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Undergraduates' Perceptions of Campus Response to Sexual Assault: A Butler University Case Study

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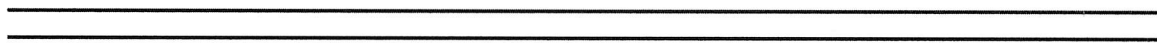
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**Undergraduates' Perceptions of Campus Response to Sexual Assault:
A Butler University Case Study**

A Thesis

Presented to the Department of Sociology and Criminology

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Julia Elizabeth Fryrear

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ABSTRACT

Sexual assault and misconduct on college campuses is a pervasive and long-standing problem. As such, students' views of campus climate, safety, and their universities' response and prevention policies and practices remain paramount. Using an anonymous survey, the current research examines how undergraduate students at Butler University perceive the campus climate regarding sexual assault and misconduct and how they interpret and assess the university's response. The questionnaire posed a series of questions concerning students' knowledge and access to resources, general feelings of safety, and interpretation of university responses. Findings suggest that most respondents believe their university handles sexual assault and misconduct moderately well, but most respondents do not feel comfortable navigating campus resources. Qualitative findings reveal an underlying belief that survivors are not always adequately supported at the university and that students do not trust university resources to meet the needs of someone who has experienced sexual assault or misconduct. Institutional policies and practices are discussed as a way to affect meaningful change on this college campus.

Keywords: Sexual Assault, Institutional Resources, Response and Prevention, University

Literature Review

During their lifetime, “81% of women and 43% of men will experience sexual harassment or assault” (NSVRC 2018 n.p.). Sexual assault is a pervasive and long-standing problem, particularly for college-age women: about 25% of college women report being a victim of an on-campus sexual assault within women students' first year of college (Miodus, Tan, Evangelista, Fioriti, and Harris 2023). Students who experience sexual assault may not identify as victims in part because definitions of sexual assault and sexual misconduct may vary from one institution to the next. Without a shared understanding and consistent definition of what constitutes sexual assault and misconduct, these experiences will continue to happen while lacking proper documentation or reporting.

Why do college campuses have higher rates of sexual violence? Armstrong, Hamilton, and Sweeney (2006) explore this question in their seminal article and find that college campuses are conducive to sexual assault due to their unique physical environment and social norms. Perpetrators rely on norms of behavior, like heavy alcohol consumption, associated with certain physical environments, like fraternities, to increase the possibility of assault. College campuses are physically conducive to sexual violence as the specific setting created by fraternity housing, bars, and dorms changes how men and women interact. University regulations force many students to attend social scenes in settings within male control as well as it causes a cluster of young, single, party-oriented people with a major concern about their social status (Armstrong, Hamilton, and Sweeney 2006). This increases risk factors as varying locations affect the amount of power individuals hold in situations. These locations create new and changing social norms of what is considered acceptable. For example, when in a fraternity house men govern the

distribution of alcohol as well as the guest list forcing the expectation for women to be “nice” and complicit.

Norms govern students’ behavior through informal rules that they learn through agents of socialization, including family, peers, and others with whom they interact (Bicchieri, Muldoon, and Sontuoso 2023). Social norms have the ability to play multiple roles in sexual violence. Perpetrators of sexual violence break a norm by violating another person’s bodily autonomy. Norms for victims of sexual assault, on the other hand, are potentially less defined, although certain patterns exist among victims after experiencing an assault (Herman 1992). These social norms are what shape our communities and how individuals interact within them. As a mid-sized residential campus composed of so-called “traditional” students, Butler University cultivates strong bonds among students, which thereby enforces social norms. Its sense of community leads to higher collective efficacy compared to other universities, such as large state institutions or commuter schools.

The literature in this area attempts to understand how sexual assaults and violence on campuses are being perceived and the relationship between colleges, high occurrence rates, and the victim-perpetrator relationship. This will include a deep dive into theories such as collective efficacy, rape myths, societal norms, symbolic interaction, and more, allowing each theory to then be applied directly to Butler as an institution. This study is being performed based on the woman’s experience with sexual violence. Though individuals in every community are affected and the LGBTQIA+ are at higher risk, the literature is not geared toward them as the research is focused on the cisgender woman’s experience. However, the research is not mutually exclusive as women can be a part of the LGBTQIA+ community.

Collective Efficacy and Defining Sexual Assault

Collective efficacy is the shared belief that through collective action, communities can achieve a goal or limit unwanted actions, like crime (Sampson, Raudenbush, and Earls 1997). This theory explains why neighbors feel a sense of togetherness and have expectations of one another. This includes reporting crimes, such as sexual assaults, and working to keep those who commit crimes away from the neighborhood. Collective efficacy is also why students feel the need to share their opinions on how they would make changes to current sexual assault policies. Their responses show that there is an expectation that sexual violence is wrong so there must be visible repercussions. A lack of social bonds may lead to social disorganization. Shaw and McKay (1972) define social disorganization as the inability of a community to realize the common values of residents and maintain effective social controls (Shaw and McKay 1972). Social disorganization theory emphasizes that the quality of the social relationship and the physical environment influence one's actions. If a neighborhood has strong social bonds and high collective efficacy, then the crime rates should be lower. If the neighborhood lacks strong bonds and cannot/do not work together, then crime rates should be higher (Cullen and Wilcox 2010). This is because there is no informal control to stop crime from occurring.

Within the context of a university, there are formal and informal rules in place to prevent sexual violence; however, it does not stop it from occurring. This could be caused by students being unaware of what defines sexual assault or maltreatment or that the possible repercussions are not discouraging enough. When informal rules are not strong enough to stop actions, then formal or legal rules must be created or enacted. For example, the Butler Code of Conduct clearly states that sexual misconduct is prohibited. It goes against the Butler mission, vision, and values as well as federal law governed by Title IX. Within the code of conduct sexual misconduct is categorized as sexual harassment, domestic violence, dating violence, stalking,

sexual and gender-based discrimination, sexual exploitation, sexual assault, and retaliation (Butler University Sexual Misconduct Policy 2023). My definition of sexual misconduct follows closely with Butler's definition. I would like to reinforce the definition as all sex or gender-based discrimination and harassment violations as well as encompassing a range of behaviors including sexual harassment, nonconsensual sexual contact, nonconsensual sexual penetration, and sexual exploitation.

Sexual assault is a type of misconduct as shown within the Butler University code of conduct; however, Butler does not specifically define sexual assault as its own entity. The lack of definition can lead to many being unable to identify what has occurred to them. There is a battle of definitions between scholars and institutions. This leads to individuals struggling to identify their situations as well as groups and organizations contesting over facts and interpretations of situations (Gleckman-Krut, Armstrong, Bonar 2022). A popular definition of sexual assault is "any loss of physical autonomy through unwanted actions of a sexual nature. This definition includes not only sexual activity forced through physical violence, but also sexual activity forced through incapacitation, coercion, and other power disparities. It includes not only rape but also other unwanted sexual touches" (Bedera and Haltom 2019). This definition is used at the University of Michigan and the University of Nebraska-Lincoln. It will be the definition I will use whenever I refer to sexual assault in my research and analysis.

