

2020

EVALUATION OF THE LISTEN, SUPPORT, REFER CAMPAIGN



PREPARED BY

**THE UQ RESPECT
RESEARCH TEAM**



Khia Aimer, Kailun Cao, Peyton Fleming, Grace Harries, Emma Irvine-Collins and Emma Moore

Acknowledgements

From the whole UQ Respect research team, we would like to thank Dr Emma Heard, our Industry Partner and Dr Melissa Curley, our academic advisor, for their ongoing support and guidance. We would also like to thank our supervisors and course coordinators, Professor Paul Henman and Dr Lynda Shevellar. Last but certainly not least, we would like to thank the UQ students who completed our survey and those who additionally attended our focus groups. We are truly appreciative of the time they gave to allow this report to come to life.

EXECUTIVE SUMMARY

In 2017, the Australian Human Rights Commission (AHRC) produced a nation-wide report on the issue of sexual assault and harassment on university campuses. The report found a significant number of students had been sexually harassed or assaulted. University resources for students who had experienced sexual misconduct were also found to be inadequate.

In response to this report, the Sexual Misconduct Support Unit (SMSU) was established at the University of Queensland (UQ), which then created the UQ Respect Program to aid the coordination and promotion of the SMSU and provide appropriate training and education for the UQ community. One prominent initiative included introducing the *Listen, Support, Refer* campaign in August of 2019. This campaign aims to encourage compassionate and trauma-informed responses to disclosures of sexual misconduct while also promoting UQ's support services and resources.

This report provides an evaluation of the reach and effectiveness of the campaign to provide recommendations to UQ Respect for future iterations of the campaign. Results stemmed from literature and two specific data sources:

- An online survey directed to UQ students which received 189 responses
- Two online focus groups consisting of 11 participants who had completed the survey

The key findings uncovered were:

- The campaign was most visible through posters and floor decals
- The campaign increased student confidence in supporting a peer with compassionate and trauma-informed responses and knowledge on UQ support services
- UQ branding increased the perceived legitimacy of the campaign, however also led to decreased visibility due to the number of other UQ campaigns
- Further explanation and information on the steps of listening, supporting and referring is needed
- The campaign would reach more people and be more effective if more media and platforms were utilised
- More language options would be beneficial to increase the campaign's reach

These findings were supported by literature on informal peer support, campus culture and social marketing campaign strategies. Following this, four recommendations are provided:

1. Create a specific strategy for reaching men through audience segmentation
2. Use alternative locations, platforms and media to increase reach
3. Increase accessibility of campaign material for international students
4. Use QR codes to provide more detailed campaign information

By implementing these recommendations, the *Listen, Support, Refer* campaign will reach more members of the UQ community and more effectively inform them on how to provide compassionate and trauma-informed responses to peers, and provide information on how to access UQ's support services.



CONTENTS

1	EXECUTIVE SUMMARY	1
2	INTRODUCTION	3
3	LITERATURE REVIEW 3.1. CONCEPTS AND THEORIES	4 - 6 5-6
4	METHODS 4.1. STAGE ONE- ONLINE SURVEY 4.2. STAGE TWO- FOCUS GROUPS 4.3. DATA ANALYSIS 4.4. ETHICAL CONSIDERATIONS	7 - 10 7-8 9 9 9-10
5	FINDINGS AND DISCUSSION 5.1. REACH 5.2. EFFECTIVENESS	11 - 15 11-12 12-15
6	CONCLUSION 6.1. LIMITATIONS 6.2. RECOMMENDATIONS 6.3. FURTHER RESEARCH	16 - 17 16 16-17 17
7	REFERENCES	18 - 21
8	APPENDICES	22 - 39

2 INTRODUCTION

Sexual misconduct has been identified as a major issue for universities around the world, including in Australia (End Rape on Campus Australia, 2017). In response, the Australian Human Rights Commission conducted a national survey (2017), reporting on sexual assault and sexual harassment in Australian universities. This survey found that 51% of university students had been sexually harassed in 2016, while 6.9% had been assaulted between 2015-2016 (Australian Human Rights Commission, 2017). University resources for sexual misconduct were also found to be largely inadequate (Australian Human Rights Commission, 2017).

UQ responded to the report's recommendations by establishing the SMSU which seeks to ensure survivors of sexual misconduct at UQ have access to timely systems of support, including reporting options, 'reasonable measures' and emotional support (The University of Queensland, 2020a). In 2019, the UQ Respect program was introduced to aid the coordination and promotion of the SMSU and provide student and staff focused training and education (The University of Queensland, 2020a). UQ Respect also created promotional campaigns, one of which being the *Listen, Support, Refer* campaign which encourages compassionate and trauma-informed responses to sexual misconduct disclosures and promotes UQ's support services (The University of Queensland, 2019).

This study evaluates the reach and effectiveness of UQ Respect's *Listen, Support, Refer* campaign to provide recommendations for future iterations of the campaign. The aim of this research and subsequent recommendations is to assist UQ Respect in achieving their campaign goals more effectively to benefit more members of the UQ community. The findings of this research may also be valuable for universities globally in implementing effective campaigns to promote compassionate responses to disclosures of sexual misconduct.

To evaluate the campaign's reach and effectiveness, specific sub-questions were also developed, including:

What has been the reach of this campaign?

- Have students seen the campaign and if so, where have they seen it?
- How does campaign visibility vary by demographic groups, if at all?
- What are the most effective forms of marketing collateral for campaign visibility?
- How does the UQ branding influence the visibility of the campaign?

What is the effectiveness of this campaign?

- How effective has the campaign been in promoting a "compassionate response" to disclosures of sexual misconduct from UQ students?
- Does this campaign affect students' confidence in their ability to respond to disclosures of sexual misconduct?
- How does the UQ branding influence the legitimacy of the campaign?
- How effective has the campaign been in increasing awareness of support services on campus?

3

LITERATURE REVIEW

An in-depth, critical literature analysis positions the study within relevant literature and informs the conduct of the evaluation. The following literature review discusses: the significance of informal support and inclusive campus cultures, social marketing campaign strategies and receptibility to social marketing campaigns.

Informal peer support and campus culture

Many studies emphasise the importance of promoting informal support as peers are often the first people survivors turn to for support following sexual misconduct experiences (Graham, Mallinson, Krall & Annan, 2019; O'Callaghan, Lorenz, Ullman, Kirkner, 2018; Orchowski & Gidycz, 2012). As Orchowski & Gidycz (2012) argue, informal supporters are often ill-equipped with relevant information to assist survivors in seeking more formal support from university services. Therefore, providing appropriate information, resources and support services is necessary. On university campuses however, support services are often under-utilised (Banyard, Moynihan, Walsh, Cohn & Ward, 2010). Reasons for under-utilisation included concerns about privacy, not being believed, self-blame, shame, or being unable to acknowledge the seriousness of the experience to warrant seeking support (Walsh et al., 2010). Moreover, positive campus environments need to be fostered that minimise these concerns for survivors and in turn encourage support service utilisation. Social marketing campaigns can assist in promoting a safe and accepting campus culture and university support services, so long as they are implemented effectively (Orchowski & Gidycz, 2012). Our research will evaluate whether the *Listen, Support, Refer* campaign is presented in an informative and engaging way to adequately inform the UQ community of support services.

Social marketing campaign strategies

Social marketing campaigns aim to increase public knowledge on topics and provide specific directions for behavioural change (Randolph & Viswanath, 2004). The *Listen, Support, Refer* campaign can subsequently be labelled as a social marketing campaign. While literature on sexual misconduct marketing strategies is limited, there is useful and transferable literature on social marketing campaigns more broadly. Social marketing campaigns use strategically chosen media to engage the target audience in public settings, either on campus or online, which subsequently provides an informal educational opportunity (Randolph & Viswanath, 2004).

However, maintaining a diversity of methods for campaign dissemination is also important for increasing receptibility and effectiveness. Potter et al. (2016) found that frequent in class discussions about sexual misconduct assisted in informing students about campus support services and engaging them with campaign messaging. It is therefore crucial to evaluate the effectiveness of the *Listen, Support, Refer* campaign dissemination methods to reveal if future iterations require greater diversity.

Further, the types of persuasive communication used to create engaging and informative campaigns depends on the social, economic, interactional and situational characteristics of the target population (Dawson, 1989; Frankenberger & Sukhdial, 1994). Knowledge of these

characteristics helps agencies understand how to effectively engage the target audience and where to target campaigns (Hornik, 2003). Trust in the agency creating the campaign is also important. As Hornik (2003) and the World Health Organisation (2017) stipulate, the perceived credibility of the campaign's agency influences public perception and subsequent receptiveness to campaign messages. Finally, adequate and informative messaging is imperative for social marketing campaigns to effectively engage the target audience (Eagle, Czarnecka, Dahl & Lloyd, 2020). Understanding how campaigns operate is vital for any evaluation (Coffman, 2002; Valente & Kwan, 2012). Thus, this literature will be useful in forming recommendations from our findings.

The benefits of campaigns that reinforce certain behaviours, such as compassionate responses, are supported by findings from an article evaluating a five-year sexual violence prevention campaign in the United States (US). The study suggests that personal behaviour is strongly influenced by the behaviour of peers (Mennicke, Kennedy, Gromer, & Klem-O'Connor, 2018). These findings indicate that peer modelling of appropriate responses to sexual misconduct disclosures are integral to changing norms surrounding the provision of informal support and compassionate responses. This is helpful for evaluating the effectiveness of the *Listen, Support, Refer* campaign in its ability to promote behavioural change.

