



Chapter Three: Conducting a Resource Audit
Chapter Resources and Appendices

Attachment 1

Interview Invitation for Resource Audit

Dear (stakeholder's name)

My name is _____ and I am [insert position at University]. We have been asked by the University administration to conduct a campus climate assessment regarding sexual violence at our University. As a part of the assessment, I am hoping that one of the members of our research team can set up a time to meet with you to find out about the services your office/department offer students addressing sexual violence on campus.

The interview will be brief (15-20 minutes) and will address only the resources pertaining to sexual violence that your office provides to students and staff. We would like to make this interview as convenient for you as possible, so we are more than happy to meet at a location of your choosing and at a time that is best for you.

If you would kindly send us your availability for the next three weeks, it would be greatly appreciated.

This project will be conducted in collaboration with [insert centers/departments], and has full support from the University.

Once again thank you for any help that you can provide us. Your input is very important to us as well as to this project.

Sincerely,



Attachment 2

Interview Guide for Resource Audit

Introduction:

Hello, my name is _____. I know we briefly explained our project and our reasoning for today's meeting in the initial email but just once again, today we are meeting with you as a part of a project that we are working on, a Campus Climate Assessment. This project is a collaborative effort between [insert offices collaborating with]. The project is looking at the campus climate here in regards to sexual violence. However, in order to properly measure students' perception and awareness of the services addressing sexual violence available to them, we are trying to first gain a full picture of the services, protocols and policies that are available on our campus. We are meeting with you today to briefly discuss your role and your office's role in services, prevention, and/or policy addressing sexual violence on campus. Would it be alright if I [we] take hand written notes during the meeting solely for informational purposes that will focus only on your role and your office's role in services, prevention, and/or policy addressing sexual violence on campus?

Interview questions:

1. Can you briefly describe what your department or office does, specifically in relation to Rutgers Students?
2. What is your role in university services, protections, and policies addressing sexual violence at Rutgers University?
3. Are there any direct services that your department offers students or staff addressing sexual violence?
 - a. If so, can you explain that service?
4. Is there a specific person in your office or department that is designated to work on services, prevention/awareness programs, or policies addressing sexual violence?
5. (If they do work with sexual violence victims) Can you briefly discuss the process you take when a student discloses that they have experienced sexual violence?
6. Which resources do you think students should be most aware of that you offer?
7. Which other campus/community entities, if any, do you work with most often around sexual violence?

Researchers should end the interview by thanking the interviewee for his/her time. If the individual has questions about the resource audit, the survey, or any other component of the campus climate process at the conclusion of the interview, researchers should attempt to answer any questions.

If the interviewee does not have any immediate questions following the conclusion of the interview, researchers should tell interviewee that the resource audit will be concluded soon and that the campus climate survey will be conducted in the upcoming academic year and that results will be



available to them in the next year. Researchers can also direct interviewees to the *Notalone* website in case they have future questions. Researchers should also ensure that the interviewee has the researcher(s) relevant contact information and once again emphasize that if the interviewee has any questions or concerns, he/she should feel free to contact the researcher(s).



Chapter Three: Conducting a Resource Audit
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Attachment 3

Resource Audit Results Log

Sexual Violence Resources: University Policies, Procedures, Outreach, and Services

Resource	Brief description of Resource	Resource's Target Population	Office Responsible for Resource	Where can you find info about resource? (if info can be found online provide link)
24 Hour Services				
Crisis Intervention				<input type="checkbox"/> Internet (link: _____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A
Mental Health Services				
Short-term Counseling				<input type="checkbox"/> Internet (link: _____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A
Long-term Counseling				<input type="checkbox"/> Internet (link: _____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A



Group Counseling				<input type="checkbox"/> Internet (link:_____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A
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Advocacy Services

Legal				<input type="checkbox"/> Internet (link:_____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A
Medical				<input type="checkbox"/> Internet (link:_____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A
Campus Advisors				<input type="checkbox"/> Internet (link:_____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A

Prevention and Education

Bystander Education Program				<input type="checkbox"/> Internet (link:_____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A
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Awareness Programs

Annual Programs				<input type="checkbox"/> Internet (link: _____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A
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Sexual Assault Policies

University Policies				<input type="checkbox"/> Internet (link: _____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A
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**Adjudicative and Reporting
Protocols**