Under the Biden administration, changes are being made to Title IX. The Title IX policy left in place by the Trump administration allows survivors to be cross-examined. If the complainant chooses not to be cross-examined, then the respondent has an opportunity to file defamation charges, as in the case of Saifullah Khan (Patel 2023). After Khan was expelled for assaulting his fellow student and acquitted in court, he filed a defamation lawsuit against the

complainant/plaintiff. These current laws increase perpetrators' power, decrease trust in systems of justice, and disincentivize reporting.

Although limited, some researchers have investigated whether student attitudes shift based on the application of sanctions by a university. For example, Chahal, Li, Follingstad, and Renzetti (2022) examined attitudes toward believing complainants based on the assignment of guilt and severity of punishment for respondents who are found responsible. They found a relationship between belief in rape myths and victim-blaming based on the university's response.

The idea of a rape myth was coined by MR Burt as “prejudicial, stereotyped, or false beliefs about rape, rape victims, and rapists” (Burt 1980:217). Through further development, rape myths are seen as ideas of the nature of men, women, sexuality, and consent that create an environment conducive to rape (Armstrong, Hamilton, and Sweeney 2006). Examples include men’s illegal actions being justified due to men being “naturally sexually aggressive” or the belief that women “asked for it.” These myths allow for victim blaming to occur. The acceptance of the myths translates the issue of sexual assault from an individual issue to a large-scale societal problem.

Victim blaming is defined as the “transference of blame from the perpetrator of a crime to the victim-survivor, who is held entirely or partially to blame for the harm they suffered” (Ryan 1972). The idea of victim blaming allows for a scapegoat to be created. The perpetrator uses the societal power and identity they hold to defer blame. This enforces the symbolic interaction that occurs in situations of sexual violence.

Symbolic interaction reinforces that actions, symbols, and language all hold meaning within our society (Mead 1934). This theory is one of the foundations of sociology originally developed by George Herbert Mead but has been used as the base to understand much of the

social interactions experienced. A component of symbolic interaction is the labeling theory developed by Howard S. Becker in his book *Outsiders* (1963). Labeling theory is when an identity is given to an individual by society thus affecting their view of themselves. In instances of sexual assault individuals do not want the identity of a victim as a label. This forces individuals to admit they are not “okay” to themselves and others in society. The label of a victim forces survivors who are struggling to feel a sense of disempowerment.

Power and the Role of Institutions in Sexual Assault and Misconduct

Power is at the root of sexual violence: sexual violence may be used as a tool to demonstrate an individual’s power. The matrix of domination is a theoretical approach exploring the multiple axes of inequality based on race, gender, economic status, and other social identifiers that shape the power one holds in society (Collins 1990). Women on college campuses often feel more at risk of victimization as they perceive themselves as less powerful relative to men, but this feeling may also be the result of inequalities rooted in race, ethnicity, social class, ability status, and citizenship, among other factors. An intersectional framework makes clear that students are not all similarly situated: some groups of students are more vulnerable to harm than others, and some groups of students are more likely to garner institutional attention and protection compared to others (Crenshaw 1989).

More women have filed complaints and stepped forward with their stories of sexual assault and abuse in recent years, but the issue has not been solved. For example, the University of California newspaper investigated women’s experiences of unwanted sexual attention by a Berkeley professor, as well as sexual assault and harassment by the general Berkeley population (Benson and Thomson, 1982). The majority of respondents (59%) reported experiencing harassment occasionally while at Berkeley. Findings also showed that 31% had been sexually

harassed by a male professor (i.e., authority figure) while at Berkley. Therefore, the women recognized the high frequency of sexual assault with little adjustment to policy and prevention efforts by the university. Due to power dynamics between men and women, broadly, and a male professor and women students, more specifically, saying “no” may not seem like a viable option, or if they do say “no,” they may not be listened to.

The reach of power held by perpetrators does not stop at the victim, institution, or policies, but also includes sociological study and theory. There is a major lack of research and it is because this topic of study has not been seen as enough of an issue to continue research. From 1975 to 2017 the *American Sociological Society* and *Annual Review of Sociology* collectively published 13 articles based on sexual violence (Armstrong, Gleckman-Krut, and Johnson 2018). When there is a lack of empirical research that investigates this problem, there is no reason for society to work for changes to be made. This overall lack of research sustains inequality; however, I am optimistic that research will continue and policy implications will be changed in favor of the public opinion supporting survivors. For this to be done it must be recognized that sexual violence is a mechanism of inequality that increases in power as an individual is silenced. Therefore we must amplify survivors who are willing to speak out. This can be done through supporting them when they come forward and ensuring a safe environment is being given. One way of fixing this is based on addressing the structural inequalities within our educational institutions. This can be headed by faculty and staff to shape structural-level policy intervention for sexual violence (Gleckman-Krut, Armstrong, Bonar 2022).

Sexual Assault and Misconduct in the “Butler Bubble”

Butler Students live within the “Butler Bubble,” which is the physical university campus including all housing, academic buildings, and the surrounding area such as university sports

fields. If viewed on a map it would be seen from 52nd Street to 42nd Street and Boulevard Pl to Michigan Rd. The bubble is significant as it allows students to feel comfortable and safe while in a metropolitan city classified with a midtier crime rate (U.S. News & World Report 2020).

Therefore, Butler students may have overestimated their safety within the bubble, especially with regard to sexual assault and misconduct. If this is true, Butler University is not alone.

Sexual assault and misconduct have historically been, and continue to be, underreported on college campuses, due in part to fear of retaliation and universities' culture of silence regarding sexual assault (AAUW n.d.). Title IX of the Education Amendments of 1972 was created to “bar sex discrimination in education programs and activities offered by entities receiving federal financial assistance” (United States Department of Justice 2012:1). Title IX was intended “to ensure safe and non-discriminatory school environments, [and] actively enforce[s] Title IX and other laws prohibiting sexual harassment and violence” (United States Department of Justice 2012:6). One important outcome of Title IX is that every school must have a Title IX coordinator, and these coordinators are school employees. Therefore, it is possible that Title IX coordinators or their corresponding offices could feel conflict over protecting the university's reputation and doing what is necessary to provide sex-based equal opportunities in higher education, particularly in cases of sexual misconduct. Whether or not this is the case, such beliefs could be bolstered by recent events, like legal cases that allege university wrongdoing.

Butler University was recently sued for mishandling a Title IX case regarding a 2016 assault.¹ The plaintiff's representative explained that her client did not feel heard until two other women came forward with similar allegations. The plaintiff claimed that Butler University and the Title IX office did not give her the proper support resources or provide the option to file a

¹ The following suit is related to this 2016 case: *M.H. v. Butler University et al.* (Case No. 1:2018cv02633).

police report (Ryckaert 2018). Although this case was dismissed by the U.S. District Court for the Southern District of Indiana in 2019, another case shook the Butler community soon thereafter.