Self-identification was also found to be an effective principle in social norms marketing to engage and create resonance with the target audience (Potter, Moynihan & Stapleton, 2011). In one study of a US university campaign, students were found to be more likely to actively prevent situations of sexual misconduct after exposure to campaigns where they indicated familiarity with the people and situations presented (Potter et al., 2011). Familiarity and student ability to self-identify and relate to campaign messages and images is an important consideration when evaluating the effectiveness of the *Listen, Support, Refer* campaign.

Limitations of literature

While this literature is useful for our research, there are limitations. The literature explored in this review originates from the US. While these findings could be extrapolated to an Australian context, contextual and cultural differences need to be acknowledged. There is an absence of literature specifically pertaining to tertiary sexual misconduct campaigns on university campuses both internationally and in Australia. This project offers an important opportunity to provide useful insights and for the development of other tertiary sexual misconduct campaigns.

3.1. Concepts and Theories

To evaluate any campaign, understanding the agency creating the campaign and the theoretical aspects guiding the campaign is imperative (Coffman, 2002). The *Listen, Support, Refer* campaign is underpinned by trauma-informed feminist theory. In the following section, this theory will be outlined before analysing our chosen evaluation design.

Trauma-informed feminist theory offers a theoretical and analytical framework for those who have been affected by trauma and acknowledges the importance of equality, subverting patriarchal social structures and encouraging empowerment when a survivor reaches out for help (Conley & Griffith, 2016). These goals include establishing and maintaining a safe space for disclosure within formal support services, providing primary support, and helping survivors trust themselves and speak out about their experiences (Conley & Griffith, 2016). The theory also encourages empathetic responses free of judgement while emphasising the importance of receptivity to disclosures and subsequent responses founded within the provision of care (Holger-Ambrose, Langmade, Edinburgh & Saewyc, 2013). This theory further understands

that “clients are viewed as the experts of their own experiences” and should not be blamed for their experience (Conley & Griffith, 2016: 280). The *Listen, Support, Refer* campaign is rooted in trauma-informed feminist theory as it understands that victim blaming can cause serious harm to survivors. The campaign encourages compassionate responses to peer disclosures of sexual misconduct experiences and referral of survivors to appropriate formal support services.

To evaluate the campaign, Kapp and Anderson’s (2010) program evaluation theory will be utilised. Kapp and Anderson stipulate that evaluations consist of eight steps (refer to Figure 1), from establishing questions and methods to disseminating findings to the agency for program improvement. These steps are not linear and can intersect at different times throughout the evaluation due to the vibrant setting of any agency and external factors. Two sub-evaluations exist within a program evaluation: summative evaluations (focusing on assessing program effectiveness) and process evaluations (designed to improve programs). In our project we will conduct both, initially focussing on summative, then process.

Kapp and Anderson (2010), alongside Valente and Kwan (2012) and Coffman (2002) agree that effective evaluators must: understand the agency and its program; maintain strong communication with the agency while involving them in the evaluation; ensure the evaluation goals are at the forefront of every stage of the evaluation and present useful findings which the agency can implement. By utilising this program evaluation design, our research team can assist UQ Respect in more effectively promoting campaign goals.

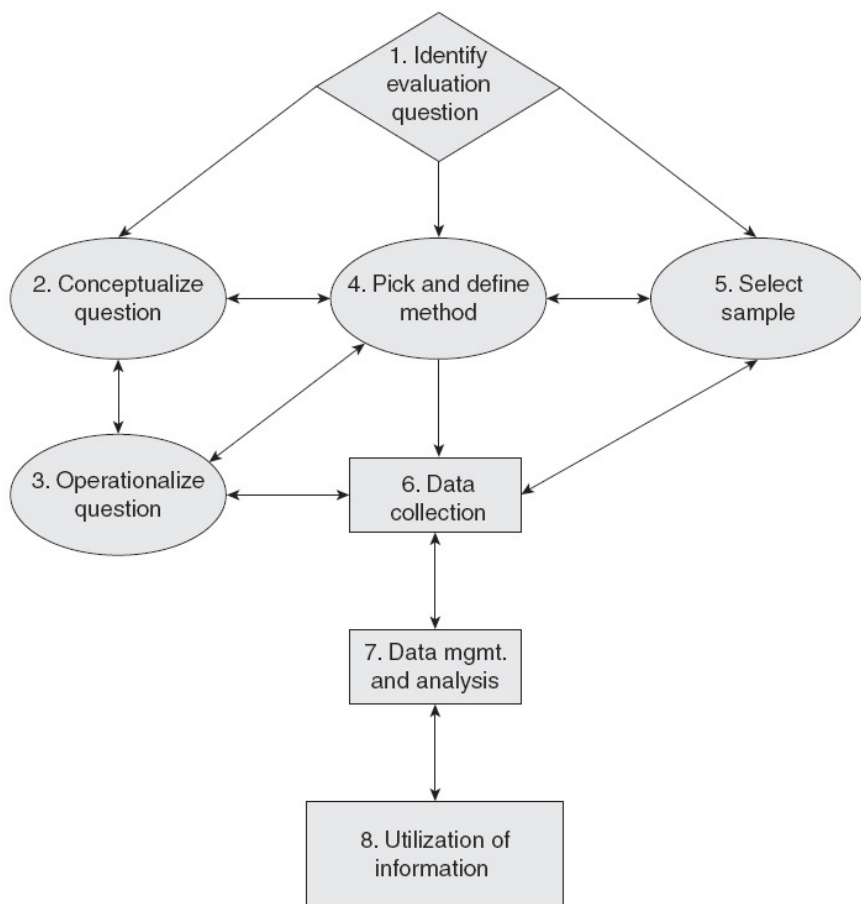


Figure 1: Steps in an evaluation

4 METHODS

To accommodate for the broad nature of our research topic, a two-stage mixed-method approach was utilised. The first stage was a quantitative online survey and the second was two qualitative online focus groups with UQ students. While the campaign is targeted toward the entire UQ community, including academic staff, our research team and Industry Partner agreed to focus on the student population to maintain scope to our research. The specific mixed-method approach used in this research was a parallel design. This involves collecting and analysing two data sources separately before comparing them during analysis (Ostlund, Kidd, Wengström & Rowa-Dewar, 2011). This allowed for the strengths of both survey and focus group methods to be utilised to obtain convergence on the same phenomenon (Creswell & Plano Clark, 2011).

This research was underpinned by grounded theory, which utilises a systematic approach to compare themes using inductive reasoning grounded in the data itself (Charmaz, 2006). The inquisitive nature of our research, with no stated hypothesis, means this 'ground' up approach was useful in understanding the subjective nature of participant perspectives and experiences regarding the campaign (Walsh & Downe, 2005). Assisting this theory was an interpretivist epistemology which focuses on developing deep understandings of subjective and contextual knowledge (Della Porta & Keating, 2012). Interpretivism lends itself to a constructivist ontology which believes that social phenomena and their meanings are constructed by social actors and are in a constant state of revision (Bryman, 2001).

4.1. Stage one- Quantitative online survey

Online surveys were utilised to understand a large range of perspectives on the campaign's reach, visibility and effectiveness in increasing confidence. Surveys are useful to obtain large sample sizes, subsequently increasing the statistical significance of findings (Jones, Baxter & Khanduja, 2013). Our survey included closed-ended and likert scale questions. These surveys asked students if and where they had seen the campaign, what medium they saw, how effective the campaign was in providing adequate information and knowledge of support services, and how the UQ branding affected the campaign (refer to Appendix A). Basic demographic questions were also asked at the beginning of the survey to analyse how, if at all, these factors influenced awareness and receptibility to campaign messages. To accommodate for participants facing language barriers, relevant terminologies were explained in the survey, alongside response options of 'I do not understand the question'.

The online survey received 189 participants. This allowed for statistically significant findings to emerge. Participants consisted of current UQ students, both undergraduate and postgraduate, aged 18 years and above. While minor variances exist between our survey sample and the UQ population in resident status and faculties, larger variances are evident in the program level group, gender and campus categories. Our survey sample captured more women, undergraduates and Gatton campus students (see Table 1).

The survey took approximately 5-10 minutes to complete. To recruit participants, a minimum of 10 course coordinators from each of the six UQ faculties were emailed (refer to Appendix B). Course coordinators were asked to create a post (refer to Appendix C) on Blackboard inviting enrolled students to complete our survey.

The sample of survey respondents is described in the following table (Table 1):

	Survey sample	UQ Whole Demographic Breakdown 2019 (the University of Queensland, 2020b)
Resident Status		
Domestic	70.4%	63.5%
International	29.6%	36.5%
Gender		
Men	20.1%	45.0%
Women	79.4%	54.8%
Other	0.5%	0.1%
Faculty*		
BEL	29.1%	25.4%
EAIT	6.4%	13.6%
HLBS	11.6%	13.0%
HSS	21.2%	15.8%
MED	9%	5.7%
SCI	36%	16.4%
Other	NIL	10%
Program Level Group		
Undergraduate	78.8%	62.1%
Postgraduate coursework and postgraduate research	21.2%	36%
Campus**		
St Lucia	67%	76.1%
Herston	4.3%	1.9%
Gatton	20.8%	3.3%
External	7.9%	NIL

Table 1: Summary of survey sample demographic details and UQ student population 2019

*The data obtained from UQ database assigns one main faculty to each student, despite some programs including two faculties. The data obtained from the survey however allowed participants to select more than one faculty and the percentages shown are representative of this.

**The data obtained from UQ database did not have an 'external' campus option in the 2019 dataset. Our survey allowed respondents to select 'external' as a campus option, as some students are studying completely online during the COVID-19 pandemic.