Reporting to Student Conduct				<input type="checkbox"/> Internet (link: _____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A
Reporting to the Police				<input type="checkbox"/> Internet (link: _____) <input type="checkbox"/> Print <input type="checkbox"/> Verbal <input type="checkbox"/> N/A

Results current as of (insert date of completion)



Chapter Four: Conducting a Student Survey
Chapter Resources and Appendices

Attachment 4.1

Rutgers University–New Brunswick *#iSPEAK* Outreach Activities for Survey Recruitment

This appendix presents the Outreach Plan used to promote the October 2014 *#iSPEAK* Campus Climate Survey at Rutgers, The State University of New Jersey, New Brunswick Campus. This document is offered as an example of one university’s outreach strategy for its campus climate survey. These activities were designed to fit the Rutgers University-New Brunswick campus and may or may not be suited to other settings.

It is important to note that while the Outreach Plan was constructed prior to the survey’s administration, some updates and adaptations were expected. In particular, as implementation progressed, team members noted which activities reached and resonated with the most students and adapted their efforts to maximize results.

Outreach Items: A Multi-Layered Approach

Below are brief summaries of the components of the *#iSPEAK* Outreach Plan. Many of these efforts occurred simultaneously in the time leading up to the launch of the survey.

Advisory Board Meetings

The research team’s activities and decisions throughout the survey’s administration were guided an Advisory Board. To maintain close communication, the research team met with the Advisory Board several times throughout the outreach planning process.

At these meetings, the Advisory Board members offered their guidance regarding outreach activities. They also offered their support by sending out emails and connecting the research team to stakeholders who were instrumental in carrying out certain outreach activities. The Advisory Board also promoted the *#iSPEAK* survey by announcing the its availability whenever they met with students.

Branding

Survey Name: #iSPEAK

The Rutgers University Campus Climate survey name was created by the research team. Researchers wanted to choose a name that emphasized students’ voices and opinions on the topic of campus sexual assault. It was also important that the name be short and easy to spell. After several days of deliberation, the research team decided on the name “iSPEAK.”



Survey Logo

Once the survey's name was selected, the research team created a logo to establish a consistent visual identity for the survey. The logo was intended to be simple, clear, and legible, depicted in the school's black and garnet colors. Writing the name in the form of a hashtag (#) emphasized the role that social media played in the promotion of the survey.

#iSPEAK

Photo Campaign

Grassroots Photo Campaign

The centerpiece of the #iSPEAK Outreach Plan was a photo campaign, which was based on a similar campaign at Emory University promoting its National College Health Assessment survey (M. Cordon, personal communication, July 7, 2014). The photo campaign was based on the idea that students have many different reasons for participating in a campus climate survey, all of which are important. Students were invited to photograph themselves holding up a piece of paper with the prompt, "#iSPEAK because...," followed by their reason for taking the campus climate survey.

To jumpstart the grassroots campaign, members of the research team recruited student leaders to take "#iSPEAK because..." photos before the campaign launched. The photos were then posted to the #iSPEAK Facebook page in the days leading up to the survey and throughout the survey period. The team hoped that other university students would see the photos and join the campaign, posting on the official #iSPEAK Facebook page and their personal social media accounts using the designated hashtag. Although relatively few students participated in this way, the survey's social media pages were still well populated with the photos gathered earlier from student leaders.

Social Media

Facebook Account

As the #iSPEAK outreach centered on individual students' reasons for participation, it was essential to create a strong social media presence to amplify those messages. The research team created a Facebook group for the #iSPEAK survey and a Twitter account.



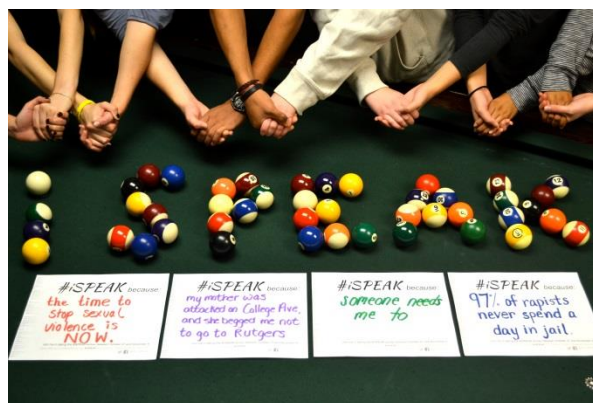
Two research team members made a daily schedule that queued the Facebook posts. Posts included “#iSPEAK because” photo campaign pictures, social media contest submission pictures, topical articles, information about pop-up survey stations, and news about raffle prizes.