This year, there were allegations of sexual misconduct by a former² Butler women's soccer trainer, who has been accused of sexual misconduct by multiple players³. While no *legal* decisions have been made regarding these most recent cases, this series of lawsuits caused some students to voice their concerns about whether legal action was necessary for institutional change to occur.

The class of 2024 has now witnessed two highly public reports of sexual assault and misconduct during their time at Butler. The example of the women's soccer team is the most recent; however, the alleged misconduct began when these students were first-year students. In addition, a basketball player was charged with sexual battery after allegations of sexual assault of a classmate led to his expulsion from Butler University. The university had a clear stand within its "zero-tolerance policy." These instances establish the importance of the University speaking about response and prevention efforts as students create perceptions based on the media and personal experience. There is a clear lack of longitudinal research on this topic, but preliminary studies such as *Prevention of sexual violence among college students: Current Challenges and Future Directions* (Bonar, DeGue, Abbey, Coker, Lindquist, McCauley, Miller, Senn, Thompson, Ngo, Cunningham, and Walton 2022) enforce the need for active bystander, resistance, and gender transformative approaches, especially at a larger university community level are needed for students to not only want to step in but also feel supported in coming forward. This is a

² The trainer is no longer employed by the University (Thompson 2023).

³ The following suits are related to the alleged misconduct: *Doe v. Butler University et al.* (Case No. 1:2023cv01302), *Doe 2 v. Butler University et al.* (Case No. 1:2023cv01303), *Doe 3 v. Butler University et al.* (Case No. 1:2023cv01306), and *Doe 4 v. Butler University et al.* (Case No. 1:2023cv01457).

necessity for the inclusion of marginalized individuals and acknowledgment of all vulnerability factors (Bonar, DeGue, Abbey, Coker, Lindquist, McCauley, Miller, Senn, Thompson, Ngo, Cunningham, and Walton 2022). As students at Butler and beyond grapple with the knowledge that sexual assault and misconduct happen on their own campuses, universities must address these issues so students feel secure and safe.

RESEARCH METHODS

My research sought to understand students' perspectives of the campus climate regarding sexual assault and misconduct, including attitudes toward university response, prevention, and resources, as well as overall feelings of campus safety. My research explored two related research questions: How do Butler University undergraduate students perceive the campus climate regarding sexual assault and misconduct? (R_1), and How do Butler University undergraduate students assess and interpret university responses to campus sexual assault and misconduct? (R_2). I hypothesized that participants would have an overall negative perception of campus climate (H_1) and they would provide a negative evaluation of university response (H_2).

The first research question (R_1) examined the prevalence of sexual assault on campus from students' perspectives along with the types of individual-level safety protocols implemented to avoid victimization, and interpretations of the university's alleged mishandling of sexual misconduct cases as represented by lawsuits. The individual level provides an opportunity to examine students' personal beliefs about sexual assault and existing knowledge. My second research question (R_2), examined students' evaluations of the university's response and prevention strategies. These questions assessed the perceived level of university support for survivors, particularly those assaulted on campus, and students reported a level of comfort identifying and navigating institutional support services, such as the Title IX office, the Office of

Student Advocacy, and the Butler University Police Department (BUPD). Taken together, my research questions examined perceptions of organizational and individual-level responses to the social issue of sexual assault on a college campus.

To investigate these questions and test my hypotheses, I created two original Qualtrics survey forms. The initial survey collected identifying information to ensure that participants were full-time Butler University students over the age of eighteen during the 2023-2024 academic year. Identifying information included participants' Butler University email addresses. These data were kept confidential. Once participants verified that they met participation parameters and consented to participate in this study, the initial survey form redirected participants to a second, anonymous form containing substantive, attitudinal questions regarding campus climate and university response, as well as basic demographic questions (i.e., gender, race-ethnicity, and year in school).

This second survey form included attitudinal questions and constituted the core of data collection. The questions varied between knowledge of the topic, comfort level interacting with resources, and conversations about sexual misconduct as well as the students' feelings about campus safety. Participants ranked their opinions and answered open-ended follow-up questions. The follow-up questions allowed me to better understand participants' perspectives, experiences, and feelings. By using two Qualtrics survey forms (see Appendix), I prevented ballot box stuffing and ensured an appropriate sample, while also ensuring that responses to attitudinal questions could not be linked to identifying information. Because responses to this survey were anonymous, participants did not need to be concerned with repercussions for any response.

This study used convenience sampling. A weakness of this sampling method is that my sample may not be representative of the Butler student population. The survey was posted on

Butler Today, shared through student group chats, emailed to different academic departments (i.e., Department of Sociology & Criminology, Department of Psychology, and Honors Program), and flyers with study information were hung throughout campus buildings. The total number of completed surveys was (N=137). I used a descriptive research design to better understand the problem of sexual assault on Butler's campus. This included a combination of quantitative and qualitative measurements within the second survey form. I used SPSS for statistical analysis and a deductive coding technique for open-ended questions in DeDoose.

My research goal is to develop a deeper understanding of students' interpretations of university response to campus sexual assault. The findings generated from this study allow for a review of current university policy, specifically the role of the Title IX office. After completing my research I have created recommendations to strengthen support for survivors while encouraging fair investigations for all parties involved.

FINDINGS

My research investigates the relationship effects between two or more independent factors and a series of dependent variables (Neuman 2007). A key recognition in my research is that students have different opinions based on their position within the social structure. Thus, the independent variables in my research will be year in school and gender identity. In general, different views are held depending on how long one has been on campus and one's gender. The risk of sexual assault differs by gender so this may be related to differences in recognition of sexual assault as a social problem. Throughout my research, I focused on six independent variables: Gender Identity, Race, Year in School, First-Generation Status, College,⁴ and Greek Affiliation. I discuss my findings regarding perceptions of sexual assault on campus and evaluations of university resources in the space below.

⁴ "College" refers to the college that houses a student's primary major (e.g., College of Liberal Arts & Sciences).

Demographics

A total of 137 undergraduate students enrolled full-time at Butler University in the 2023-24 school year participated in this study. The majority identified as women, cisgender, white, not first-generation students, and had majors in the College of Liberal Arts & Sciences. Participants were evenly distributed among years in school and Greek affiliation.

Gender identity.

The majority (n=116; 84.7%) of participants identified as women, while 19 (13.9%) identified as men, and 2 (1.5%) individuals identified as nonbinary. The majority (n=128; 95.6%) of participants did not identify as transgender. Two (1.5%) transitioned from male to female-identifying and 3 individuals (2.2%) reported they were gender nonconforming. Given the extremely small sample size of nonbinary and transgender students, these responses were removed from statistical analyses involving gender.

Race.