4.2. Stage two- Qualitative online focus groups

To understand perspectives on the campaign in greater depth, semi-structured online focus groups were conducted. This allowed us to understand student perceptions of the campaign and its messaging while also investigating if the campaign's goals are currently being achieved. Group discussions "correspond to the way in which opinions are produced, expressed, and exchanged in everyday life" (Flick, 2014, p. 244). They also allow for in-depth exploration of participants' ideas that cannot be captured in closed-ended survey questions (Flick, 2014; Walter, 2019). Due to the conversational nature of focus groups, questions asked (refer to Appendix D) were used as a guide rather than a script. 11 survey participants who agreed to further assist the study participated in the focus groups (six in group one and five in group two). Nine participants were female and two were male. These focus groups lasted between 30 and 45 minutes each.

4.3. Data analysis

Data analysis utilised both quantitative and qualitative methods. To analyse the quantitative results from the closed-ended survey questions, Microsoft Excel was used. The use of this statistical software allowed for a descriptive analysis to occur which described patterns in responses (DePoy & Gitlin, 2015).

A thematic analysis was undertaken to analyse the in-depth responses from focus groups. A thematic analysis identifies, analyses and reports patterns within text-based data, such as transcripts from focus groups (Braun & Clarke, 2006). To minimise the risk of interpretation associated with thematic analyses, our team worked collaboratively and implored reflexive research methods to ensure we were aware of our role and influence in research, both during the data collection process and data analysis (Gouldner, 1971).

Furthermore, a comparative analysis method was used where themes were compared and contrasted to understand the causes of various subjective experiences (Glaser, 2007). Through the parallel design, the findings from both data sets were integrated and analysed together to develop overarching themes relating to the campaign's reach and effectiveness. As the campaign posters were displayed in both the survey and focus groups, we cannot definitively know whether responses regarding the effectiveness of messaging were in response to prior viewing of the campaign. However, as questions were not leading, this is not a concern as participants were able to express their individual perspectives.

4.4. Ethical considerations

This research project was provided with ethical clearance by the UQ Faculty of HASS Central Ethics Committee (approval number #2020001456).

To maintain confidentiality, participant information remained de-identified in all recorded data. In the survey, respondents were able to withdraw by abandoning the survey. While participant names were required in the focus groups for facilitation purposes, participants were able to provide a false name if they wished. Upon transcribing these focus groups, pseudonyms were used in substitute for participant names or any names discussed to maintain confidentiality. Focus groups were strictly audio-recorded and participants were able to withdraw at any time throughout the session.

It should be noted that a minor privacy breach occurred during the research process when survey respondents interested in participating in the focus groups were emailed without blind carbon copy (BCC), which made email addresses visible to all respondents. Formal action was then taken to retract the email and this was deemed appropriate by the Human Research Ethics Council at UQ.

Focus group participants were asked not to disclose any personal experiences of sexual misconduct at the beginning of the focus groups. In incidents of participant disclosure of experiences of sexual misconduct or other personal information, facilitators immediately reminded them that the discussion was to only be related to the campaign and its effectiveness. Relevant resources were provided in both the survey and the focus groups (refer to Appendix A).

5

FINDINGS AND DISCUSSION

The following section combines both descriptive data from the surveys and themes developed from the focus groups (refer to Appendix E). The findings are separated into reach and effectiveness sections to appropriately respond to our two overarching areas of evaluation.

5.1. Reach

52% of survey respondents reported that they have seen the campaign in its various forms across UQ campuses (Figure 2). The most common location that respondents reported seeing the campaign was on walkways near bus stops (34.4%) suggesting that these decals were the most visible form of the campaign for the majority of students (Figure 3). This is supported by statements from two focus group participants who both mentioned seeing the campaign at bus stops on campus. Survey respondents did report however that posters were the most visible form of the campaign on campus (44%) (Figure 4). Another focus group participant recalled seeing the campaign in bathrooms behind toilet doors. This was the second most common location survey respondents reported seeing the campaign (28.6%) (Figure 3). Other common places included libraries, learning buildings, and the UQ Union building. One focus group member emphasised:

...the amount of posters... is more significant to me rather than whether it is eye-catching or not. Because you have it on the floors, you have it on the walls... everywhere around the campus (P7).

Responses to Q10 "Have you seen this Listen, Support, Refer campaign on campus?"

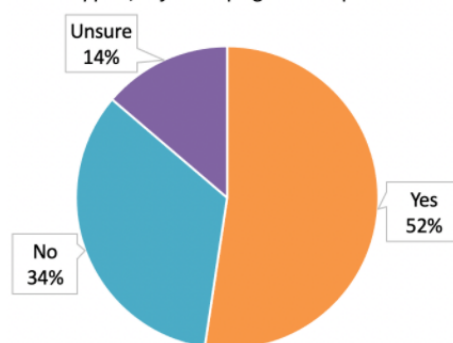


Figure 2: Graph of whether survey respondents have seen the campaign on campus (Q10)

Responses to Q12 "Where have you seen the campaign on campus?"

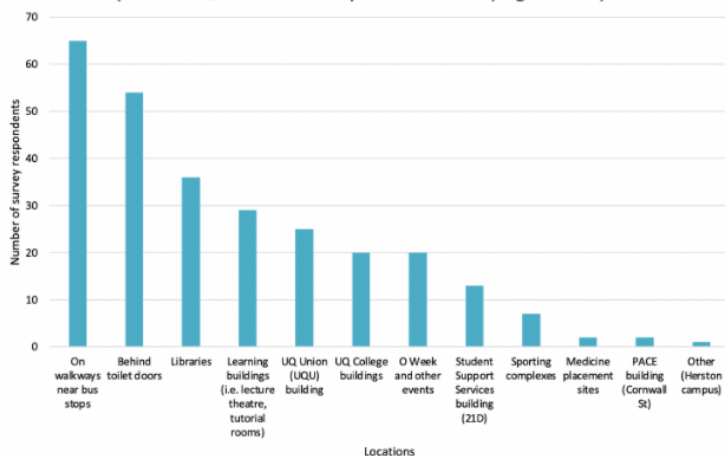


Figure 3: Graph of where survey respondents have seen the campaign on campuses (Q12)

Responses to Q11 "What form of the campaign?"

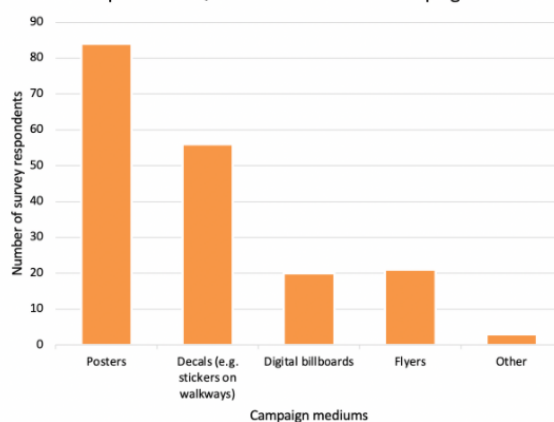


Figure 4: Graph of what forms of the campaign survey respondents have viewed

Impacts of the UQ branding on the campaign's visibility

All issues raised by focus group participants regarding the UQ branding stemmed from concerns that it reduces the visibility of the campaign. While one participant stated this branding causes the campaign to stand out, five disagreed noting that it makes the campaign blend in with other UQ media. These participants expressed that they may "...dismiss [the campaign] " (P5), as it is "just another purple poster" (P1). Consequently, one participant noted that the campaign would benefit from being more "artistic and vibrant" (P5) to draw more attention from UQ students.

These statements oppose findings from the survey which revealed 86% of respondents felt that the branding either had no impact on or increased the campaign's visibility (Figure 5). While these survey results are significant, the opportunity for focus group participants to discuss the topic of UQ branding in detail allowed for greater insight in our analysis. As such, focus group responses have been given considerable weight on the topic of UQ branding to inform our recommendations.

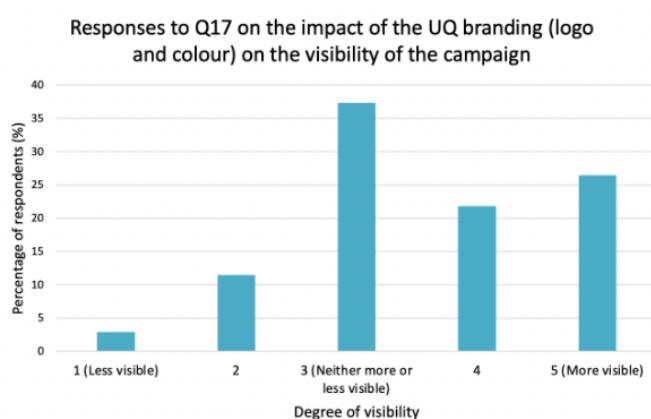


Figure 5: Graph of survey responses to how the UQ branding impacts the visibility of the campaign

Language barrier

A significant finding from the focus groups was the need for more language options to increase campaign inclusivity and ability to reach more members of the UQ community. With 36.5% of UQ students being international students, the current campaign risks not reaching this demographic due to language barriers (the University of Queensland, 2020b). Two focus group participants suggested that the current campaign could be improved by being more accessible for international students, with one participant suggesting the campaign be available in different languages:

...some people are not from English speaking [countries] and... [campaign messaging] sometimes can be jargon for them (P7).

5.2. Effectiveness

Significant results were found when testing for the difference in confidence in ability to support and refer before and after viewing the campaign images in the survey (Figure 6). It should be noted that survey design may have inhibited response accuracy as half of the surveyed respondents reported not having seeing the campaign material until undertaking the survey. The mean initial confidence on a scale of 1-5 (1 being 'I do not feel confident at all' and 5 being 'I feel very confident') before seeing the campaign in the survey was 3.46, which increased by 0.33 to 3.79 after being shown the campaign within the survey. This increase was statistically significant ($p < 0.00$).

