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Survey Creation for SafeZones 101

A description of the project undertaken (e.g. the purpose and major goals of the project, and the actions taken to the implement the project)

SafeZones at San Diego State University (SDSU) was exploring the advantage of having more detailed and precise surveys, in which they would ascertain the efficacy of the SafeZones '101 lecture class' in addition to a clear snapshot of the demographic information about individuals who participate in the 'SafeZones '101 lecture class.' Specifically, SafeZones was looking to find out the percentage of people and their unique intersectional identities that take the '101 lecture class' and then go on to attend the full length, three hour 'SafeZones Ally training'. Data collection included analysis of demographics and intersectionality of identities by those individuals, who either plan or do not plan, to attend the Ally training after the 101 lecture class.

In order to create an effective means of data collection, we began with the elaboration of two surveys offering practical questions that would provide data that would be particularly important to SafeZones. Of the two surveys elaborated, the first was to be completed during the end of the SafeZones '101 lecture class,' while the other, was to be implemented during the end of the full length 'Ally training'. During the building of these surveys, we worked and collaborated with Dr. Susan Cayleff, PhD, professor at SDSU and Co-Chair of SafeZones (who will be referred to as Cayleff moving forward). Cayleff specified possible edits and corrections to be made. The surveys underwent many revisions and drafts before they were deemed successfully completed.

In order to allow the SDSU community, instructors, and students, their privacy, it was necessary that the surveys maintained the anonymity of all participants. Nevertheless, toward the end of the surveys, there were questions posed to the reader which offered the researcher important demographic data collection in regards to gender, sexual and/or affectional orientation, and gender identity. We deemed this information invaluable to include in the surveys, as it directly relates to SafeZones and its mission.

The completed surveys feature nominal multiple choice, ordinal, and open-ended questions. The topics of these questions are made in such a way that will hopefully capture specific and accurate information about the students, instructors, and SDSU community members, including: demographics, expectations, and experiences at either the SafeZones '101 lecture class' or the 'Ally training'. Additionally, we included the important question of whether they plan to attend more than one training held by SafeZones. After meeting with Cayleff, we decided to start administering the surveys at the beginning of the Spring 2017 semester.

The outcomes of the project to date (e.g. the results obtained, any reports and/or papers you may have drafted, any presentations you may have given, and one or two main achievements of the project)

Currently, the main outcomes of the project have been the creation, constant editing, and perfection of two surveys that we developed; each to be implemented during its respective training: one at the end of

the SafeZones '101 lecture class', and the other at the end of the 'Ally training'. As previously mentioned, there have been multiple drafts of each survey created, in order to make them as concise and efficient as possible, when it comes to data collection and ease of survey utilization.

The SafeZones training surveys are scheduled to be administered during the Spring 2017 semester. We must gather the data, and build and develop an analysis of the participants. Furthermore after data collection, we must re-evaluate the surveys and fine tune any questions, as is needed. Survey design must be analyzed to make sure we are capturing the exact data that is necessary and needed by SafeZones. Moreover, it should be scrutinized again in the future, as things change in the LGBT+ community and SafeZones has the commitment to reflect that.

The value of the project to the collaborating organization

In elaborating surveys for SafeZones at SDSU, we hope to offer a vital resource of information, that will allow for the continuous improvement of both the SafeZones '101 lecture class' and the full length 'Ally training.' Simultaneously, it will deliver knowledge and understanding about the demographics and the myriad of intersectional identities of the SDSU community members that attend these trainings.

This information can prove invaluable to SafeZones at SDSU, in regards to the adequacy of their trainings, and to further understand the participants and SDSU community members that these trainings serve. We wanted to create surveys that resulted in specific and valuable information for SafeZones at SDSU. We hope this information is something that could easily be presented, along with offering clear strategies for training improvement, and concise proof of the efficacy of the trainings. Principally, these surveys will provide statistical data ascertaining the enormously positive value and impact that both trainings bring to the SDSU community and beyond!