Based on the Butler University Factbook (2023-2024), We know that the primary race represented at Butler University would be white (79.2%). Butler being a primarily white institution was reaffirmed in my data collection: the majority of respondents reported identifying as White (n=103; 76.9%).

Table 1. Participants' Race-Ethnicity

Race	Frequency
White	103 (76.9%)
Two or more races	21 (15.6%)
Hispanic, Latino, or Spanish Origin	4 (2.9%)
Asian	3 (2.2%)
Black or African American	2 (1.5%)
Prefer not to respond	1 (0.7%)
Total	134 Students (100%)

Year in school.

A total of 43 (31.4%) first-year students, 35 (25.5%) sophomores, 29 (21.2%) juniors, 29 (21.2%) seniors and 1 (0.7%) fifth-year student participated in this study. For all analyses using year in school, the fifth-year student was excluded from analysis due to the small sample size.

First generation.

In this study, 124 (92.5%) participants did not identify as first-generation college students. Ten (7.5%) respondents reported being first-generation college students. Due to the small sample of first-generation responses, this variable was excluded from statistical analysis.

Greek affiliation.

Respondents were split evenly on whether or not they were affiliated with Greek Life. A total of 67 (50.0%) reported being actively affiliated and 67 (50.0%) individuals were not affiliated.

College.

The vast majority of participants held majors housed in the College of Liberal Arts and Sciences (n=90; 66.2%). Other colleges represented include Lacy School of Business (n= 13; 9.6%), College of Pharmacy & Health Sciences (n=13; 9.6%), College of Communication (n=3; 2.2%), Jordan College of the Arts (n=7; 5.2%), College of Education (n=2; 1.5%), and two or more colleges housing respondents' majors (n=8; 5.9%).

Findings

University perception.

A total of 131 respondents answered the question, "In your experience as a Butler student, how common is it for students to experience sexual assault (1=Not common at all, 5=Extremely common)". The majority of students reported viewing sexual assault as a "moderately common" issue (n=42; 32.1%). The mean (\bar{X}) was 2.31 with a standard deviation (σ) of 1.03. Of the 131

respondents, the majority of those who identified sexual assault as “moderately common” were women (n=36; 32.4%), whereas the majority of men replied that sexual assault was “somewhat common” on campus (n=7; 38.9%). For women, the mean (\bar{X}) was 2.36, with a standard deviation (σ) of 1.06). The average of how common of an occurrence for men was lower (\bar{X} =1.94, σ =0.80). Using an independent sample T-test, this gender difference was statistically significant (F=3.998, p<.05).

Greek affiliation was another significant factor in perceptions of commonality regarding sexual assault (F=4.537, p<.05). The majority of those involved in Greek life viewed sexual assaults as “moderately common” (n=22; 33.3%), while the majority of those not in Greek life selected “somewhat common” (n =22; 33.8%). The average of those affiliated was 2.53 with a standard deviation of 1.12. Although there was a large range, more unaffiliated respondents reported that sexual assaults are not common on campus (n=20; 30.8%) than those who are affiliated with Greek life (n =14; 21.2%). The unaffiliated individuals’ mean was lower than those involved in Greek life (\bar{X} = 2.09, σ =0.90).

A total of 131 respondents answered the question, “In your opinion, how serious of an issue is sexual assault on campus?” (1=Not serious at all, 5=Extremely serious). The majority of women found sexual assault to be “moderately serious” (n =35; 31.0%), followed by “extremely serious” (n=29; 25.7%); however, the majority of men said that sexual assault is “very serious” (n=10; 55.6%). For women the average (\bar{X}) was 3.44 (σ = 1.16), while men had a mean (\bar{X}) of 3.72 (σ = 0.96). Using an independent sample T-test, the difference between men and women was statistically significant (F=3.883, p<.05).

Evaluation of resources.

A total of 107 respondents answered the question, “In general how well does the university respond to cases of sexual assault?” (1= Not well at all, 5= Extremely well). The majority of these respondents (n=44; 41.1%) stated the university responds “moderately well” to cases of sexual assault ($\bar{X} = 2.63$, $\sigma = 0.94$).

A total of 104 undergraduates answered the question, “In your opinion, are there any sexual assault resources the university has not implemented that would be beneficial to survivors?” (0=No, 1=Yes). The majority (n=72; 69.2%) of these respondents did not believe Butler is lacking in sexual assault resources. Most (n=60; 68.2%) women did not believe that Butler needed to add any resources and most (n=10; 83.3%) men did not see a need for additional resources.

A total of 128 respondents answered the question, “Do you know of any sexual assault resources offered by Butler to their students?” Most (n=105; 82.0%) of the 128 respondents stated that they knew of at least one sexual assault resource offered to students. A general familiarity with resources was not statistically significant based on gender or year in school. However, when asked if students know of resources offered to Butler students, there was a statistically significant difference between students who were or were not affiliated with Greek life ($F=4.661$, $p<.05$); those who were affiliated with Greek life were better able to identify sexual assault resources.

Of all sexual assault resources, BUPD was the most well-known (n=98; 93.3%). Approximately one-third of respondents (n=38; 36.2%) were confident in recognizing all five of the sexual assault resources offered on campus (i.e., Butler University’s Title IX Office, Butler University Police Department, Office of Student Advocacy (formerly known as the Sexual Assault Response and Prevention), Counseling and Consultation Services, and Center for Faith

and Vocation). The Center For Faith & Vocation was the least known resource (n=63; 60.1%); however, over half of the respondents were still able to identify it as a resource provided on campus. Although most students recognized at least one resource when asked, “How confident would you feel navigating Butler Sexual Assault resources if a friend needed them,” the majority stated they were “moderately confident” (n=38; 34.6%) or “somewhat confident” (n=37; 34.6%). When examining responses by gender, those who identified as women most often felt “somewhat confident” (n=34; 36.7%, $\bar{X}=2.52$, $\sigma=1.05$) and men most often reported being “moderately confident” (n=5; 41.7%, $\bar{X}=2.58$, $\sigma=1.00$).

One common sentiment of discontent reflected in these open-ended data was the feeling that Title IX and other university resources feel “legal.” When asked, “In your opinion, what could the Title IX office have done better?” one respondent spoke of their experience with Title IX stating that it felt, “like a courtroom forcing my friend to justify her assault.” Another respondent said, “Legal advocates would be helpful, everyone can have counsel at a Butler Title IX hearing but if one person does and one doesn’t is that Justice? This wouldn’t fly at a public university or in the actual justice system. Why should survivors feel safe at Butler when they aren’t guaranteed protection [*sic*].”

A total of 71 students responded to the open-ended question, “How could the University improve its response to sexual assault?” A trend regarding communication emerged in these responses. One student wrote,

In terms of communication with the students as a whole, we get a timely warning email and then no follow-up at all. We are made aware of a violent sexual attack that occurred on our campus and then are never told how they are proceeding or if the perpetrator is still going to be stopped, arrested, is known at all, has the opportunity to hurt someone else, has been reprimanded by Butler, etc. --- it is scary to get a timely warning and then no further info or updates.