T-test Paired two-sample for means. Confidence before and after for all respondents who answered both Q9 and Q13.
P(T<=t) two tail = 5.04509E-05

Figure 6: Table showing t-test results testing the significance of the difference in confidence before and after viewing the campaign in the survey

Focus group participants also reported an increase in confidence due to campaign messaging both from seeing the campaign on campus and when viewed in the focus groups. One participant stated:

...it [makes] me more comfortable and more confident in supporting someone. (P7)

Overall, six participants said they would be more comfortable referring a peer to the SMSU after viewing the poster. One participant commented that the campaign makes the process of support less of a “burden” (P1). Several participants also commented on the usefulness of campaign messaging in providing clear ways that they can support a peer who has disclosed to them. One participant thought that the steps of listening, supporting and referring would help create a community where:

...everyone knows how to support someone. (P9)

Another participant thought that:

...when people see these posters, they know what they can do. (P8)

Focus group participants also cited an increased awareness of support services after viewing the campaign. One participant explained:

...I wasn't actually aware of the Sexual Misconduct Support Unit prior to seeing this campaign. So in that way it actually... did increase my awareness... (P3)

This is supported by survey data where 44% of respondents were more aware of UQ's sexual misconduct support services after seeing the campaign (Figure 7).

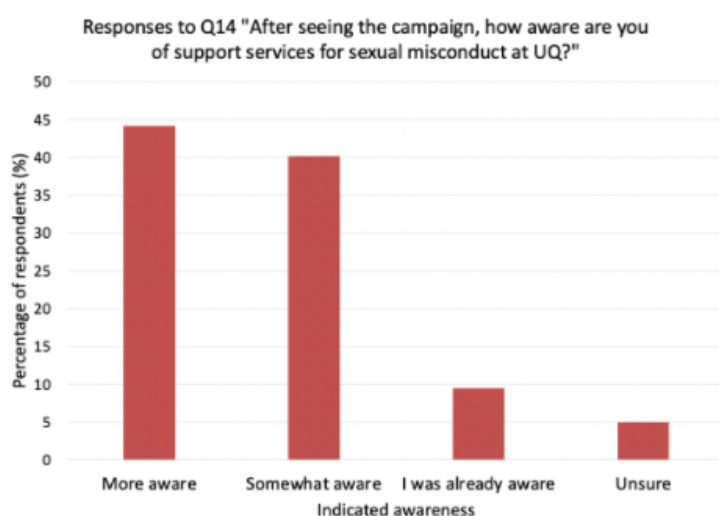


Figure 7: Graph of survey respondents' indicated awareness of UQ support services after viewing the campaign in the survey

The influence of gender on campaign engagement and effectiveness

Survey respondents consisted of approximately 80% women and 20% men (see table 1), which indicated that the survey caught the attention of more female students. Because women are more likely to be survivors of sexual misconduct (Australian Human Rights Commission, 2019), the survey responses suggest this awareness of other women's collective experiences as survivors and of the threat of sexual misconduct more specifically may have prompted more women to participate in the survey. Women are more likely to receive a disclosure of sexual misconduct (Dworkin, Pittenger & Allen, 2016: 7; Orchowski & Gidycz, 2012), just as women are more likely to disclose sexual misconduct than men (Banyard et al., 2010). In this way, more women may have responded to the survey due to the heightened relevance of sexual misconduct experience and disclosures to their lives. This suggests that women may therefore also be more receptive to the *Listen, Support, Refer* campaign's messaging. The lack of engagement from men corroborates with the AHRC report (2017) which found that men are less concerned about sexual misconduct at university in comparison to women. The report also noted that men are more likely to be perpetrators of sexual misconduct, and less likely to be victims.

Impacts of the UQ branding on the campaign's legitimacy

Almost two thirds (64%) of survey respondents felt that the UQ branding increased the legitimacy of the campaign, and this was corroborated by one focus group participant. Several participants also mentioned that the association with UQ colours gave the campaign a sense of authority and made it appear more 'professional' (P9) and 'official' (P7). As explained by one participant:

[the campaign is] authoritative because it's in the uni colours and it connects... [to] all the other campaigns that you see around campus. (P3)

Two participants felt that the UQ branding implied that the university cares and is supportive of their students. As indicated by Hornik (2003) and the World Health Organisation (2017), this receptiveness to campaign messaging may be influenced by the perceived credibility of the parent agency, being UQ. This suggests that the positive associations exhibited by a large proportion of participants are likely related to their trust in UQ as an institution.

Diversity of visual mediums and media platforms

Two themes emerged concerning media: mediums and platforms. Multiple focus group participants stated it would be beneficial to use additional mediums to the current posters. Specifically, five participants recommended videos, with three saying it would be beneficial to show what listening, supporting and referring could look like through such videos. For example, one participant stated:

... even seeing listen, support, refer happen in a normal conversation between two people in a video form would be interesting to see as well. (P9)

This is corroborated by Potter et al.'s (2011) findings that using self-identification in marketing strategies through showcasing familiar contexts effectively engages target audiences. It was noted by two participants however that the videos would need to be mindful as to avoid limiting what listening, supporting and referring looks like or simplifying it to a universal process.

Regarding platforms to distribute the campaign, it was recommended by five focus group participants that social media platforms such as Facebook and Instagram be utilised. Marketing on social media can further emphasise campaign messages through the ability to disseminate material widely and repeatedly. In this way, social marketing interventions can be beneficial in enabling, encouraging and supporting behavioural changes to wider audiences through a diversity of mediums (Sampogna et al., 2017).

Three participants indicated that in-person discussions of the campaign would be helpful. Two suggestions included having representatives at university events like O-week and at the beginning of lectures to speak to students about the campaign and resources on campus. In-class discussions of sexual misconduct have shown to foster more positive associations with campus resources and knowledge of services (McMahon & Stepleton, 2018; Potter et al., 2016).

The results from the focus groups indicate a strong desire from participants for more diversity to exist in how the campaign is shown and where it is displayed.

Lack of adequate information on each step of the campaign

Although one focus group participant noted that the steps of listening, supporting and referring were “very clear” (P1), seven others proposed that the campaign did not contain enough information on how to support a peer and refer them to support services. Educating informal supporters appropriately is important, as peers are often the first people survivors turn to for support (Orchowski & Gidycz, 2012). Two participants emphasised the need for more resources demonstrating how to support survivors as they suggested that the ‘support’ component of the campaign did not provide enough information on what to do or say to support someone in need. Additionally, three participants indicated that they would be uncomfortable referring a friend to the SMSU as they were unsure what the process of referral looks like. Some participants were worried that if they were to refer a friend to the SMSU that the survivor would have to file a police report and begin a formal process against their wishes. As explained by one student:

... we're not all quite sure that we'd go straight to go talk to UQ because we don't necessarily know what that looks like. And at the moment that feels... quite official and... like a big deal when a lot of people don't want to make a big deal out of it. (P1)

Ensuring the messaging of the campaign is informative and indicative of the nature of UQ services is important. Without this, the campaign will not be effectively encouraging positive behavioural changes, which is the essence of any social marketing campaign (Randolph & Viswanath, 2004).

6 CONCLUSION

From our research, it can be concluded that the *Listen, Support, Refer* campaign has been effective in providing useful knowledge and resources for UQ students to support a peer who has experienced sexual misconduct. Confidence in supporting and referring a friend was shown to increase due to the campaign, alongside knowledge on resources and UQ support services. Our findings indicate the *Listen, Support, Refer* campaign is subsequently an effective social marketing campaign. However, it was shown there are improvements that can be made to increase the campaign's reach, reception and impact across the UQ community. These can be found in the following recommendations section (5.2).

Our findings also corroborate existing literature on social marketing campaign strategies that self-identification, diverse mediums and platforms for advertising, and engaging, informative messaging is imperative for effective campaigns. Our research further highlighted the need to understand the target audience to develop audience- and context-specific strategies to reach all demographics.

6.1. Limitations

As our sample consisted of participants who were self-selected, the email recruitment strategy may have captured students who were already knowledgeable about the *Listen, Support, Refer* campaign and may have been impacted by its messaging. This limited our ability to specifically gauge an accurate change in confidence before and after exposure to the campaign. Further, females were overly represented in the research participants suggesting that results may be generalisable to women only.

6.2. Recommendations

Audience segmentation of campaign marketing to target men

To more effectively engage male UQ students, we recommend that future renditions of the campaign include specific mediums targeted toward men. Such demographic targeting in marketing is known as 'audience segmentation' and involves messages being targeted toward specific groups within the target population (Newton, Newton, Turk & Ewing, 2013). However, the overall message of the campaign must be consistent across all mediums (Alden, Basil and Deshpande, 2011).

Increase engagement through more mediums, platforms and locations

To increase the visibility, engagement and effectiveness of the campaign, we recommend that UQ Respect implement a multi-media approach. In addition to existing posters, we recommend that videos and face-to-face promotional strategies should also be employed with wallet-sized campaign cards available for students to utilise in times of need. Videos should allow students to self-identify and relate to campaign messages, as indicated by Potter et al., (2011). Extending on this, we recommend that the campaign be promoted on different platforms, such as UQ's social media and UQ Life, to reach more students. This recommendation is supported by Potter et al. (2011), Coffman (2002) and the World Health Organisation (2017) who agree multiple mediums for social marketing campaigns are correlated with greater engagement and receptibility of campaign messaging. Further, we suggest that the UQ Respect campaign is placed in more high foot-traffic areas as repeated viewings of a campaign can increase the receptibility of its messaging (Hornik, 2003).