Research team members also posted photos of raffle winners picking up their cash prizes (after obtaining their written consent). Several of these photos were posted to the #iSPEAK Facebook page throughout the survey in the hopes of increasing student participation in the survey.

Social Media Contest

A social media contest furthered the success of the photo campaign and increased the overall social media presence of the survey. The contest was created by the research team in collaboration with an Advisory Board member who had a prominent role in campus residence life.

The social media contest was open to all Rutgers University-New Brunswick students who lived in a residence hall, as these students make up a large proportion of the campus population. The contest guidelines were very broad to encourage student creativity. Participants were invited to take a picture with other students from their residence hall, promoting the #iSPEAK survey however they chose, provided that they did not violate the student code of conduct.



Students then emailed their photo submission, along with the name of their residence hall and contact information, to the research team, who posted the photos to the #iSPEAK Facebook page. Winners were determined by the number of “likes” each photo received on the #iSPEAK Facebook page until the contest deadline. The photos receiving the most likes on the #iSPEAK Facebook page received a cash deposit into their residence hall building account.



In total, the *Social Media Contest* had a nearly 50 percent participation rate based on the total number of residence halls on the New Brunswick campus, with 14 total photo submissions. Each photo submission exhibited creativity and included many students. The winning photos each had over 100 “likes” on the #iSPEAK Facebook page, making this contest a success in not only increasing the #iSPEAK social media presence, but in also helping students “own” the survey.

Dedicated Survey Website

A dedicated survey webpage provided up-to-date information leading up to and throughout the survey period. The website provided information about where students could find pop-up survey stations, raffle prizes, survey dates, a downloadable “#iSPEAK because” sign to use for the photo campaign, sample photo campaign pictures of students leaders, and brief information about campus resources regarding sexual assault. Once the survey was open to students, the webpage also linked directly to it.

The survey webpage was essential during outreach efforts as it allowed research team members to introduce the survey to students and direct them to the survey webpage for additional information via a short link or the QR code on all print materials.

Newsletters / University Media Outlets and Emails

Electronic Newsletters and University Media Outlets

To further reach students, survey announcements were placed in numerous University electronic newsletters. The research team also placed an ad in the student newspaper. These announcements were scheduled to be sent out no sooner than the day that the survey launched to prevent students from attempting to access the survey before it was live. These messages were repeated throughout the survey period.

An “alert” message was also sent out to all New Brunswick students via their university web portals, pages that students must log into to access their schedules, email accounts, grades, and online class sites. Students who had not already completed the survey had to acknowledge the alert to stop reminder messages from appearing on their web portals.

Emails from Administrators

Multiple emails were sent by administrative officials, including the Chancellor of the University and the Vice Chancellor of Student Affairs, to encourage students to take the #iSPEAK survey. Email reminders are an inexpensive and effective method for increasing survey participation.

Emails from Student Leaders



Research team members requested that several prominent student organization leaders draft an email that the research team could send out to the student body encouraging students to participate in the survey. This method gave student leaders the opportunity to fulfill their role as campus leaders and may have increased students' investment in the issue of campus sexual assault, an unintended but positive result of the survey.

Similar language was used in all forms of electronic communication to maintain a consistent message. All communications were brief and included the link to the survey webpage so students could access further information.

Promotional Materials

Design

Several *#iSPEAK* print and promotional materials were drafted by the research team and printed by outside vendors. Print items included posters, banners, table tents, fliers, photo campaign signs, and door hangers.

The *#iSPEAK* posters and fliers were simple in design and included only necessary information: the survey name, the dates the survey was live, the URL and QR code to access the survey webpage, the survey's social media accounts, and the mention of "cash prizes." The print materials did not include extensive details because the student webpage (see below) provided more detailed information about the survey.

It is important to note that while drafting these items, the same logo and language was used on all materials to ensure the use of consistent messaging.

Print Materials

Posters and fliers were hung up around campus and at off campus locations commonly frequented by Rutgers University students. Posters and fliers were distributed around campus two days prior to the survey going live.