A different student wrote,

I wish the university had a better follow-through. There are some great resources like no contact orders, but how can they actually make this happen? What stops someone from walking into a building on campus?

Another respondent spoke of these Timely Warning emails as a “business email.” A different student spoke of “more communication of resources - NOT JUST WHEN BAD THINGS HAPPEN [*sic*].” Responses to these open-ended questions suggest that those who are not as content with Butler's resources prefer a more survivor-focused approach to sexual assault resources, such as increased therapy options and support groups for survivors of sexual violence as well as more communication from the university about student safety and resource accessibility.

Personal safety.

I used three questions to assess feelings of personal safety: “In general, do you feel comfortable walking alone on campus during the day?” “In general, do you feel comfortable walking alone on campus at night” and “Do you carry a personal safety device?”

Overall, the majority of students (n=105: 98.1%) felt comfortable walking alone on campus during all times of the day. During the daytime, two respondents (1.6%) stated they did not feel comfortable on campus. There was a stark increase relative to daytime comfort when examining comfort walking alone at night: 39.4% of women (n=37) and 8.3% of men (n=1) stated that they did not feel comfortable walking alone on campus at night. While one (8.33%) man reported carrying a personal safety device, almost half (n=44; 46.8%) of women reported carrying one. This gender difference was found to be significant ($F=180.1666$, $p<.05$).

Respondents said their personal safety device is often kept on their keys or their backpacks, and the majority reported having pepper spray (n= 35; 77.8%) or a personal safety keychain (n=19; 42.2%) that creates a loud noise when activated.

DISCUSSION

Sexual Assault is a long-standing social issue many college women are faced with, about 25% of college women report being a victim of an on-campus sexual assault in their first year of college (Miodus et al. 2023). A clear gender difference emerged in this study. Butler's undergraduate student population is about 60% female and 40% male (*U.S. News & World Report 2023*). There was a statistically significant difference in the perception of sexual assault by undergraduate women versus undergraduate men: more men viewed sexual assault as an "extremely serious" issue, but more women stated it was a "common" occurrence. This suggests that women are more desensitized to sexual violence, potentially due to the gender socialization women experience throughout their lifespan. Women are taught from a young age that they must guard themselves from becoming victims of sexual violence. This includes preventative measures, such as watching how they dress, avoiding men when alone in public, not getting drunk in social settings, and avoiding all signs of flirtation. In other words, sexual assault has been normalized for women and cultural change needs to occur. This may be particularly true for Greek-affiliated students.

Butler University is composed of 38% affiliated students in Greek fraternity and sorority life (Butler University Fraternity and Sorority Life 2023). Given that there were statistically significant differences in opinions based on affiliate status, it is imperative to examine why such differences exist. As Armstrong, Hamilton, and Sweeney (2006) established, the physical environment of college campuses creates the perfect place for sexual assault to occur. The men and women affiliated with Greek life in this study saw sexual assault as more common than those who were not affiliated, which makes sense when one considers that a large amount of sexual assault cases occur in fraternity housing and around a drinking culture (Armstrong, Hamilton, and Sweeney 2006).

University Response and Prevention Efforts

Overall, students seemed relatively satisfied with university response and prevention efforts. Upon evaluation of my research questions: “How do Butler University undergraduate students perceive the campus climate regarding sexual assault and misconduct?” and “How do Butler University undergraduate students assess and interpret university responses to campus sexual assault and misconduct?” I found that my hypotheses could not be supported. The student response reflected general support of the university's belief that sexual violence is a serious issue; however, it showed that it was perceived as a moderately common experience. Students recognized resources and did not believe more resources needed to be added. On campus, the majority of individuals reported feeling safe walking alone on campus during the day and at night. These are all positive indicators that students are benefitting from the university's current sexual assault responses and prevention efforts. However, some students offered important criticisms that could be used to better campus climate and support survivors of sexual violence. I detail my findings and suggestions for improvement in the area below.

To ensure students are supported, the university must reinforce sexual assault prevention and response efforts across campus—there are many options for students, but they could be better publicized, especially for women as this demographic was less confident navigating sexual assault resources on campus. Based on survey responses, the majority of students could identify at least one university sexual assault resource. Although students know resources exist, many do not feel confident navigating the resources and feel there are “too many steps” to locate them (American Association of University Professors (AAUP) 2017). One solution may be to create more multimedia marketing for these resources so that students are more often exposed to them.

The most recognized resource on campus is the BUPD due to its large presence on campus, use of social media, and easy access due to the contact information being on every student ID card. Every student ID includes their address, phone number, the number for a victim advocate, and escort services. If the BUPD awareness model is replicated by other offices, I believe there would be greater success in increasing the confidence of the student body in the university response and prevention of sexual violence on campus. Students would recognize the individuals who are available to help, have easy access to contact information and recognize more resources available. Other Butler offices, such as Counseling Services, Butler University Police Department (BUPD), and the Office of Student Advocacy all utilize social media platforms to highlight resources; however, only students who follow them are likely to see their posts. A larger presence across multiple media platforms (e.g., dining hall or Starbucks televisions) may create a greater reach. An increase in marketing will also reduce student doubt that these cases are not being properly addressed.

In their survey responses, many students highlighted the value of the Sexual Assault Response and Prevention Office (SARP), which has now been dissolved. This office and its duties have shifted to the Office of Student Advocacy and BUBeWell. This means that more individuals are becoming involved in prevention, which is a step in the right direction; however, it caused students to wonder if there would be an increase in confidential resources. The Director of Student Advocacy, Jules Grable, was repeatedly named in my survey as “the best resource on campus.” Students spoke highly of their experiences with her. One student said, “She found all the resources I needed and more while ensuring I never felt like a victim.” Based on the overall, positive student response to Ms. Grable and the Office of Student Advocacy, I

recommend increasing the staff in this office to ensure there are more confidential services on campus.

For prevention, students perceived the main educational platform as a single required course during orientation. I urge the university to require a secondary educational event. Based on survey responses there was positive feedback from those who have attended previous optional events such as those put on by the Office of Student Advocacy or Green Dot training. Based on this feedback and the significant difference of Greek affiliation in the perception of commonality, I recommend that prior to moving into Greek housing, each chapter must attend a sexual assault prevention and response training exposing all members to sexual assault resources again and familiarizing them with university staff in these offices.

Throughout the study's open-ended questions, students often mentioned that the "Butler Bubble" is built on support for survivors of sexual assault and holding students, faculty, and staff accountable. As the university and students work to uphold this culture, the current policies must be updated to reflect the constant societal change.