Provide accessibility of campaign material for international students

Luna and Peracchio (1999) show that individuals who are bilingual need to put more effort into processing messages conveyed in their second language which in turn reduces their likelihood of contextually understanding and interacting with the message. With two focus group participants suggesting the campaign be presented in different languages, and with 36.5% of UQ's student population being international students (The University of Queensland, 2020c), we recommend that the UQ Respect campaign implements QR codes on posters to link to the campaign in different languages, or that the campaign is displayed in different languages around campus and online.

Provide greater detail of campaign information through QR codes

To respond to concerns over the lack of information on the posters, we recommend that the *Listen, Support, Refer* campaign provides a QR code on posters which can guide students to relevant resources on how to support a peer, what happens during the referral process, and what to do if you are a survivor of sexual misconduct. This recommendation is supported by Eagle, Czarnecka, Dahl and Lloyd (2020), who argue that the target audience needs to acquire adequate and informative knowledge from a campaign for the campaign to be successful.

6.3. Further research

We have several recommendations for further research. While we briefly explored how different demographics engaged with the campaign, we recommend further analysis occur to explore how gender, international or domestic student status, and college student status influence the receptibility of the campaign's messaging. We further recommend a comparative analysis be conducted with similar campaigns to the *Listen, Support, Refer* campaign to understand how they differ and what impact that has on their engagement, effectiveness and accessibility. Finally, we recommend an analysis is conducted on this campaign, or similar campaigns, and their effectiveness in creating a safer university culture and environment with less cases of sexual misconduct. While this campaign is about supporting those who have experienced sexual misconduct, our participants and supporting literature indicated that these campaigns can contribute to broader cultural shifts toward more inclusive, safer and supportive university environments.

7 REFERENCES

Alden, D., Basil, M., & Deshpande, S. (2011). Communications in social marketing. In G. Hastings, K. Angus, & C. Bryant (Eds.), *The SAGE Handbook of Social Marketing* (pp. 167-177). London: SAGE Publications.

Australian Human Rights Commission. (AHRC). (2017). *Change the course: national report on sexual assault and sexual harassment at Australian universities*. Retrieved from <https://www.humanrights.gov.au/our-work/sex-discrimination/publications/change-course-national-report-sexual-assault-and-sexual>

Australian Human Rights Commission. (2019). *Change the course- 18 month milestone*. Retrieved from <https://humanrights.gov.au/our-work/sex-discrimination/change-course-18-month-milestone>

Banyard, V. L., Moynihan, M. M., Walsh, W., Cohn, E. S., & Ward, S. (2010). Friends of survivors: The community impact of unwanted sexual experiences. *Journal of Interpersonal Violence*, 25, 242-256. doi: 10.1177/0886260509334407

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2): 77-101. doi: 10.1191/1478088706qp063oa

Bryman, A. (2001). *Social research methods*. Oxford: Oxford University Press.

Charmaz, K. (2006). *Constructing grounded theory*. London: Sage Publications.

Coffman, J. (2002). *Public communication campaign evaluation: An environmental scan of challenges, criticisms, practice, and opportunities*. Harvard: Harvard Family Research Project.

Conley, A. H., & Griffith, C. (2016). Trauma-informed response in the age of title IX: Considerations for college counselors working with survivors of power-based personal violence. *Journal of College Counseling*, 19(3), 276-288. doi:10.1002/jocc.12049

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Dawson, S. (1989). Health care consumption and consumer social class: A different look at the patient. *Journal of Health Care Marketing*, 9, 15-25.

Della Porta, D., & Keating, M. (2012). *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge: Cambridge University Press.

DePoy, E., & Gitlin, L. (2015). *Introduction to Research: Understanding and Applying Multiple Strategies*. St Louis: Elsevier.

Dworkin, E. R., Pittenger, S. L. & Allen, N. E. (2016). Disclosing sexual assault within social networks: A mixed-method investigation. *American Journal of Community Psychology*, 57(1), 216-228. doi: 10.1002/ajcp.12033

Eagle, L., Czarnecka, B., Dahl, S., & Lloyd, J. (2020). Marketing communications for not-for-profit audiences. In L. Eagle (Ed.), *Marketing communications* (pp. 307-330). New York, NY: Routledge.

End Rape on Campus Australia. (2017). Connecting the dots: Understanding sexual assault in university communities. Retrieved from <https://static1.squarespace.com/static/5762fc04f5e231826f09afae/t/58b3d08ddb29d6e7a2b8271d/1488179368580/Connecting+the+dots.pdf>

Flick, U. (2018). *An introduction to qualitative research*. Los Angeles: Sage Publications.

Frankenberger, K. D., & Sukhdial, A. S. (1994). Segmenting teens for AIDS preventive behaviors with implications for marketing communications. *Journal of Public Policy and Marketing*, 13, 133-150. doi: 10.1177/074391569401300111

Glaser, B. (2007). Naturalist inquiry and grounded theory. *Historical Social Research*, 19, 114-132.

Gouldner, A. (1971). *The coming crisis in western sociology*. London: Heinemann.

Graham, A. C., Mallinson, R. K., Krall, J. R., & Annan, S. L. (2019). Sexual assault, campus resource use, and psychological distress in undergraduate women. *Journal of Interpersonal Violence*, 14(1), 1-22. doi: 10.1177/0886260519884689

Holger-Ambrose, B., Langmade, C., Edinburgh, L. D., & Saewyc, E. (2013). The illusions and juxtapositions of commercial sexual exploitation among youth: Identifying effective street-outreach strategies. *Journal of Child Sexual Abuse*, 22(3), 326-340. doi: 10.1080/10538712.2013.737443

Hornik, R. (2003). Using theory to design evaluations of communication campaigns: The case of the national youth anti-drug media campaign. *Communication Theory*, 13(2), 204-224. doi: 10.1111/j.1468-2885.2003.tb00289.x

Jones, T., Baxter, M., & Khunduja, V. (2013). A quick guide to survey research. *Annals of the royal college of surgeons of England*, 95(1), 5-7. doi: 10.1308/003588413x13511609956372

Kapp, S., & Anderson, G. (2010). *Agency-based program evaluation: Lessons from practice*. Los Angeles: Sage Publications.

Luna, David, & Peracchio, Laura A. (1999). What's in a bilingual's mind?: How bilingual consumers process information. *Advances in Consumer Research*, 26, 306.

McMahon, S., & Stepleton, K. (2018). Undergraduate exposure to messages about campus sexual assault: Awareness of campus resources. *Journal of College Student Development*, 59(1), 110-115. doi: 10.1353/csd.2018.0008

- Mennicke, A., Kennedy, S. C., Gromer, J., & Klem-O'Connor, M. (2018). Evaluation of a social norms sexual violence prevention marketing campaign targeted toward college men: Attitudes, beliefs, and behaviours over 5 years. *Journal of Interpersonal Violence*, 1-23. doi: 10.1177/0886260518780411
- Newton, J. D., Newton, F. J., Turk, T., & Ewing, M. T. (2013). Ethical evaluation of audience segmentation in social marketing, *European journal of marketing*, 47(9), 1421- 1438. doi: 10.1108/EJM-09-2011-0515
- O'Callaghan, E., Lorenz, K., Ullman, S. E., & Kirkner, A. (2018). A dyadic study of impacts of sexual assault disclosure on survivors' informal support relationships. *Journal of Interpersonal Violence*, 14(1), 1-27. doi: 10.1177/0886260518795506
- Orchowski, L. M., & Gidycz, C. A. (2012). To whom do college women confide following sexual assault? A prospective study of predictors of sexual assault disclosure and social reactions. *Violence Against Women*, 18(3), 264-288. doi: 10.1177/1077801212442917
- Östlund, U., Kidd, L., Wengström, Y., & Rowa-Dewar, N. (2011). Combining qualitative and quantitative research within mixed method research designs: A methodological review. *International Journal of Nursing Studies*, 48(1), 369-383. doi: 10.1016/j.ijnurstu.2010.10.005
- Potter, S. J., Edwards, K. M., Banyard, V. L., Stapleton, J. G., Demers, J. M., & Moynihan, M. M. (2016). Conveying campus sexual misconduct policy information to college and university students: Results from a 7-campus study. *Journal of American College Health*, 64(6), 438-447. doi: 10.1080/07448481.2016.1178122
- Potter, S. J., Moynihan, M. M., & Stapleton, J. G. (2011). Using social self-identification in social marketing materials aimed at reducing violence against women on campus. *Journal of Interpersonal Violence*, 26(5), 971-990. doi: 10.1177/0886260510365870
- Randolph, W., & Viswanath, K. (2004). Lessons learned from public health mass media campaigns: marketing health in a crowded media world. *Annual Review of Public Health*, 25(1), 419-437. Doi: 10.1146/annurev.publhealth.25.101802.123046
- Sampogna, G., Bakolis, I., Evans-Lacko, S., Robinson, E., Thornicroft, G. & Henderson, C. (2017). The impact of social marketing campaigns on reducing mental health stigma: Results from the 2009–2014 time to change programme. *European Psychiatry*, 40, 116–122. doi: 10.1016/j.eurpsy.2016.08.008
- The University of Queensland (2019). *Listen, Support, Refer campaign*. Retrieved from <https://respect.uq.edu.au/article/2019/08/listen-support-refer-campaign>.
- The University of Queensland (2020a). *Strategic Framework and Action Plan for Sexual Misconduct Prevention and Response*. Retried from <https://respect.uq.edu.au/framework-and-action-plan>.
- The University of Queensland. (2020b). *Planning and Business Intelligence*. Retrieved from <https://www.pbi.uq.edu.au/ClientServices/UQStatistics/index.aspx>.
- The University of Queensland. (2020c). *UQ Fast Facts*. Retrieved from <https://about.uq.edu.au/fast-facts>.