As previously stated, the creation and development of both surveys was completed during the Fall 2016 semester. In turn, the implementation of the surveys is scheduled for the Spring 2017 semester. At this time, we have yet to see any information collected as a result of these surveys. Nevertheless, the survey development process itself has allowed us a deeper examination of both trainings (101 lecture class and the Ally training). These surveys will serve as a vital tool, bringing to light the likely importance of consecutive participation in the SafeZones at SDSU trainings.

The impact on you

Laura Moran

The process was a great opportunity to build on the skills and work that I had previously done for the fellowship with the YWSC and Bread & Roses in the 2015-2016 academic year. I look forward to see the results after the first time the survey is administered and the next few times to see how well our work captures what we want and need. I am a Statistics graduate student, and am trying to complete the Women's Studies Graduate Certificate; this fellowship allows for me to blend two of my interests. This project and research has bestowed me with more knowledge, more social consciousness, and to be even more mindful as an ally of the LGBT+ community. This has given me the fortuity and amazing experience to work with Cayleff again. I gained the new experience of working with my fellowship partner, Wesley Paláu and knowing how impactful SafeZones has been throughout his time at SDSU. (Thank you!)

I attended the SafeZones 101 class and immediately did the Ally training to allow myself to be a SafeZone. I am amazed at how profound yet, simple (and very difficult at times), the concept of being a SafeZone is. It is so necessary for all of the SDSU community, and it would be completely invaluable to all

communities. It would be great to have SafeZones outside of SDSU; potentially making considerable changes to the world that we all share. It is wonderful to take part and help an organization that informs many on important issues, creates a much more welcoming campus, gives to many tools to improve certain situations, and allows for diversity of genders and identities, and sexual and affectional orientations in brave, inclusive spaces.

Wesley Paláu

I am very grateful to have been selected to work on the SafeZones survey project. The impact of which has allowed me to further understand the positive influence and greater educational reach that SafeZones continues to deliver to the SDSU community and beyond. My involvement with SafeZones began in the first semester of my undergraduate career at San Diego State University as a twenty hour intern. This evolved into a 120 hour internship, participating in the Ally training four times, and co-teaching both the 'Ally Training' and the '101 Lecture class' over a handful of times. Cayleff served as a positive and supporting instructor during the entirety of this project, something for which I am very grateful. Another part of working on this project that greatly contributed to my learning experience was my fellowship partner, Laura Moran. I took great delight in working with her. She was especially helpful because of her in-depth experience with survey creation, and knowledge on proper collection of statistical data. In turn, this highly contributed to my own breadth of statistical knowledge.

To conclude, I firmly believe the increased viability of this project will help SafeZones to continue fine tuning their training strategies, assist in further addressing the needs of their participants, and answering the questions they were looking to ascertain. I am genuinely very excited for the results of our research to come in, allowing SafeZones at SDSU not only valuable insight into their training process, but how as an organization, it can better educate the community it so passionately serves.

Resources

Beatty, Paul. "Understanding the Standardized/Non-Standardized Interviewing Controversy." *Journal of Official Statistics*, 11.2, 1995, pp. 147-160.

Coursera. "Questionnaire Design for Social Surveys." Taught by Frederick Conrad and Frauke Kreuter, Institute for Social Research, University of Michigan. [coursera.org](https://www.coursera.org)

Kreuter, Frauke, Stanley Presser and Roger Tourangeau. "Social Desirability Bias in CATI, IVR, and Web Surveys: The Effects of Mode and Question Sensitivity." *Public Opinion Quarterly*. 72.5, 2008, pp. 847-865.

Lohr, Sharon L. *Sampling: Design and Analysis*. 2nd ed. Boston: Brooks/Cole, 2010.

Oksenberg, Lois, Charles Cannell, and Graham Kalton. "New Strategies for Pretesting Survey Questions." *Journal of Official Statistics*. 7.3, 1991, pp. 349-365.

Schnell, Rainer and Frauke Kreuter. "Separating Interviewer and Sampling-Point Effects." *Journal of Official Statistics*, 21.3, 2005, pp. 389-410.