Qualitative Research Workshop: Reporting Qualitative Research

Margaret R. Roller, MA
for

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Overview

- Qualitative Research
- Qualitative Analysis
- Reporting Qualitative Research
  - Overall Goals & Components
- Discussion & Examples of Reporting Components
What is Qualitative Research?

- Qualitative research embraces the idea that
  
  • Researchers need to go **beyond the obvious & expedient** to reveal plausible interpretations of behavior & attitudes.

  • **Context & interconnections** are central to understanding human thought & behavior.

  • A response to any single research question lies in a host of **related questions**.
    — One facet of something **adds meaning** to another facet
What is Qualitative Research?

Unique Attributes of Qualitative Research

- Absence of absolute “truth”
- Importance of context
- Importance of meaning
- Participant-researcher relationship
- Researcher as instrument
- Flexibility of design
- Unique online & mobile capabilities
- Researcher skill set
- Thematic analysis
- Types of issues & questions

It is the *underlying meaning*, not necessarily the words themselves, that matters.

It is the *contextual* meaning of words that is important.

- “Library support”
- “Engaged community”
- “Service”
- “Impact”
Qualitative Research – Analysis

Non-linear

Focused on *latent* not just manifest content

Holistic
Qualitative research does not produce discrete bits of data.

Data are interrelated.

- “library support” & “quiet library space” & “improving students’ research skills”

Discernment of the interrelationships – incl., differences & similarities – in the data is a conceptual process.

The goal is to construct a narrative based on participants’ attitudes & behavior associated with the research questions/objectives.
There are **eight basic steps** to the analysis process:

1. **Record** each IDI/group based on the research objectives
2. **Review** the data within & across IDIs/groups
3. Develop unique **labels or codes**
4. **Code**
5. **Identify** categories
6. **Identify** themes or patterns
7. **Draw** interpretations & implications from the data
8. **Verification**
Reporting QR – Overall Goals

- Use the derived categories & themes to communicate a narrative related to the research objectives.

- The goal is *not to report everything you heard*.

- Rather, to convey a rich understanding of participants’ attitudes & behavior – *human experiences* – related to the research questions.

- The format should be “user friendly” in that it tells your story in a simple but convincing manner.
Reporting QR – *Basic Components*

- Executive Summary
- Introduction – Background & Objectives
- Research Design or Method
- Preface to Findings
- Research Findings
- Implications & Recommendations
- Appendix, e.g., interview guide, screening/recruitment details
Executive Summary

▪ One to five pages

▪ One paragraph on background & objectives

▪ One short paragraph on data collection, i.e., method, number of completions, participants, time period

▪ 2+ paragraphs on findings

▪ One paragraph summarizing implications & recommendations
Background & Objectives

Michigan State University, Office for Survey Research
University Outreach & Engagement Research

Online Focus Group Discussions with Faculty & Academic Staff

Background & Research Objective
Michigan State University is currently engaged in a campus-wide “guided conversation” concerning outreach and engagement. This effort is spearheaded by the Outreach and Engagement Steering Committee on behalf of Provost Youatt whose mission it is “to formulate recommendations for the future of outreach and engagement at MSU for the next two decades.” Various methods are being used to achieve this goal, including one-on-one in-depth interviews, focus group discussions, and an online survey. The findings from this research will culminate in a report that frames “a set of opportunities that build on the proud legacy of outreach and engagement at MSU.”

This topline report discusses the findings from the focus group discussions. The primary objective of these discussions was “to provide an enhanced understanding of faculty and academic staff interests and needs for continuing and initiating outreach and engagement work.” More specifically, these discussions covered a range of topic areas involving outreach and engagement, including participants’ outreach and engagement activities, the factors that foster reciprocal and sustained relationships with community partners, the barriers or challenges to community engagement, the role of the Office of University Outreach and Engagement in facilitating their outreach and engagement activities, and participants’ recommendations for new approaches to outreach and engagement at MSU.
Research Design

Transparency

Provide sufficient details so that readers have enough information to determine for themselves whether or how the study parameters compare to or can be applied to similar contexts (i.e., transferability)

- How is the study the same/different than earlier research with the target population?
  - How and why are the results from earlier research the same/different?

- How might a similar research design be used to study other target segments of the population?
Research Design

Two online asynchronous focus group discussions were conducted November 13-16, 2018 among MSU faculty and academic staff. The online asynchronous mode allowed group participants to visit the discussion platform at any time in a two-day period to answer questions posed by the moderator as well as address comments or questions from other participants. Participants were able to post detailed comments and attach supporting documents to their text responses (three participants elected to do so).