The research team also asked Resident Assistants to display door hangers on each dorm room door in the residence halls. Residence hall staff were also asked to dedicate one bulletin board in each hall for *#iSPEAK* print materials. Bulletin board packages were dropped off at residence hall association offices and included posters, fliers, photo campaign signs, and a paper that listed the dates that the survey was live. The research team was able to collaborate so closely with residence hall staff because of the support and cooperation of two of our Advisory Board members who oversee residence hall activities.



Promotional Items

#iSPEAK promotional items included “*#iSPOKE*” stickers and “*#iSPEAK*” silicone bracelets, which were distributed at pop-up survey stations (see below for more details) and student group meetings.

Meetings with Student Organizations

Increasing Student Investment

A primary objective throughout the outreach planning process was to achieve a high participation rate, but the research team also hoped to increase students’ investment in the issue of sexual assault on campus. One of the main ways researchers tried to foster such student investment by enlisting student organizations and student leaders in efforts to publicize the survey.

Researchers accomplished this by reaching out to leaders of student organizations and requesting the opportunity to speak at one of their member meetings. Research team members spoke at several meetings about the survey and offered ways for students to get involved, from staffing pop-up survey stations to joining the photo campaign.

Pop-up Survey Stations

Pop-up survey stations were arranged to publicize the survey and allow students to participate on-the-spot if they desired. Members of the research team and student volunteers distributed print and promotional items and spoke with students about the survey. These face-to-face interactions with students increased students’ investment in and recognition of the importance of the issue of campus sexual assault and, it is believed, increased the response rate.

Scheduling and Tabling Survey Stations

Pop-up survey stations were scheduled throughout the two-week survey period at several locations around campus. Two research team members staffed each survey station, which was typically set up for two hours. Students from interested campus groups were also invited to sit at survey station tables. There were eight total pop-up survey station events during the survey period, with most scheduled in the survey’s first week and the final days.

Events were held at locations that receive the most student traffic, such student centers, libraries, and the dining halls. Although locations for the survey stations were determined in advance, some spots were changed to areas that had more success earlier in the survey period, once again demonstrating researcher’s flexibility in adapting the outreach protocol to achieve the best results.



Attachment 5.1 Focus Group Interview Guide

Focus Group Guide – Campus Climate Discussion Guide

Facilitators: _____ & _____

Name of group interviewed: _____ No. of participants: ____ Date: _____

Time discussion started: _____ Time ended: _____

I. Introduction (warm up)

Facilitator: “First, we are going to start with some general questions about your experiences at RU as a student and your sense of community.”

- a) How connected do you feel to the campus community at RU?
- b) Do you take pride in being a student at RU?
- c) How do you think your peers/classmates feel about RU?
- d) What is the best part of being a student at RU?
 - i. What is the worst part of being a student at RU?

II. iSPEAK

Facilitator: “Now we are going to ask a few questions about the iSPEAK which was an online survey emailed out in October of 2014.”

- a) Do you see or hear about the iSPEAK campaign? What did you see or hear? Emails? Social media? Did you receive a bracelet? What did you think about it?
- b) What did you make of the message?
- c) How could this type of campaign be improved in the future? Or for other campuses?

III. Sensitive Topics/Confidentiality Warning

Facilitator: “Before moving into the following topics of discussion, it is important to remember that the issues to be covered, including sexual assault, are sensitive topics. Due to the nature of the current research study, we ask that all participants please refrain from personal disclosure, during the focus group. Like we said before, please talk about “my friend”, “someone I know”, “a student I heard about” or something along those lines. This is to maintain everyone’s confidentiality.



IV. Sexual Assault Questions - General

Facilitator: “You may have noticed that campus sexual assault has been in the news quite a bit this last year. There are a number of student protests that have taken place, with beliefs that their universities did not respond adequately to the issue. There has also been a call by the Obama administration for schools to do more on these issues. What do you think about all the new attention that has been given to this issue? Any general thoughts?”

- a) How do you define the term “sexual assault”?
- b) Where have you heard or learned about sexual assault? (Come up with a list of places to ask about—high school, college, orientation, TV, classes, student orgs, etc.?)
- c) What do you think leads to sexual assault, in society at large?
- d) In general, what kinds of campus sexual assault policies and/or practices do you think support survivors of sexual violence?
 - i. What is not supportive or helpful for survivors

V. Sexual Assault Questions – on RU campus

Facilitator: “Now we will focus our conversation on sexual assault at RU. This is a very serious issue. In fact, the White House Task Force to Protect Students from Sexual Assault asked Rutgers to study sexual assault on campus. Keeping that in mind...”