Valente, T., & Kwan, P. (2012). Evaluating communication campaigns. In R. Rice and C. Atkin (Eds.), *Public communication campaigns* (pp. 83-98). Thousand Oaks: Sage Publications.

Walsh, W. A., Banyard, V. L., Moynihan, M. M., Ward, S., & Cohn, E. S. (2010). Disclosure and service use on a college campus after an unwanted sexual experience. *Journal of Trauma & Dissociation*, 11(2), 134-151. doi: 10.1080/15299730903502912

Walter, M. (2019). *Social research methods: An Australian Perspective*. Victoria: Oxford University Press.

World Health Organisation. (2017). *WHO Strategic Communications Framework for effective communications*. Geneva, Switzerland: World Health Organisation.

8 APPENDIX

Appendix A: Survey questions

Disclaimer: This survey involves questions which mention a campaign about sexual misconduct. If you need support after completing this survey, a comprehensive list of support has been provided at the end of the survey.

1. **How old are you?**
 - a) Drop down of ages
2. **Are you a domestic student or international student?**
 - a) Domestic
 - b) International
3. **What is your gender?**
 - a) Woman
 - b) Man
 - c) Non-binary
 - d) Gender-fluid
 - e) Prefer not to say
4. **Are you an undergraduate/postgraduate?**
 - a) Undergraduate
 - b) Postgraduate
5. **Which campus are you primarily based at?**
 - a) St Lucia
 - b) Gatton
 - c) Herston
 - d) Study externally
6. **What is your area of study?**
 - a) Business, Economics and Law
 - b) Engineering, Architecture and Information Technology
 - c) Health and Behavioural Sciences
 - d) Humanities and Social Science
 - e) Medicine
 - f) Science
7. **Do you currently live at a UQ college?**
 - a) Yes/No

The following questions are about the 'Listen, Support, Refer' Campaign.

(Pictures of marketing collateral will be displayed before Q8)

If someone tells you they've been sexually assaulted or harassed:

**Listen**
I'm sorry this happened to you.

**Support**
This is not your fault.

**Refer**
There are people who can help you.

The **UQ Sexual Misconduct Support Unit (SMSU)** provides confidential assistance to survivors and their supporters. respect.uq.edu.au/support • 3443 1000
In a campus emergency call 3365 3333. 1800RESPECT for 24 hour support.

UQ Respect

 THE UNIVERSITY OF QUEENSLAND AUSTRALIA
CREATE CHANGE

If someone tells you they've been sexually assaulted or harassed:

**Listen**
I'm sorry this happened to you.

**Support**
This is not your fault.

**Refer**
There are people who can help you.

The **UQ Sexual Misconduct Support Unit (SMSU)** provides confidential assistance to survivors and their supporters. respect.uq.edu.au/support • 3443 1000
In a campus emergency call 3365 3333. 1800RESPECT for 24 hour support.

UQ Respect

 THE UNIVERSITY OF QUEENSLAND AUSTRALIA
CREATE CHANGE

8. Have you seen this 'Listen, Support, Refer' campaign on campus?

- a) Yes/No/Unsure

(If participants respond with Yes to Q8, they will continue answering Qs 9-10. If participants respond with 'no' or 'unsure' to Q8, the survey will automatically direct them to Q11)

9. What form of the campaign have you seen? You can select multiple options.

- a) Posters
- b) Decals (e.g. stickers on walkways)
- c) Digital billboards
- d) Flyers
- e) Other

10. Where on campus have you seen the campaign? You can select multiple options.

- a) On walkways near bus stops
- b) Behind toilet doors
- c) Given a flyer
- d) UQ College buildings
- e) Faculty buildings
- f) UQ Sport buildings
- g) UQ Health buildings
- h) UQU building
- i) Student Services building
- j) O Week and other events
- k) Medicine placement sites
- l) PACE building
- m) Digital billboard
- n) Other [please specify]
- o) Unsure

(Definition to be displayed directly before Q11)

Definition: This survey uses the phrase 'sexual misconduct' to describe any form of sexual assault or harassment.

11. How much, if at all, does the campaign increase your confidence in supporting your peers after an experience with sexual misconduct?

- a) I feel more confident
- b) I feel somewhat confident
- c) I feel neither confident or unconfident
- d) I feel somewhat unconfident
- e) do not feel confident at all
- f) I was confident prior to seeing this campaign
- g) Unsure
- h) I do not understand the question

12. After seeing the campaign, are you more aware of support for sexual misconduct at UQ?

- a) More aware
- b) Somewhat aware
- c) My awareness has not changed
- d) Unsure
- e) I do not understand the question

13. After seeing the campaign, do you feel equipped to support a peer who tells you about an experience with sexual misconduct?

- a) I feel more equipped
- b) I feel somewhat equipped
- c) I feel neither equipped or unequipped
- d) I feel somewhat unequipped
- e) I do not feel equipped at all
- f) I was equipped prior to seeing this campaign
- g) Unsure
- h) I do not understand the question

14. Does the UQ branding of the campaign make it:

- a) More visible and more legitimate
- b) Slightly more visible and slightly more legitimate
- c) Neither more or less visible and legitimate
- d) Slightly less visible and slightly less legitimate
- e) Less visible and less legitimate
- f) Unsure
- g) I do not understand the question

15. If you would like to receive information on the results of this project, please provide an email or phone number below:

- a) Textbox to type

16. Please indicate if you would like to go in the draw to win a \$50 Coles gift card for completing this survey. If yes, please ensure an email is provided to Q15.

- a) Yes/No

17. Are you interested in being involved in a focus group on this topic? (You will automatically receive a \$20 Coles gift card for your participation). If so, please ensure you have provided an email for the previous question.

- a) Yes/No

Thank you for your time completing our survey

If you would like to get in contact with us about this survey, please send an email to SOSC3201_UQRespect@uq.edu.au

If you need support after participating in our survey, please contact the UQ Sexual Misconduct Support Unit at

<https://respect.uq.edu.au/support/sexual-misconduct-support-unit>

Other services you could contact for support include:

- 1800 Respect (**1800 737 732** for 24/7 counselling support)
- DV Connect Sexual assault helpline (**1800 010 120** between 7.30am and 11.30pm seven days a week)
- Mensline (**1800 600 636** between 9 am to midnight, seven days a week)
- Visit Queensland's Sexual Assault Services to find assistance close to you (<https://www.health.qld.gov.au/sexualassault/html/contact>)

Appendix B:Email to Course Coordinators

Dear _____, course coordinator for _____,

This year we are completing SOSC3201 and SOSC3202 in the School of Social Science which focuses on the development and conduct of a research project. Our project focuses on evaluating the **Listen, Support, Refer** campaign across UQ campuses. The *Listen, Support, Refer* campaign aims to promote compassionate and trauma-informed responses to sexual misconduct disclosures from members of the UQ community. Our industry partner, UQ Respect, is interested in understanding the campaign's reach and effectiveness. We are aiming to have 150-200 UQ students complete an online survey about the campaign. Participants will be asked at the end of the survey if they are willing to participate in an additional online focus group.

We are seeking your support by sharing the survey information with your (insert Course Code) students.

This would involve sharing a flyer (attached) with information about participating in the study. Your support in sharing this with your student networks (via Blackboard announcements or during lectures/tutorials) would be greatly appreciated. We've also attached the 'Participant Information Sheet' which provides greater detail of our project.

Our project has obtained ethics approval from UQ Faculty of HASS Central ethics committee (#2020001456).

We would thoroughly appreciate your assistance in our project. If you require any further information, please do not hesitate to email us.

Thank you for your time,

The UQ Respect Research Team

Khia Aimer, Kailun Cao, Peyton Fleming, Grace Harries, Emma Irvine-Collins, Emma Moore

Appendix C: Flyer



HELP US UNDERSTAND THE EFFECTIVENESS OF A UQ STUDENT SERVICES CAMPAIGN

The University of Queensland has developed a sexual misconduct campaign through UQ Respect to promote compassionate and trauma-informed responses and the support services offered across UQ campuses. The campaign is known as the *Listen, Support, Refer* campaign.

In association with UQ Respect, our research team is seeking your assistance to help us understand the reach and effectiveness of this awareness campaign.

We are seeking UQ students to participate in a short, online survey.

The survey **will not** involve any questions about student experiences of sexual assault. Instead, it will involve questions on how students respond to sexual misconduct disclosure and your awareness of UQ's *Listen, Support, Refer* campaign.

There are no requirements outside of being a student at the university over the age of 18. Your confidentiality is of utmost importance, so no identifiable questions will be asked. At the end of the survey, you will be asked if you are willing to participate in an optional, online focus group for our team to further understand the impact of this awareness campaign. Your input will inform further versions of the campaign to provide better information on how to respond to friends and peers telling you about sexual misconduct experiences.

You will also be given the opportunity to win a \$50 Coles gift card for participating in the survey. If you participate in the focus group, you will receive a \$20 Coles gift card as thanks for your participation.

To complete the survey, please follow this link: INSERT LINK (pending ethics approval and subsequent establishment of the online survey)

If you have any further queries regarding this project, please get in touch with the team by email at SOSC3201_UQRespect@uq.edu.au.

Thank you in advance for your participation.



Appendix D: Focus group guiding questions

1. Do you notice different campaigns around UQ campuses? (do you pay attention to them?)
2. What was your initial response to the 'Listen, Support, Refer' campaign?