All focus group participants were recruited by the Office for Survey Research (OSR) at MSU. Email invitations were sent to a sample of MSU faculty and academic staff selected for the OSR online survey on outreach and engagement (mentioned above). In response to this invitation, faculty and academic staff indicated their level of involvement in outreach and engagement activities in the past five years (from “very high” to “very low”) and expressed their interest in participating in a focus group discussion. Two focus groups were organized based on this response – a “high engagement” group (i.e., faculty and academic staff who rated their level of outreach and engagement activities in the past five years as “very high” or “high”) conducted on November 13-14, 2018 and a “low engagement” group (i.e., faculty and academic staff who rated their level of outreach and engagement activities in the past five years as “moderate” or “low”) conducted on November 15-16, 2018.

The high-engagement group discussion included 14 participants and the low-engagement discussion included 12 participants. Participants in each group represented a range of: involvement in outreach and engagement activities, years teaching or on staff at MSU (from less than six months to over 38 years), academic disciplines, and rank. A breakdown of participants’ characteristics for each focus group is provided in the Appendix.

Margaret R. Roller developed the online discussion guide, moderated both focus groups, conducted the analysis, and is the author of this topline report. The discussion guide is in the Appendix for reference.
### Research Design

#### Reporting Participants

**IDI study with top management at senior housing & healthcare organizations**

<table>
<thead>
<tr>
<th>Type of Community*</th>
<th>AL &amp; MC</th>
<th>AL/MC &amp; IL</th>
<th>SNF</th>
<th>CCRC</th>
<th>Total Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>10-20</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>21-40</td>
<td>5</td>
<td>2</td>
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<td>7</td>
</tr>
<tr>
<td>41-100</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>&gt;100</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Interviews</strong></td>
<td><strong>13</strong></td>
<td><strong>8</strong></td>
<td><strong>7</strong></td>
<td><strong>2</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

#### Focus group study with consumers

<table>
<thead>
<tr>
<th></th>
<th>Atlanta</th>
<th>Contractor</th>
<th>Charlotte</th>
<th>Contractor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIY</strong></td>
<td><strong>Contractor</strong></td>
<td><strong>DIY</strong></td>
<td><strong>Contractor</strong></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Female=5 Male=4</td>
<td>Female=7 Male=3</td>
<td>Female=6 Male=4</td>
<td>Female=7 Male=3</td>
</tr>
<tr>
<td>Race</td>
<td>Caucasian=7 AA*=2</td>
<td>Caucasian=6 AA*=4</td>
<td>Caucasian=9 AA*=1</td>
<td>Caucasian=8 AA*=2</td>
</tr>
<tr>
<td>Average/median age (in yrs)</td>
<td>45/43</td>
<td>49/48</td>
<td>49/50</td>
<td>49/48</td>
</tr>
<tr>
<td>Average/median income</td>
<td>$90,111/$89,500</td>
<td>$76,100/$74,500</td>
<td>$79,600/$74,500</td>
<td>$69,800/$69,500</td>
</tr>
</tbody>
</table>

*AA=African American
Research Design

- Analysis

  - Data **format**

  - Overview of **process**
    - Steps (including steps skipped, modified)
    - Coders, e.g., number, who, association with study
    - Coding accuracy, e.g., debriefings
    - Verification or validity checks

  - **Reflections** on the process & final analysis
The Focus Group Method

Focus group discussions are a marketing research tool used as a first attempt towards understanding customers' attitudes and behavior. This research method investigates new and/or unexplored marketing areas and is an effective research method in generating and organizing ideas from the customers’ point of view.

As a qualitative research technique, focus group discussions are particularly useful as a preliminary, directional step to a broader survey design, as well as in providing marketers with an enriched understanding of quantitative data based on responses to closed-ended survey questions. Given its qualitative nature, focus groups should be evaluated with the awareness that the technique does not provide the statistically projectable data found in quantitative methods.