- a) Do you think sexual assault is a problem here at RU?
 - i. What do you think leads to these problems at RU?
 - ii. At RU, does sexual assault happen a lot?
 - iii. Do you think these issues are more or less of an issue than in other universities? Why or why not?
- b) Do you personally know a friend or fellow student who was sexually assaulted at RU?
 - i. If yes, how were they treated on campus?
 - a. Did they get the services they wanted or needed? Why or why not?
- c) Do you personally know a friend or peer who sexually assaulted another student at RU?
 - i. If yes, what happened to your friend/peer?
- d) How do you think RU handles and responds to sexual violence against students?
 - i. Have any of you heard anything about any students’ experiences who has been sexually assaulted on campus?
 - a. If yes, what kind of things did you hear about how it was handled?
- e) What kinds of information have you received about sexual violence since coming to RU?
 - i. Where did this information come from?
 - ii. What messages did they receive?
 - iii. Did you think it was useful/beneficial? Why or why not?
- f) Have you ever heard faculty, staff, or administration talk about or address sexual assault?
 - i. What did they say?
 - ii. What did you think of what they said?



- g) If you had a friend who was sexually assaulted, would you know where to go to get assistance on campus?
 - i. How would you get help for your friend?
- h) Are you aware of any policies on campus related to sexual assault? What do you know about them?
- i) Are you aware of any resources that RU offers to address the issue of sexual assault?
 - i. If yes, which resources are you aware of?
 - a. To your knowledge, what are the specific functions of these resources?
 - b. Are these resources appropriate for addressing sexual assault at RU?

VI. Bystander Intervention Questions

Facilitator: "Our next topic is bystander intervention. Many schools are now focused on bystander intervention as one way to address sexual violence. Bystander intervention occurs when someone steps in to interrupt sexual violence from happening. This can be before, during, or after sexual assault."

- a) Have you ever seen situations related to sexual violence on campus where students could step in?
 - i. What happened?
- b) Have you ever stepped in?
 - i. What happened?
 - ii. Did it help the situation?
 - iii. How did it feel to you?
- c) Do you think your friends are supportive of you stepping in?
- d) Do you think your friends would step in? Why or why not?
- e) What are some barriers to stepping in?
- f) Is there anything that the university could do to encourage or help bystanders step in?

VII. Sexual Assault Prevention Questions

Facilitator: "Switching gears... bystander intervention is one type of prevention. What else do you think can be done to address campus sexual assault?"

- a) In your opinion, what are some ways to prevent sexual assault (in general)?
 - i. Specific prevention methods for universities?
- b) In regards to sexual assault, are you aware of any preventative measures that RU employs?
 - i. If so, how effective or ineffective are these methods?
 - a. If effective, why are these approaches working?
 - b. If ineffective, why aren't these approaches working?
 - 1. What can be done to improve these approaches?



Facilitator: “For our final question, we’d like you to think broadly about the RU effort to address sexual assault...”

Final question: What else can Rutgers do to better address the issue of campus sexual assault?

FOR STUDENT GROUPS

1. What kinds of things have you heard about sexual violence on your team/in your group/ in your organization?
2. Are there ever discussions about sexual violence? Has your coach/captain/president/etc. ever discussed the issue or given out any information?
3. Do you think people on your team/organization/etc. would step in if they heard someone was assaulted? What about if people saw sexual harassment on campus?
4. How could members of your group help prevent sexual violence?



Chapter Five: Gathering Qualitative Data
Chapter Resources and Appendices

Attachment 5.2
Demographic Form for Focus Group Participants

Complete the blanks/check the boxes that best describes your situation.