Picture of poster will be shown

(Questions regarding the feel of the campaign)

3. Do you have thoughts on the UQ branding (logo and colour)? Does the UQ branding have any impact on your response to the campaign?
 - Do you think the UQ branding makes the campaign more or less visible? More or less legitimate?
 - Does it blend in with everything else?
 - Is it noticeable?
 - Would the campaign's message reach you more/mean more to you if it was UQ branded or if it was otherwise branded?

(Questions regarding campaign messaging)

4. After seeing the campaign, do you feel more confident in supporting a peer?
5. After seeing the campaign, do you have a better idea about how to seek support at UQ? And would you feel comfortable supporting a peer to do so if required?
 - What is it about the campaign? Is it the phrases, phone number etc

(Questions regarding future improvements)

6. What improvements would you make to the poster/campaign?
7. What topics should be covered in other campaigns to address the problem of sexual misconduct on campus?

Appendix E: Focus group themes

Growth in confidence in supporting a peer who has experienced sexual misconduct
P7: Yeah, it will make me more comfortable and more confident in supporting someone who has been sexually assaulted
P1: I would feel more comfortable cause I think as I said earlier, seeing this if someone told me I would think I need to fix the problem and you know I don't know how, I can't fix the fact that there are sexual predators out there so that would feel like a much bigger burden whereas knowing that I would just need to listen to them, you know say that it's not their fault, support them in that way, and then refer them to someone if they still need more help, yeah, I would feel much more confident doing that and knowing that's all for me to do if they tell me and they haven't suddenly put this huge burden on me and I need to fix and go back in time to stop what happened to you and I can't do that. So, knowing that this is what to do, like it gives very clear steps I think to people without putting a big burden on them.
P8: And when people see these posters, they know what they can do.
P11: You do not need to feel helpless or there is no one to help out there. So it was the first thing it came in my mind.
P1: I remember seeing it and thinking oh that's really good in that I don't actually need to know how to help them necessarily.
P1: it doesn't put a big burden on you
P9: I think because like a big barrier for people who are victims of sexual assault and harassment, they see a lot of posters with the numbers. And the numbers being really like the main focus of the poster is good and all for people who are willing to call, but often people aren't obviously willing to reach out. But then if you focus on other people seeing it and supporting them instead, listening, support, refer, I think the, like, you'll have a like kind of herd immunity where everyone knows how to support someone if they see that. And hopefully that will get to them, like the people who need the help, and we can help as a group instead of just I have to recognise that I'm experiencing this and I have to reach out and call this number. It's more of everyone else can give you a hand as well. Yeah.
The campaign increases knowledge on resources and campus support services
P6: I agree with what's been said, I guess like prior to this campaign I probably just would've googled like what to do or what organisations to refer to someone. But if they are a student or a faculty member, there is something within the university to refer them to, and I think that's good.

P3: knowing that that is here and is an option now, is like, yeah, just increased my likelihood to like refer someone there.

P1: I don't think I even would have to like 'oh let's see if UQ has services' I would have been like 'maybe contact beyond blue' or yeah other kind of more public I guess services. I wouldn't have thought this existed I wouldn't necessarily remember the phone number or the email to type in UQ sexual misconduct support unit, but I would probably at least know to look up like 'UQ Respect' on google and see what comes up, and surely that would take me to a link that would be relevant, and then would 'here this is a path where I think you should go'.

P5: the availability of such resources makes sure that we remember it in the back of our minds, so it- it might not be the first- it might not be my first instinct to refer them to the support unit but I guess like through that process, it will eventually come up and it'll take a better direction.

P10: I like that fact that now I can support them in some sense that I could refer them to UQ Respect.

P9: this is really support someone 'cause they know exactly what to say or what they can say. Yeah. I really like the fine print. Yeah.

P2: Yeah I have to agree with P3 that this campaign give you the steps to listen to someone, to support and to refer because you don't have the technical knowledge or you don't have much more information in what to do in that moment but if someone tells you it gives you the step in how you should help this person. So I guess its pretty good and it's actually pretty visible all around the campus.

P3: I found it really interesting because I wasn't actually aware of the Sexual Misconduct Support Unit prior to seeing this campaign. So in that way it actually like did increase my awareness of that and I think its really good in the way it steps, like listen, support, refer to help someone if you were in that instance where you were referring someone.

P5: I agree with P1, I would definitely, like this would really help me you know refer someone to the misconduct unit- support unit but I guess I recognise that that can be like a really long process, and that I have to like respect boundaries of the victim, and not straight up just tell them 'oh this happened, just go there'. This is in continuation with what P2 was saying that it would be a really time consuming process, s-, but I guess the- the availability of such resources makes sure that we remember it in the back of our minds, so it- it might not be the first- it might not be my first instinct to refer them to the support unit but I guess like through that process, it will eventually come up and it'll take a better direction.

P2: I think that if someone had been sexually assaulted by a UQ staff or student at UQ, or it was heavily related to UQ in some way then I'd be more likely to support them with going through the sexual misconduct support unit if it was they were both UQ students but both at Retro's one night and something really bad happened

P7: Yeah. I mean, it was very, very, very clear. So first you just listen and then you support them and then you refer them.

P9: . I think it's like very straightforward. Like there's- I don't think there's any way that you could possibly be more clear.

P7: The poster itself has the numbers that they could refer their friends to, which I think is really good.

P7: I really liked the poster being very succinct. So, and it's very clear. And having the colours of UQ, I think it just makes it even more official that this is UQ. Yeah, I think it's really good overall. And it's- and having those three listen, support, and refer like very pronounced, prominent in the poster I think is- overall is a good- good poster.

The UQ branding increases the legitimacy of the campaign

P9: I actually really like the branding of it because it looks very professional, in my opinion at least. And to know that it's actually endorsed by the University of Queensland and pretty clearly so makes us students feel a lot more, I guess, like it's not someone like a random student that figured out this thing. It's like an actual thing that we've actually developed as a university for us. So I like that it's professional.

P11: The first thing came in my mind is UQ really cares about this thing. So we have a place to go if happens like this.

P7: Yeah. I agree with P9. I think having the UQ logo makes it more, uh, it makes me feel that the campus and the whole university supports people who are in need of a support. So I think it's really- it just makes it more stands out.

P10: I do feel like with UQ branding, it feels official and it looks great.

P3: I also thought that it made it seem like the university cared about sexual misconduct and was there to support the students.

P3: Yeah I'd have to say it kind of gives it that sense of authority, it's more authoritative because it's in the uni colours and it connects you know all the other campaigns that you see around campus.

P1: while I know that it exists, which would be really good for instances where it's clearly like an issue that UQ needs to know about, if it wasn't related to UQ, then I probably wouldn't necessarily be as pushing for them to go. Yeah.

I guess the university gives it some sort of authority that as mentioned before, the colour doesn't stand out. I mean the colour and the purple gives it sort of a sense of wisdom and compassion but, to have the brand and the colour purple all around campus it kind of doesn't help that to stand out.

P1: I don't know if you guys have all seen the group chat, but I think that P5 has a good point in there, with the colours, that it is nice that it is a very gender neutral colour, so like I you had more green and blue, which stereotypically, for no apparent reason, more associated as so called 'boy colours', that might not sit as well, something that's like welcoming but yeah not like gender specific in any way, like to try and provide – show that you're providing support for everyone.

P11: If there were different colours, in my point of view, we could have lost the association with the university. I mean, UQ has a distinct colour, brand colour. So if this thing were in different colour, it would lose its association maybe, in my point of view.

P2: I guess the university gives it some sort of authority

The UQ branding causes the campaign to blend in with other UQ campaigns

P1: And while I do think that having everything the UQ branding (background noise) the fact that it has a UQ brand on it does make it look more legitimate but it also makes it less casual for me for people to go and seek help.

P1: I would understand why people would be like "ah that seems super official and I don't want to do anything support official, I just hate that that thing happened".

P1: And at the moment that feels like quite official and, you know, really makes it real and like a big deal when a lot of people don't want to make a big deal out of it.

P5: I have a slightly different view on this. It's just that the colour scheme is so common all around UQ that you tend to kind of just miss it because the only reason I know about this campaign is because I saw this, I saw a stall with someone in it and they explained to me this whole campaign. Otherwise I sort of tend to dismiss these posters and yeah that's my thought.

P1: I agree with P5 in that the colours does mean that it's, it's just another purple poster. So if there's just a lot of them around and not just a lot of this specific poster, but a lot of purple posters then maybe I'm only going to see one dismiss the rest of them because they all are very similar.

P10: I think it blends in with other UQ campaigns.

P2: I guess the university gives it some sort of authority that as mentioned before, the colour doesn't stand out. I mean the colour and the purple gives it sort of a sense of wisdom and compassion but, to have the brand and the colour purple all around campus it kind of doesn't help that to stand out.

P9: Now that you say that, yeah, possibly. Yeah. I think it would be nice to, because it is a campaign, like obviously there can be different types of like posters and whatnot. So having this on top of like more, I guess, eye catching things like all pictures of- examples of stuff, I don't know. But it would be nice to have both, I guess. Yeah, now that you say that.

P1: that does sound like a very formal process to go through, which is often traumatic for a lot of people who have been through sexual assault, they don't want to keep talking about it, or do very formal things about it, they just wanna get it off their chest and I guess just try and forget about it. So yeah I'd probably I, while I know that it exists, which would be really good for instances where it's clearly like an issue that UQ needs to know about, if it wasn't related to UQ, then I probably wouldn't necessarily be as pushing for them to go.