The following report is an analysis of four focus group discussions conducted on behalf of Company concerning consumers’ attitudes and behavior pertaining to This report attempts to encapsulate the most relevant portions of these discussions and should not form the sole basis for making costly long-term decisions.
I.C  PREFACE TO FINDINGS

The Qualitative Interview & Analysis

While a total of 86 interviews may appear to be a large number from which quantifiable data could emerge, it is important to keep in mind that the structure and scope of these interviews was decidedly qualitative not quantitative. The qualitative nature of these interviews is evidenced by the fact that:

- The interview itself was derived from an outline of possible questions and issues, not a rigid questionnaire format. This outline encourages a free-flow of ideas and thoughts which can take the interview in unexpected directions.
- Not all issues were covered in each interview. It was impossible and inappropriate to cover all of the many topics and issues in the interview outline due to time constraints and/or lack of relevance to the interviewee.
- The interviewer should not (and did not) probe for all possible responses. Beyond providing some aided recall in order to gauge reactions on certain issues (such as, providers), the interviewer generally did not solicit comments on topics/issues that were beyond the realm of importance from the interviewee’s perspective.
Research Findings – Creating a Narrative

A Funnel Approach to Guide Development

STAGE 1
Introductions

STAGE 2
General information related to the topic

STAGE 3
Awareness, attitudes &/or behavior related to particular issues

STAGE 4
Attitudes specific to the targeted objective or research question

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Creating a Narrative Based on Contextual Meaning

- Foundational understanding of the attitudes & behavior associated with the research objective/question
- Interpretations of relevant concepts & constructs within the context of the broader, foundational understanding
- Themes relevant to the key research objectives within the context of the foundational understanding & interpretations of relevant concepts & constructs
Example

EPA behavioral & social science (B/SS) research agenda: Focus groups with EPA staff & social scientists

B/SS impacts all areas of environmental policy, not just EPA priorities

Staff & social scientists share similar attitudes

B/SS research is thought about on a more profound scale

The focus is on comprehensive concepts, e.g., infrastructure, & beyond research priorities per se

Participants’ recommendations for EPA priorities go beyond specific topic areas & are more comprehensive & focus on “how” and “why” e.g., How do we engage the public? Why isn’t there compliance?

Example

EPA behavioral & social science (B/SS) research agenda:
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Participants’ recommendations for EPA priorities go beyond specific topic areas & are more comprehensive & focus on “how” and “why” e.g., How do we engage the public? Why isn’t there compliance?
Customers are taking notice of companies that are/are not helping the environment

Customers show some interest in the environment e.g., recycling

Many customers are not aware of or can define “Green power” & “renewable energy”

Customers are unaware of their energy use, just the monthly bill

Customers did not react well to the “green tariff” concept because it offered no clear benefit & would cost them money

Example
Energy company exploring the “green tariff” concept:
Focus groups with customers
Research Findings – Creating a Narrative

Example
GuideStar research with users: 86 in-depth interviews

User segments’ reactions to new information concepts are consistent with the unique advantages they find in GuideStar & other providers

User segments also find distinct advantages with other providers

GuideStar offers distinct advantages to each user segment

Three need-based user segments identified & described in detail, e.g., type of organization, information needs, etc.
A. More Similarities than Differences between EPA & DC Meeting Outcomes

It is worth noting that the overall attitudes and thoughts expressed in the EPA and DC meetings were similar in spirit and direction. While different terms may have been used to express ideas – e.g., the EPA participants may have talked more about “values” or “valuation” and the DC discussants more about “engagement” – the basic thinking behind the concepts are highly similar. The following summary of outcomes will only highlight differences between the two groups as warranted.

B. Behavioral/Social Sciences Research Priorities Transcend EPA’s Priorities

As a way to frame the discussions in these meetings, the facilitator asked participants to review EPA Administrator Jackson’s seven priorities for the organization (see Appendix) and discuss where behavioral/social sciences (B/SS) research has (or should) play a role.

Energy Companies (esp., [BLANK]) Could Do More

Among the companies perceived as weak in the way of environmental initiatives, customers in all groups mentioned energy providers such as [BLANK], natural gas companies (who are “dumping stuff” along the [BLANK]), coal plants, or [BLANK].

Customers’ Electricity Consumption “Doesn’t Really Register”

An interesting finding from this research is the disparity between customers stated concern for energy conservation and their apparent indifference towards the amount of electricity they actually use in their homes. With few exceptions, customers were at a
II.B INFORMATION & DATA PROVIDERS

“We would never make a grant based only on information in GuideStar.”

While it was generally agreed that GuideStar has no serious competitor for the breadth and “IRS blessed” data it provides on NPOs, it is also true that many data users consider

II.C GUIDE STAR VS. OTHER PROVIDERS

“GuideStar is one of the best things that ever happened to me.”