1. Participant ID number (this is the number on the table tent in front of you) : _____
2. Today's Date: __ __/ __ __/ __ __ __ __
mm dd yyyy
3. What is your date of Birth? __ __/ __ __/ __ __ __ __
mm dd yyyy
4. What is your gender:
 Male Transgender Female
 Female Another (please specify): _____
 Transgender Male
5. Sexual orientation
 100% heterosexual/straight
 Mostly heterosexual/straight but somewhat attracted to people of the same sex
 Bisexual/attracted to men and women equally
 Mostly homosexual/lesbian/gay but somewhat attracted to people of the opposite sex
 100% homosexual/lesbian/gay
 Not sexually attracted to either males or females
 Other(please specify): _____
6. Do you have a disability?
 No Yes (please specify): _____
7. Are you Spanish/Hispanic/Latino?
 No Yes
8. What is your racial or ethnic background? *(Please check all that apply)*
 White Native
 Black or African-American Hawaiian/Other Pacific Islander
 American Indian/Alaska Native Other (please specify): _____
 Asian



9. Are you a member of any student organization at Rutgers?
- Fraternity or sorority
 - SCREAM Theater or SCREAM Athletes
 - Other student organization at Rutgers
 - o Which organization(s)? _____
 - NCAA Rutgers athletic team
 - o Which team(s)? _____
10. Which of the following best describes your living situation?
- Rutgers residence hall
 - Fraternity or sorority house
 - On-campus apartment
 - Off-campus apartment/house
 - At home with parent(s) or guardian(s)
 - Other (please specify): _____
11. What year do you graduate Rutgers? _____
- Undergraduate
 - Masters
 - PhD
 - Other (please specify): _____
12. Which school at Rutgers University do you attend? _____
13. What is your major? _____
14. Since you came to Rutgers, which of the following have you done in affiliation with Rutgers? Please check all that apply.
- Discussed sexual assault/rape in class
 - Discussed the topic of sexual assault with friends
 - Discussed sexual assault with a family member
 - Seen SCREAM Theater
 - Attended an event or program about what you can do as a bystander to stop sexual assault
 - Attended a rally or other campus event about sexual assault/rape
 - Seen posters about sexual assault (raising awareness, preventing rape, defining sexual assault, etc.)
 - Seen or heard campus administrators or staff address sexual assault
 - Seen crime alerts about sexual violence
 - Read a report about sexual violence rates at Rutgers
 - Visited a Rutgers website with information on sexual assault
 - Volunteered or interned at an organization that addresses sexual assault
 - Seen or heard about sexual assault in a student publication or media outlet (for example, the Daily Targum or RUTV)
 - Taken a class to learn more about sexual assault



15. Since coming to Rutgers, have you received written (i.e. brochures, emails) or verbal information (presentations, training) from anyone at Rutgers about the following? Please check all that apply.
- The definition of sexual assault
 - How to report a sexual assault
 - Where to go to get help if someone you know is sexually assaulted
 - Title IX protections against sexual assault
 - How to help prevent sexual assault



Attachment 5.3

Procedural and Materials Checklist for Focus Groups

24 Hours Before

- Ensure food is ordered
- Ensure room reservation is made
- Ensure 48 hour reminders have been sent
- Ensure a set of recorders and mics is in the office or possession of the facilitator
- Confirm with co-facilitator
- Confirm that FG has sufficient participants

Day of the Focus Group

- Ensure you have all materials on the checklist
- Make photo copies as needed of consent forms, demographic sheets, resources, sign-in sheets
- Get lock box, money and receipts
- Ensure day of reminders were sent to participants and there are enough participants
- Check recorders

During the Focus Group

- Arrive at the focus group location 30 minutes before participants to organize the room and your materials
- Pick-up/receive food – have phone number of for company
- Set up food
- Arrange chairs in a circle around a table
- Setup recorders, signup sheet, number plaque, consent forms and demographic forms at each seat
- Welcome focus group participants, inviting them to get something to eat
- Ask participants to sign in and begin reading through the consent form
- Once all participants have arrived, introduce self and the other facilitator
- Let people know where the closest restroom facilities are located
- Ask participants to turn in their consent forms and demographic sheet
- Ensure all participants consent
- Go through focus group introduction guide



- Before recording begins get verbal consent, as outlined, in the guide, to respect privacy and to record
- Test the recorder briefly (e.g., testing 123) and listen to recording before starting the recording
- When starting recording, state the number of the FG and the date

After the Focus Groups

- Explain that payments will be given individually to each participant and they will need to sign a receipt after which they can leave
- Pay all participants and have them sign the receipt
- Ensure that all audio file location are recorded in the tracking sheet
- Ensure that hand-written notes, sign-in sheets, the Debrief summary notes, and consent forms are returned to the office locked cabinet



Attachment 5.4

Introduction Script for Focus Groups

1. WELCOME

Hello. Welcome everyone. My name is _____ and this is _____ we will be the facilitators for today's focus group discussion. First we want to thank you for being here today. I know you are very busy and we appreciate your time.