CONCLUSION

The study was conducted with the hope of creating policy recommendations based on student responses. Based on the research by Collins (2016), Title IX may be interpreted as an extension of the criminal justice process, thus discouraging students from wanting to utilize the service and making students feel uncomfortable during the process. This was supported in the open-ended responses to this survey. Students often felt that Title was "legal" or a "court of law" causing them to feel discouraged from seeking help. Based on recommendations from Collins's (2016) research and findings from this study, I suggest universities, like the one under study here, emphasize that Title IX is a service built for students, not a court of law.

I recommend that University policy and the Title IX office are survivor-focused. Although Title IX must work to investigate accusations under the pretense of innocence until proven guilty, it is not a court of law: all actions must be taken for a survivor to feel safe as soon as someone makes a report to Title IX. While many universities have created a thorough list of supportive measures for survivors—including academic adjustments, escorts, housing adjustments, building bans, administrative no-contact orders, dining adjustments, and extracurricular changes—students in this study believed there was a lack of enforcement of protection procedures. This may prevent survivors from coming forward out of fear of the university’s inability to practically protect survivors in day-to-day life.

Language is a powerful tool, especially when it comes to sexual assault. If the language does not support survivors then it gives power to those causing harm. In my research, students often spoke of wanting survivor-focused action and a lessening of the criminal legal feel of Title IX. Many spoke of contacting university police if they wanted a formal investigation. Based on responses to this survey, I recommend a change to Title IX language at the federal level to make the process more accessible to students who may already feel disempowered and disoriented by having experienced sexual assault in the first place. For example, a respondent wrote, “The language used is belittling it honestly makes me feel dumb for not understanding what the next step is [*sic*].” For example, the “adjudication process” refers to the process of deciding the outcome or sanctions. If written in simpler, more accessible language, students might better understand the events transpiring and feel more prepared to pursue adjudication.

Policy is created to uphold the ideals of our society and enable change. As the push to end sexual assault is made the policy must reflect necessary changes. The implementation of recommendations such as those established here and based on future research will allow for a

better future for limiting sexual violence. This is the start of an important change so all students feel protected and supported by their universities.

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APPENDIX

PHASE 1 SURVEY FORM

Survey Invitation

You are invited to provide feedback on your opinions about the campus climate regarding sexual assault and misconduct, as well as Butler University’s response to sexual assault and misconduct. You are encouraged to complete this survey if you are a Butler University undergraduate student who is enrolled full-time during the 2023-2024 academic year and is 18 years of age or older. Your input will be considered when determining who will serve as future faculty.

If there are any questions please contact Julia Fryrear at jfyrear@butler.edu, Dr. Ashley Hutson at afeely@butler.edu, or Butler University’s Office of Institutional Research (irb@butler.edu).

Many thanks in advance for your help!

1. Are you currently 18 years or older?
 - a. Yes
 - b. No
2. Are you currently enrolled as an *undergraduate* student at Butler University?
 - a. Yes
 - b. No
3. Are you currently enrolled as a *full-time* student at Butler University?
 - a. Yes
 - b. No

Statement of Informed Consent

The purpose of this study is to develop an understanding of undergraduate students' perceptions of campus response to sexual assault and sexual misconduct at Butler University. This study was conducted by Julia Fryrear under the direction of Dr. Ashley Hutson. Contact information for all researchers and Butler University's Institutional Review Board (IRB) may be found at the end of this document.

All Butler undergraduate students, age 18 years or older, who are enrolled full-time during the Spring 2024 semester are encouraged to participate in this study. If you are not an undergraduate student at Butler University, enrolled full-time during the Spring 2024 semester, or are not 18 years or older, then you may not participate in this study.

By consenting to participate in this research you are agreeing to participate in a total of two questionnaires. The first questionnaire ("phase 1") includes four questions relating to consent to participate in this study and it includes some identifying information, like your email address. The second questionnaire ("phase 2") asks for basic demographic questions and prompts you to consider your perceptions of sexual assault and misconduct resources at Butler University, as well as your evaluation of the university's responses to sexual assault and misconduct. Phase 2 questionnaire includes opinion-based questions: there are no correct or incorrect answers. The purpose of using two questionnaires is to ensure that your opinion-based answers cannot be connected to any information that could identify you. Completion of both surveys will require approximately 15-20 minutes of your time.

Your participation in this research project is voluntary. You are free to discontinue your participation in this study at any time. Your decision to withdraw from this research will not affect your relationship with any faculty, staff, or student researcher at your university. Should you choose to withdraw from the study before the results have been published, all survey data from phase one of the survey will be deleted within 48 hours of your request. As data from phase 2 are unidentifiable, they cannot be deleted if you withdraw from the study. All participants are welcome to stop answering questions at any point of the questionnaire.

All raw data will be stored within a password-protected folder on the researchers' password-protected computers. Only researchers involved in this study will have access to these raw data. All raw data will be permanently deleted once the final results are published.

We cannot guarantee or promise that you will receive any personal benefits from this study. However, benefits may include feeling like you're contributing to knowledge surrounding sexual misconduct and possible change in community response. Your responses may be used in published documents but they will be anonymized. Although the subject matter is sensitive, the risks of participating in this study are minimal. At the end of the survey, you will be provided a list of support resources.

If you have any questions about your rights as a research participant or wish to discuss problems, complaints, or concerns about a research study, or to obtain information or offer input, please contact the Butler University Office of Sponsored Programs (OSP) at (317) 940-0766 or by emailing IRB@butler.edu. If you would like a copy of this informed consent form, please email Julia Fryrear (jfryrear@butler.edu) or Dr. Ashley Hutson (afeely@butler.edu).

Participant Agreement

By clicking “accept” below, you affirm the following statements:

- I am enrolled as a full-time undergraduate student at Butler University during the Spring 2024 semester.
- I am 18 years or older.
- I understand my total time commitment is an estimated 15-20 minutes.
- I understand that my withdrawal from this study may occur at any time and that my withdrawal will not affect my relationship with faculty, staff, or student researchers at Butler University.
- I understand that if I withdraw from this study before the findings are disseminated, all data related to my phase 1 questionnaire will be permanently destroyed within 48 hours of withdrawal notification.
- I understand that if I withdraw from this study, my phase 2 questionnaire data cannot be removed from the analysis because it is anonymous.
- I understand that my questionnaire responses will be stored in password-protected folders on the researchers’ password-protected computers and phones.
- I know I may ask questions and express concerns before, during, or after the questionnaire.
- I understand the possible risks and benefits of my participation in the study.
- I agree to participate in this study and my consent is given freely without undue incentive or coercion

Accept

Decline

Contact Information

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4. To verify your status as a Butler University student, please enter your Butler University email address below. *Please note, that this information will not be connected to any responses to survey questions after this point.*
- a. _____@butler.edu

IF PARTICIPANTS MEET THE SAMPLE REQUIREMENTS, THEY WILL SEE THE FOLLOWING MESSAGE AND BE AUTOMATICALLY REDIRECTED TO THE PHASE 2 SURVEY FORM BELOW.

Thank you for your interest in this study! Please wait while you are automatically redirected to the anonymous phase 2 questionnaire.