More mediums and use of social media would be beneficial

P8: Well, this poster could be posted in the toilet. I mean, yeah. And through online through the email. 'Cause I recognize this campaign, I mean, the focus group is through the email. Yeah. I think it's the most helpful way.

P5: Possibly, like maybe more visual communication not visual, I mean verbal communication from volunteers or something, just to keep reminding us that, you know, this thing exists, which is pretty much what the peo- the volunteers in the Grassy Knoll do a lot of the times, except they do it for different causes, but I've not really seen anyone from UQ Respect just be there other than that one time during orientation week.

P1: I think that's a really good point that yeah, actually having people because I mean messages come along and open like real people talking about it.

P3: Yeah, I definitely think that would be useful in like kind of boosting, boosting awareness about it. Because I'm sure that other people weren't even aware that like the respect campaign maybe existed, or even the Sexual Misconduct Support Unit existed, like me, so I feel like that would be a great way of just boosting awareness. Like, and then it could be followed up by the campaign in other places around the university.

P7: I think the amount of posters that you've got is more significant to me rather than whether it is eye-catching or not. Because you have it on the floors, you have it on the walls, you have it on the- everywhere around the campus. I think it's the amount rather than whether it's eye-catching or not.

P9: If this campaign even had their own little card that has basically the same poster, but just in the card form and have the number, then if you guys are on campus or something and you're handing out cards, at least people can just leave it in their wallet. And they know that they have it there if they need to.

P5: I really want to say R U OK? Because it's so like, it's quite out there. Like, last week or the week before, not sure, there was the volunteering thing going on outside and they had a psychologist there and it was pretty, pretty wonderful because there was help right in front of you, which was a really like, a really good thing, I guess. And also, just in response to your previous question, I think having something more artistic and more like vibrant, I guess, is more likely to draw the attention of people and so it's more likely to reach out to a larger mass of people.

P2: So, I guess to introduce that into the introductory week could be helpful because they are not aware isn't doesn't have to be like 30 minutes, a... 30 minutes presentation but just five minutes just to go in the middle, in between sessions and say, 'okay, here we are. And this is our system, so be mindful. If anything happens, you can call them, you can call us anytime'. So maybe that's the idea.

P9: Now that you say that, yeah, possibly. Yeah. I think it would be nice to, because it is a campaign, like obviously there can be different types of like posters and whatnot. So having this on top of like more, I guess, eye catching things like all pictures of- examples of stuff, I don't know. But it would be nice to have both, I guess. Yeah, now that you say that.

P10: I think Student Help would be a good place to ad- like to, I don't want to say advertise, but to like- to tell people that this service is available to them by UQ.

P9: I don't know how exactly to solve the problem of those who don't really go on campus that much, but even like if every time we log onto like Eduroam or something, like if something connects us back to UQ, like logging into SI-net or something and like, at least have that like as a banner. I know it probably makes the SI-net looks a little dodgy having ads and whatnot, but having like something there that connects it to UQ, whenever you log into any interface or online UQ service or something, just to have it there. Because

otherwise I think everything on campus sounds like with the floors and the posters, I didn't realize it was so- so much. But that sounds really good. But for those who don't go to campus, I think there should be something.

P7: So maybe putting it on, you know, social media, Instagram, Facebook, what else is there? Twitter. I mean, even, -even if it's not an official- it could be- it's good if it's an official page, but even if it's not, you could have it in some UQ Facebook page and then have it like every month you have it posted in the UQ Facebook page just to remind people that this thing exists. Especially since everyone is at home now instead of school, we can't see all these posters.

P6: And also maybe a bigger social media presence would be a good thing, because you know UQ life has such a big presence and it has like a few thousand followers, I think.

P4: I believe YouTube ads will be a good option.

P4: Because I've seen most of the people that I know came across UQ and admission program to YouTube ads mostly. So, and YouTube ads are quite prevalent. When you go and watch any sort of videos so I think that's one way to reach masses.

P9: Because of my degree with nursing, we're mostly in hospitals and whatnot. So anything that we get is all kind of online anyway, but I haven't seen or noticed anything in particular.

P11: - uh UQ could run some campaign online, like in the Facebook maybe. So this can help to reach more students. Yeah.

P6: You know those little Instagram vlogs that people do for UQ? I guess that would be a really interesting thing to see from UQ Respect. Also, I guess, like YouTube videos are quite redundant now, like I don't think anyone watches them anymore. I mean, yeah, I'm not sure if that's right or wrong but yeah, probably Instagram and Facebook will be the best way to go, Facebook, mainly because there's stalkerspace, and the related stuff around it, like all the groups and clubs and societies. So that way UQ Respect can also have a Facebook page. That would be cool.

P7: I think- is it being distributed in emails? Like, you know, in the UQ Life, I think they have sent emails to all the students regarding the events that's happening in school. I'm not sure if the UQ Respect is in that email, just like having- having it there, at the bottom of the UQ Life email they send to students. I think that would be okay.

P3: Yeah, I agree with that. I think that's a really good point. Like, you wouldn't want to enforce kind of kind of like stereotypical but what it should look like, as you said, and it does do a good job of kind of informing you as it is. So you would want to keep the information or kind of content of it. If you do have a visual, you wouldn't want it to be kind of like, restrictive

P5: I think having something more artistic and more like vibrant, I guess, is more likely to draw the attention of people and so it's more likely to reach out to a larger mass of people.

P6: Adding on that I feel like if you had people in the poster as well, it could add an emotional element to it. Whereas at the moment, it kind of just looks like a step-by-step process, which might be easier for some people to like, just remove themselves from whatever the situation is, and just be like, these are a series of steps I need to follow, rather than thinking about, like, I have to tell all of these people, and like, kind of making it a little bit more real, whereas this just looks like something void of emotion that you just do in this case of emergency.

P1: I think that's a really good point that yeah, actually having people because I mean messages come along and open like real people talking about it. But also I wonder if, and there's a lot of screens around UQ, I don't know they'll do videos as well like maybe a graphic kind of short 30 second clip, there's quite a lot of them, just rotationally randomly that might help to engage people more than just like poster basically

P1: I think that's a really good point that yeah, actually having people because I mean messages come along and open like real people talking about it. But also I wonder if, and there's a lot of screens around UQ, I don't know they'll do videos as well like maybe a graphic kind of short 30 second clip, there's quite a lot of them, just rotationally randomly that might help to engage people more than just like poster basically.

P3: maybe a visual element would kind of like make it more eye-catching.

More languages should be utilised

P10: Well, I think, (like) writing this in different language would- like, would also target like people of different cultures, et cetera. Because most of the things I see at UQ have the option of like multiple languages. So I think that this could benefit from that.

P7: That's a really good idea, P10. I think like, if you haven't like- like what you said was the QR code, and then having it there with different languages that you have. I know it's a lot of work to like translate to every different languages, but I think it's really good what you said about the different languages, because some people are not from English speaking country and all of this things is quite- sometimes can be jargon for them.

Additional detail on what each step entails would be useful

P5: um I agree with most of what's been said, the refer part of this campaign is honestly very useful. I'm not too sure about the support part I guess? I – I hate to be the negative one here but I'm not sure like this would honestly help me figure out ways to support someone. I mean I do, I do love the listen and refer part, like absolutely perfect, on point but not sure like othe- like what support really entails.

P2: That uh, that's what P5 referred to, the support part is not consistent in – in campaign, so what would, how can you bring even more support to the victim, where the victim is trusting you, so yeah of course they give you steps, and you can be confident on how to – how to deal with the situation, but at the same time – but at the same time how would you give more support to the victim because in that moment the victims can be vulnerable, like they didn't know what to do or they trust in you for a reason, or maybe they have been carrying this for a very long time and they chose that time – moment to trust you something very very personal, and you're going to refer that, ok that's good, uh that not your fault, but let's talk to someone else that can actually help you, so how would the victim feel? That's – that's sort of like my question and what makes- points out about the lack of – of support, the lack – lack of confidence that the campaign gives in terms of support. I mean we all understand that refer and listen, you have to refer and it's very good that university has this – this system, but in the case of the victim, if you listen or ho-how – what can you do to even bring even more support to the victim in this case w- that's my question.

P1: I don't know if this won't answer the question that you're actually asked. But one thing that I think might help people if they understand what exactly the referring state looks like more what does it mean want to contact the call or email the Sexual Misconduct Support Unit, what happens from there?

P3: I think maybe even like a video like P1 says because it kind of, you know, explains the process a bit more as we're talking about like what referring look like and like how you can listen to people and kind of cover that in more detail, I guess.

P7: I think like what P9 said before, the little- the dialogue that you can have, like, 'I'm sorry this happened to you, this is not your fault.' I think this is like the goal to dialogue someone who just don't know what to do. So seeing this dialogue could be really helpful.

P9: I think also, maybe more so for first years, I'm not sure for later on, but I know a lot of clubs have like obviously membership cards and whatnot. If this campaign even had their own little card that has basically the same poster, but just in the card form and have the number, then if you guys are on campus or something and you're handing out cards, at least people can just leave it in their wallet. And they know that they have it there if they need to.

P9: . So it'd be interesting to see if there was like a flip side of the poster where it could be like, if you are experiencing this, this is what, where you can go straight forward. 'Cause this is very much like if you see someone else, right?

P9: Even seeing listen, support, refer happen in a normal conversation between two people in a video form would be interesting to see as well. Because it's not that hard. You just need to- if you see it, it's not as hard as you might think it is. And yeah, I think a video would be nice.

P3: I think maybe even like a video like P1 says because it kind of, you know, explains the process a bit more as we're talking about like what referring look like and like how you can listen to people and kind of cover that in more detail, I guess.