There is no question that GuideStar has fulfilled a critical need among all types of users. Prior to GuideStar, organizations in need of NPO tax information/data either had to deal with

Consumer Study

The Outdoor Experience – “It's a Getaway from Reality”

In order to understand consumers’ attitudes toward their outdoor projects it is important to appreciate the context in which these projects are undertaken. This context is the outdoor space around consumers’ homes. By recognizing the experience consumers hope
Research Findings – Use of Quotes – Less is More

GuideStar name. Important to this sense of reliability is that GuideStar represents an independent, third party source providing an “objective viewpoint.” That is why users across all segments describe GuideStar as “the go-to site for nonprofit information” because “I trust their data.”

“GuideStar has taken out the worry [associated with due diligence].”
“GuideStar has the cleanest data on nonprofits in the world that exists.”

Above and beyond these overall perceptions, it is important to look at the Vet, Prospect, and

It should also be noted that participants in both group discussions linked their definition of and enthusiasm for O&E activities to the MSU land-grant mission –

“I totally believe in the land grant philosophy...” (HE participant)
“The basic premise of getting the word out to the general public, to increase public awareness of science and technology and as a result, to improve the daily lives of our citizens is the core value of the Land Grant Institution.” (LE participant)

2. Anticipated
The faculty and academic staff participating in these group discussions generally hope to maintain or further develop their existing O&E partnerships. These include MSU resources – such as Tollgate Farm and Education
B. B/SS Scientists Think in Terms of Concepts or Constructs, Not Specific Environmental Issues

As a way to frame the discussions in these meetings, the facilitator asked participants to review EPA Administrator Jackson’s seven priorities for the organization and discuss where B/SS research has (or should) play a role. Although meeting participants could (and did) provide feedback in this manner when asked, these scientists are more comfortable discussing behavioral or social science constructs than environmental issues per se. The focus on broad B/SS concepts emphasizes scientists’ belief that the behavioral and social sciences impact all areas of environmental protection and policy, not just the EPA environmental priority “silos.”

This broad perspective embraces the idea that behavioral and social concerns related to environmental issues “are not linear” but “complex” and need to encompass comprehensive concepts such as infrastructure and interrelatedness. Scientists spoke about specific B/SS-related areas such as:
Research Findings – Language

“6 out of 9 faculty participants favor an open-access publication model”

- Contradicts why we conduct qualitative research
- Encourages readers to think quantitatively
- Encourages readers to do the math
Research Findings – Language

- Fairly
- Frequently
- General mood
- Generally agreed
- Handful, some, sparingly
- Many
- Most favored
- Most often mentioned
- Overall perspective
- Participants across all focus groups
- They seem to
- This research suggests
- To a lesser extent
Research Findings – Visualization

GuideStar Study

- Audited financial statement
- Financial index
- Map of charities
- Public colleges & universities
- Table comparing organizations
- Churches, etc.
- Annual report
- Public K-12 schools
- Letter of Determination
- News stories
- Demographic information
- Government grants
- Public libraries
Energy Study - Attitudes Towards Monthly Bill

Underlying Attitude Fostering a Casual Awareness & Knowledge of the Bill

Electrical Service is a Cost of Living Expense

I trust [ ] to provide this service

Basic charges “are what they are”

“The electrical bill is pretty consistent”

has no control

I have no control outside my usage
Research Findings – Visualization

Financial Decisions in Higher Education

Board Involvement with Financial Services Decisions

- Banking
- Debt
- Investments

- Minimal
- Heavy
Research Findings – Visualization

Financial Decisions in Senior Housing & Healthcare

Relationships

Ease of process
“I’m not jumping through 15 pounds of red tape & I’m not re-sending financial statements. They already know us.”

Responsiveness
“A lender serving us & who cares about us means distraction is minimal from our operations.”

Resolving problems
“You will pay more if you have a relationship that you think will be manageable if there is a difficulty that you have to get through together.”

Flexibility
“The most important consideration is the relationship & the philosophical approach or framework the lender brings to the discussion in terms of their flexibility around the issues you are trying to resolve through financing.”
## Energy Newsletter Study