We are both researchers working with the Center for Violence Against Women and Children (VAWC). Our role here is to facilitate a conversation with you.

2. STUDY INFORMATION

The purpose of this focus group is to solicit feedback from you. I will be asking for your opinions around sexual assault at Rutgers. We invited you here as students to help inform us about the campus climate at Rutgers around the issues of sexual violence. VAWC is interested in learning more about what is happening at Rutgers and how students like you view Rutgers as well as your perceptions, beliefs and needs in regard to sexual violence.

What we learn here today will help the University improve services for people who have experienced sexual violence.

3. GROUND RULES¹

Before we go on, I would like to go over some general guidelines for our discussion today.

I am going to ask you several questions; we want everyone to take part in the discussion. We ask that only one person speak at a time.

Feel free to treat this as a discussion and respond to what others are saying, whether you agree or disagree. We're interested in your opinions and whatever you have to say is fine with us. There are no right or wrong answers. We are just asking for your opinions.

Don't worry about having a different opinion than someone else. But please respect each other's answers or opinions.

¹ Taken from RAND Data Collection Methods



We want to get through all the questions and hear from everyone so please be respectful and allow others to speak. If you have been speaking a lot, maybe wait a bit before speaking again so as to allow others a turn.

As facilitators, we will be asking questions, taking notes, directing the conversation and keeping track of time. If we spend too long on a particular topic, I may ask to move on to the next question. We want to respect everyone's time and get you out of here in time.

If there is a particular question you don't want to answer, you don't have to.

We will treat your answers as confidential. We are not going to ask for anything that could identify you and we are not using names during the discussion. We also ask that each of you respect the privacy of everyone in the room and not share or repeat what is said here in any way that could identify anyone in this room. Can we just go around the room and have everyone verbal agree to not reveal what is discussed outside of this room? [GET VERBAL CONSENT TO RESPECT PRIVACY]

We are audio recording the discussion today and also taking notes because we don't want to miss any of your comments. However, once we start the tape recorder we will not use anyone's name and we ask that you do the same. Is everyone OK with this session being tape recorded? [GET VERBAL CONSENT TO RECORD SESSION]

We will not include your names or any other information that could identify you in any reports we write. We will destroy the notes and audiotapes after we complete our study.

Finally, this discussion is going to take about an hour and half. We ask that you stay for the entire meeting unless you feel uncomfortable with the subject matter being discussed.

Thank you for going over those guidelines.

4. PERSONAL DISCLOSURE

As students you may have heard of people who have experienced sexual violence or even have friends or personal experience with the issue. We realize this is a very difficult subject for many people so please be sensitive when others are speaking. Although we are interested in learning about your perception of the climate here at Rutgers, we do not want people to reveal their personal stories in this setting. *If you wish to speak about a personal experience, please phrase it as "my friend" or something similar. So for example, "I have a friend who was assaulted and had this experience on campus."* This is both to protect your privacy and because we wish to provide students with the greatest amount of support possible which is difficult in this group setting. If you wish to speak with someone in greater depth about a personal experience, there are



advocates who can help you. We will be providing information about this at the end of the focus groups and we, as facilitators, are happy to assist you as needed in making contact with an advocate.

Does anyone have any questions before we start?

5. CONCLUSION

Finally, everyone has a number in front of them. This will be your ID number for this focus group. We ask that you say your number before each time you speak. So, for example “number 1 and I think . . .” This makes our research easier. If you forget to say your number a facilitator will state it when you are done speaking for the recorder. Thanks.

I would like to start recording this discussion. Before I do so, do I have everyone’s informed consent and demographic form? Thanks.

[START TAPE RECORDER NOW.]

I’d like to go around the table starting on my right and have each person introduce him or herself. Please tell us your number only and tell us what year you are in and your major.

6. TERMINATION

Once again, I remind you that everything said here today is confidential. Please keep other people’s privacy and do not repeat the details of the participants and experiences they might have had outside of this room.

I really appreciate all your time and thoughtful conversation here today.

Thank you again.