IF PARTICIPANTS DO NOT MEET THE SAMPLE REQUIREMENTS, THEY WILL SEE THE FOLLOWING MESSAGE AND BE UNABLE TO CONTINUE TO PHASE 2 SURVEY.

Unfortunately, you do not meet the sample requirements for participation at this time. Thank you for your interest in this study!

PHASE 2 SURVEY FORM

Demographic Questions

1. What is your year in college?
 - a. First-year
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Other: Please specify _____
2. How many majors do you have?
 - a. 1
 - b. 2
 - c. 3
3. IF Q2=1: Which college houses your major?
 - a. College of Pharmacy & Health Sciences (COPHS)
 - b. College of Liberal Arts & Sciences (LAS)
 - c. Lacy School of Business (LSB)
 - d. Jordan College of the Arts (JCA)
 - e. College of Education (COE)
 - f. College of Communication (CCOM)
4. If Q2=2 or 3: Which colleges house your majors? Please select all that apply.

- a. College of Pharmacy & Health Sciences (COPHS)
 - b. College of Liberal Arts & Sciences (LAS)
 - c. Lacy School of Business (LSB)
 - d. Jordan College of the Arts (JCA)
 - e. College of Education (COE)
 - f. College of Communication (CCOM)
5. Which of the following best describes your gender?
- a. Woman
 - b. Man
 - c. Non-binary
 - d. Prefer to describe in another way: _____
 - e. Prefer not to answer
6. Do you identify as transgender?
- a. Yes, transgender male-to-female
 - b. Yes, transgender female-to-male
 - c. Yes, gender non-conforming
 - d. No
 - e. Prefer not to answer
7. Are you a first-generation college student?
- a. Yes
 - b. No
 - c. Prefer not to answer
8. Are you affiliated with Greek Life?
- a. Yes
 - b. No
9. What is your race, ethnicity, or origin?
Please select all that apply and provide a description of your ethnic background using the text boxes. Examples of ethnic background include Irish, Filipino, Korean, Nigerian, Dominican, Puerto Rican, or your tribe.
- a. White _____
 - b. Black or African American _____
 - c. Hispanic, Latino, or Spanish origin _____
 - d. American Indian or Alaska Native _____
 - e. Asian _____
 - f. Native Hawaiian or Pacific Islander _____
 - g. Another race or ethnicity _____
 - h. Prefer not to respond

Attitudinal Questions Regarding Campus Climate

10. In your opinion, how serious of an issue is sexual assault on campus?

- a. Not serious
 - b. Somewhat serious
 - c. Moderately serious
 - d. Very serious
 - e. Extremely serious
11. In your experience as a Butler student, how common is it for students to experience sexual assault?
- a. Not common
 - b. Somewhat common
 - c. Moderately common
 - d. Very common
 - e. Extremely common
12. Do you believe your year in school has affected the way you feel about sexual assault as an issue on Butler's campus?
- a. Yes
 - b. No
 - c. Unsure
13. If Q12=yes, How has your year in school affected the way you feel about sexual assault as an issue on Butler's campus?
-
14. Skip if Q5=e, Do you believe your gender identity as [insert answer from Q5] has affected the way you feel about sexual assault as an issue on Butler's campus?
- a. Yes
 - b. No
 - c. Unsure
15. If Q14=yes, How has your gender identity affected the way you feel about sexual assault as an issue on Butler's campus?
-
16. Do you believe your major has affected the way you feel about sexual assault as an issue on Butler's campus?
- a. Yes
 - b. No
 - c. Unsure
17. If Q16=yes, How has your major affected the way you feel about sexual assault as an issue on Butler's campus?
-
18. If Q7=yes, Do you believe your status as a first-generation student has affected the way you feel about sexual assault as an issue on Butler's campus?
- a. Yes
 - b. No

- c. Unsure
19. If Q18=yes, How has your first-generation student status affected the way you feel about sexual assault as an issue on Butler's campus?
-
20. If Q8=a, Do you believe your affiliation with Greek Life has affected the way you feel about sexual assault as an issue on Butler's campus?
- Yes
 - No
 - Unsure
21. If Q20=yes, How has your affiliation with Greek Life affected the way you feel about sexual assault as an issue on Butler's campus?
-
22. If Q9=a, b, c, d, e, f, or g, Do you believe your race or ethnicity has affected the way you feel about sexual assault as an issue on Butler's campus?
- Yes
 - No
 - Unsure
23. If Q22=yes, How has your race or ethnicity affected the way you feel about sexual assault as an issue on Butler's campus?
-
24. How often do you participate in conversations about sexual assault?
- Everyday
 - A few times per week
 - A few times per month
 - Once per month or less
 - Never

Evaluation of and Exposure to University Resources (General)

25. In general, how familiar are Butler students with sexual assault resources?
- Not at all
 - Somewhat familiar
 - Moderately familiar
 - Very familiar
 - Extremely familiar
26. In general, how well do you think sexual assault resources are communicated to students?
- Not well at all
 - Somewhat well
 - Moderately well
 - Very well
 - Extremely well

27. Do you know of any sexual assault resources offered by Butler to their students?
- Yes
 - No

If Q27=no, skip to Q55

28. Which of the following Butler University sexual assault response and prevention resources are you familiar with? Please select all that apply.
- Butler University's Title IX office
 - Butler University Police Department (BUPD)
 - Office of Student Advocacy (formerly known as the Sexual Assault Response & Prevention Office (SARP))
 - Counseling & Consultation Services (CCS)
 - Center for Faith and Vocation (CFV)
 - Other: _____
29. If Q28=a Through what means have you been exposed to Butler University's Title IX office's work regarding sexual assault and misconduct? Please select all that apply.
- Class
 - Clubs or student organizations
 - Greek Life
 - New Student Orientation
 - Butler Workshops
 - Peers
 - Faculty/ Staff
 - Athletics
 - Other: _____
30. If Q28=a How would you describe the quality of Butler University's Title IX office's work regarding sexual assault and misconduct?
- Excellent
 - Very good
 - Good
 - Fair
 - Poor
31. If Q28=b Through what means have you been exposed to the Butler University Police Department's (BUPD) work regarding sexual assault and misconduct? Please select all that apply.
- Class
 - Clubs or student organizations
 - Greek Life
 - New Student Orientation

- e. Butler Workshops
 - f. Peers
 - g. Faculty/ Staff
 - h. Athletics
 - i. Other: _____
32. If Q28=b How would you describe the quality of the Butler University Police Department's (BUPD) work regarding sexual assault and misconduct?
- a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor
33. If Q28=c Through what means have you been exposed to the Office of Student Advocacy (formerly known as the Sexual Assault Response & Prevention Office (SARP)) work regarding sexual assault and misconduct? Please select all that apply.
- a. Class
 - b. Clubs or student organizations
 - c. Greek Life
 - d. New Student Orientation
 - e. Butler Workshops
 - f. Peers
 - g. Faculty/ Staff
 - h. Athletics
 - i. Other: _____
34. If Q28=c How would you describe the quality of the Office of Student Advocacy (formerly known as the Sexual Assault Response & Prevention Office (SARP)) work regarding sexual assault and misconduct?
- a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor
35. If Q28=d Through what means have you been exposed to Counseling & Consultation Services (CCS) work regarding sexual assault and misconduct? Please select all that apply.
- a. Class
 - b. Clubs or student organizations
 - c. Greek Life
 - d. New Student Orientation
 - e. Butler Workshops