<table>
<thead>
<tr>
<th>Like</th>
<th>Simplicity</th>
<th>Attention-grabbing</th>
<th>Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One topic on front page.</td>
<td>Eye-catching illustration.</td>
<td>Digging is an important topic.</td>
</tr>
<tr>
<td></td>
<td>Simple, fun graphic.</td>
<td>Illustration goes with theme/topic.</td>
<td>Seasonal Safety Tips.</td>
</tr>
<tr>
<td></td>
<td>Colors on back are easy on the eye.</td>
<td>Headline is bright, one word.</td>
<td>Conservation Begins at Home.</td>
</tr>
<tr>
<td></td>
<td>Topics on back relate.</td>
<td>Clever use of ‘O’ in Stop.</td>
<td></td>
</tr>
<tr>
<td>Do not like</td>
<td>No central theme.</td>
<td>Illustration is gruesome, ugly.</td>
<td>Illustration looks like something for kids to color, something juvenile,</td>
</tr>
<tr>
<td></td>
<td>Not much information, “meat.”</td>
<td>Too many colors.</td>
<td>not serious.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lacks a headline or title.</td>
<td>Crossword puzzle is not relevant, out of place.</td>
</tr>
<tr>
<td>Suggested</td>
<td>Stay with a central theme.</td>
<td>Replace illustration.</td>
<td>Remove crossword puzzle, use space for something more relevant.</td>
</tr>
<tr>
<td>improvements*</td>
<td>Provide more information on a central topic/theme.</td>
<td>Place the illustration below “Before You Dig” and make “Before You Dig” the headline.</td>
<td>Add more safety tips or Fuel Facts.</td>
</tr>
<tr>
<td></td>
<td>Line up information in columns, add borders, more orderly.</td>
<td>Change to less-intense colors on the front.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay with a consistent style front and back.</td>
<td>Provide consistent use of color front and back.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reduce number of colors.</td>
<td>Larger font size on front page.</td>
<td></td>
</tr>
</tbody>
</table>
# GuideStar Study

<table>
<thead>
<tr>
<th>Idea</th>
<th>Preferred by...</th>
<th>Reasons Why Useful</th>
<th>Reasons Why NOT Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public colleges &amp; universities</td>
<td>All segments</td>
<td>- It is a “challenge” now to get from NCIS, IRS&lt;br&gt;- Better than having to contact school for a verification letter&lt;br&gt;- Help prospect for new customers&lt;br&gt;- <em>If</em> includes Head Start-type programs&lt;br&gt;- <em>If</em> contains all umbrella information, the various entities linked to the parent school</td>
<td>- No need, don’t work in that area&lt;br&gt;- Geographic area of interest is too small, few/no public colleges/universities</td>
</tr>
</tbody>
</table>
| Comparison table      | All segments    | - "*Any of that kind of stuff is good."*<br>- Any comparative tool is helpful<br>- Can use for internal peer reviews<br>- Can use for marketing/sales<br>- Good for donors, value-added tool for donors<br>- *If* can specify organizations to compare<br>- *If* can specify criteria, e.g., budget, number touched, investment assets, geographic area | "We’re a proactive grant maker & we do our own comparisons."
|                       |                 |                                                                                    | - "Too granular" for our needs<br>- No need, don’t compare NPOs, geographic area too narrow |
| Churches, etc.        | All segments    | - "*A big hole in our validation process."
- Good for donors, makes database more complete for donors<br>- Better than using the U.S. Association of Catholic Bishops | No need, do not want to align with religious organizations<br>- Geographic area is too small |
| Annual report         | All segments but esp. Prospect & CS segments | - "We would like that...no one else is doing that."
- Better than having to retrieve from the NPO<br>- Provides immediate access<br>- As much information as we can get on an NPO is good<br>- Use to develop strategic plan for prospecting/sales<br>- Good information before a merger meeting | Already receive from the NPO itself<br>- Interest is in specific programs<br>- Not useful information, "static, obsolete" |
# Research Findings – Use of Matrices

## GuideStar Study

<table>
<thead>
<tr>
<th>Section</th>
<th>Suggestion</th>
</tr>
</thead>
</table>
| **Interface** | - Quick links on first/home page, e.g., link to most used data from the 990 such as first two pages, compensation data, links to other relevant resources.  
- Enable users to create a home page with topic/data preferences stored for easy future reference & updated news items (similar to Google). Enable user to pre-set search parameters to save for subsequent searches. This would also make sign in & utilization faster.  
- Create a centralized area where NPOs can update & provide detailed information, e.g., program activity.  
- Utilize more space on the home page for topical coverage, e.g., news items, anti-terror issues.  
- Increase awareness & understanding of the various GuideStar products by adding a comparison table or mechanism for easy identification of what user needs.  
- Less scrolling.  
- More intuitive, easier to find the 990. |
| **Search** | - Deeper search, search by more variables, e.g., county, SIC code, EIN, trustee name, zip code/within 50 miles of zip code, NTEE categories by other criteria such as location & revenue, people, investable assets.  
- Search within form 990, searchable 990. Provide a tab interface (possibly like Grant Explorer) with a tab for each page or data area of the 990.  
- User-defined searches, flexibility to search by any data point.  
- Ability to search based on multiple/combined criteria, esp., in Salary Search. |
| **Results** | - Allow sorting by various criteria, e.g., location/state, school size, assets, EIN.  
- Sort results by umbrella information, i.e., sub-entities listed under parent organization.  
- Provide results in list format (with name, EIN, state) to select from for more information.  
- Provide results in tab format to easily navigate to particular information/data.  
- Recommend other organizations that may be of interest (similar to Amazon, Hoovers).  
- Help define search, ‘Did you mean…’ (similar to Google).  
- Allow more use of results, e.g., build list of board members in Boston hunger-related NPOs, allow users to export search results. |
# Research Findings – Use of Matrices

