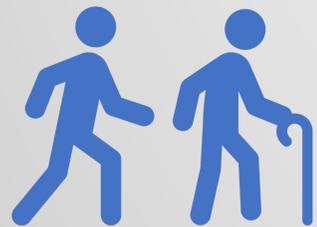
Discussion

Program reduced  
rape myth acceptance



The median scores for rape myth acceptance for program participants and non-participants were 25.00 and 28.00 respectively. Mann-Whitney's U test found significant effect was for gender ( $U = 1361.50$ ,  $Z = -2.60$ ,  $p = .009$ ). The mean ranks for participants and non-participants were 53.92 and 72.37 respectively indicating that participants were less likely to accept rape myths.

Age predicted  
rape myth acceptance



Age and scores on IRMA were positively correlated [ $r(165) = .270$ ,  $p = .004$ ] indicating that as age increases, acceptance of rape myths also increases.

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## Implications and Conclusions

Gender impacts prosocial behavior

- Faculty bystander programs should consider providing tips for all genders on how to engage as prosocial bystanders

Age impacts beliefs about sexual violence and willingness to participant in bystander intervention training

- Faculty bystander programs should target early-career faculty to encourage engagement of prosocial bystanders

Faculty bystander program was effective at reducing rape myth acceptance

- Faculty bystander programs should include a component targeting rape myths as these are still widely accepted beliefs

## Limitations

Small sample size

Skewed data

Post-test only design