- f. Peers
 - g. Faculty/ Staff
 - h. Athletics
 - i. Other: _____
36. If Q28=d How would you describe the quality of Counseling & Consultation Services' (CCS) work regarding sexual assault and misconduct?
- a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor
37. If Q28=e Through what means have you been exposed to the Center for Faith and Vocation's (CFV) work regarding sexual assault and misconduct? Please select all that apply.
- a. Class
 - b. Clubs or student organizations
 - c. Greek Life
 - d. New Student Orientation
 - e. Butler Workshops
 - f. Peers
 - g. Faculty/ Staff
 - h. Athletics
 - i. Other: _____
38. If Q28=e How would you describe the quality of the Center for Faith and Vocation's (CFV) work regarding sexual assault and misconduct?
- a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor
39. If Q28=f Through what means have you been exposed to [open-ended response for Q28]'s work regarding sexual assault and misconduct? Please select all that apply.
- a. Class
 - b. Clubs or student organizations
 - c. Greek Life
 - d. New Student Orientation
 - e. Butler Workshops
 - f. Peers
 - g. Faculty/ Staff
 - h. Athletics

- i. Other: _____
40. If Q28=f How would you describe the quality of [open-ended response for Q28]’s work regarding sexual assault and misconduct?
- Excellent
 - Very good
 - Good
 - Fair
 - Poor
41. If Q30, 32, Q34, Q36, Q28, or Q40=Excellent
- In your opinion, what made [insert resource]’s work excellent?

42. If Q30, 32, Q34, Q36, Q28, or Q40=Very good
- In your opinion, what made [insert resource]’s work very good?

43. If Q30, 32, Q34, Q36, Q28, or Q40=Fair or Poor
- In your opinion, what could [insert resource] have done better?

Evaluation of and Exposure Questions to Title IX

44. How familiar are you with Title IX services?
- Not at all
 - Somewhat familiar
 - Moderately familiar
 - Very familiar
 - Extremely familiar

If Q44=a, skip to Q50

45. Approximately how often does Title IX interact with clubs or activities you are a part of?
- Every Month
 - A few times a year
 - Once a year
 - Every 2 years or less
 - Never
46. When you think of Title IX, what do you think of? Please select all that apply.
- Equity in sports
 - Sexual assault reporting and investigation
 - Sexual assault prevention and education
 - Other: Please specify _____

47. If Q46 does not include d, What do you think is the Title IX office's most important role? (Rank order of importance)
- Equity in sports
 - Sexual assault reporting and investigation
 - Sexual assault prevention and education
48. If Q46 includes d, What do you think is the Title IX office's most important role? (Rank order of importance)
- Equity in sports
 - Sexual assault reporting and investigation
 - Sexual assault prevention and education
 - [insert open-ended response for Q24d]
49. How informed or uninformed do you think Butler students are with the role and responsibilities of the Title IX office?
- a. Extremely informed
 - b. Moderately informed
 - c. Slightly informed
 - d. Neither informed nor uninformed
 - e. Slightly uninformed
 - f. Moderately uninformed
 - g. Extremely uninformed

Evaluation of and Exposure to Student Advocacy/SARP Questions

50. How familiar are you with the Office of Student Advocacy (formerly known as Sexual Assault Response and Prevention (SARP))?
- a. Not at all
 - b. Somewhat familiar
 - c. Moderately familiar
 - d. Very familiar
 - e. Extremely familiar

If Q50=a, skip to Q55

51. Approximately how often does the Office of Student Advocacy interact with clubs or activities you are a part of?
- a. Every Month
 - b. A few times a year
 - c. Once a year
 - d. Every 2 years or less
52. When you think of the Office of Student Advocacy what do you think of? Please select all that apply.

- a. Confidential student advocate
 - b. Green Dot and other educational workshops
 - c. Crisis Assistance
 - d. Resource referrals
 - e. Other: _____
53. If Q52 does not include e, What do you think is the Office of Student Advocacy's most important role? (Rank order of importance)
- ___ Confidential student advocate
 - ___ Green Dot and other educational workshops
 - ___ Crisis Assistance
 - ___ Resource referrals
54. If Q52 includes e, What do you think is the Office of Student Advocacy's most important role? (Rank order of importance)
- ___ Confidential student advocate
 - ___ Green Dot and other educational workshops
 - ___ Crisis Assistance
 - ___ Resource referrals
 - ___ [insert open-ended response for Q31e]
55. How confident would you feel navigating Butler Sexual Assault resources if a friend needed them?
- a. Not at all
 - b. Somewhat confident
 - c. Moderately confident
 - d. Very confident
 - e. Extremely confident

"Timely Warning" Questions

56. Have you ever had an emotional response to reading the university's "Timely Warning" emails?
- a. Yes
 - b. No
 - c. Unsure

If Q56=b or c, skip to Q59

57. Have you ever changed your behavior in response to a "Timely Warning" email?
- a. Yes
 - b. No
 - c. Unsure
58. How do "Timely Warning" emails affect you? _____

Behavioral Questions

59. In general, do you feel comfortable walking alone on campus at night?
- Yes
 - No
60. In general, do you feel comfortable walking alone on campus during the day?
- Yes
 - No
61. Do you carry a personal safety device?
- Yes
 - No
62. If Q61=yes, What personal safety device(s) do you carry?

63. If Q61=yes, Why do you choose to carry it?

Knowledge and Evaluation of University Responses to Sexual Assault

64. Are you aware of any instances in which the university has responded to sexual assault?
- Yes
 - No
65. If Q64=yes, What university response to sexual assaults on campus have you observed?

66. In general, how well does the university respond to cases of sexual assault?
- Extremely well
 - Very well
 - Moderately well
 - Slightly well
 - Not well at all
67. If Q66=c, d, or e, How could the university improve its response to sexual assault?

68. In your opinion, are there any sexual assault resources the university has not implemented that would be beneficial to survivors?
- Yes
 - No
69. If Q68=yes, What kinds of resources would be helpful?

Thank you for the completion of the survey! If there are any questions please contact Julia Fryrear at jfyrear@butler.edu, Dr. Ashley Hutson at afeely@butler.edu, or Butler University's

Office of Institutional Research (irb@butler.edu). If you or someone you know would benefit from support, please view the Butler-provided resources here:
<https://www.butler.edu/well-being/mental-health/>.