## EPA Study

<table>
<thead>
<tr>
<th>Individual Differences, Behavior &amp; Attitude Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How are we going to impact major sources of pollution...a lot of that is [about] changing behavior, changing attitudes...&quot;</td>
</tr>
</tbody>
</table>

- “Why do people have the behaviors that they have?”
- What are the demographic & cultural variations in behavior & beliefs?
- What are people’s perceptions of the problems, of risk?
- Why do some people exhibit risky behavior and others do not?
- What are the non-rational aspects of human decision making?
- How do we help people make “informed choices,” e.g., purchasing pharmaceuticals?
- “How do we make it cool to conserve?”
- How do social norms & social interplay impact individual beliefs & behavior?
- What is the public’s perception of “citizenship” & how does that impact behavior & attitudes?
- What motivates people to change their behavior, e.g., use less gas?
- What is the role of incentives?
- What are the most effective interventions? For example, how do we prevent an asthmatic child from playing outside on CodeRED day?
- What are the “tipping points” when it comes to adopting policies? What level of pain motivates people to change their behavior, e.g., is it when their child gets ill?
- How does media communication impact behavior and attitudes?
- How have specific campaigns, e.g., ENERGY STAR, induced more environmentally-friendly behavior?
- What does the public believe about climate change, air quality, & the other five EPA priorities? Why do they believe what they do?
- What policies have been effective in impacting behavior & attitudes?
- What is the public perception of the EPA and how does that impact behavior and attitudes?
- How does the public perceive & react to compliance?
Architectural Design Study

- **Improve staffing** issues
  - By hiring more staff, “better” staff, or taking on smaller workloads
  - Which may result in being more responsive, improve communication
  - Which may increase principals’ project involvement
  - Which may avoid delays in the schedule, being less “deadline driven”

- **Continue to evolve & grow** in design innovation, “push its design” concepts
  - By reaching for a “higher level of creativity” in design
  - By listening to the client who is looking for innovation – “It’s about reading the client.”

- **Pay attention to design details & project coordination** to ensure a smooth process
  - By listening the design-budget-function needs of the client & designing to those needs
  - By making sure documents are accurate

- **Be more visible** in the design community & actively build relationships
  - By creating “bells & whistles” that promote the firm & extol its competitive strengths
  - By offering unique design tips or ideas based on its luxury hospitality expertise
  - By emphasizing its personal, caring approach to each project
Premium Charge
- A premium charge that is more evident, fair for all customers, and does not fluctuate from month to month, e.g., a flat fee.

Program Objective & Details
- A clear statement of the overall goal of the program, e.g., Will it ultimately reduce customers’ electric bills? Will it reduce the number of coal-burning plants?
- A clearly defined commitment by the company to green power that is demonstrated by specific actions, e.g., the allocation of company resources to a green power initiative (sharing the cost with the customer).
- Details of the terms and conditions, e.g., length of commitment.

Customer Benefit
- Some form of incentive or reward, esp., monetary rewards such as rebates, tax credits, discounted services/products — “Reward us for good behavior.”
- A clearly stated benefit to the customer, e.g., “This program will enable [ationale] to provide lower-cost energy which will result in lower power bills for our customers in the future.”

Communication
- Regular communication regarding how customers’ money was spent, how the environment is improving because of their support, esp., a “quantitative way” of telling them they are making a difference, e.g., “colorful pie charts.”
- Keeping customers aware of the company’s accomplishments via an easily-accessible source, e.g., television news.
- Communicate the details of the program via the company Web site or the U.S. mail (e.g., information directly on the month bill). A couple of customers in [locale] suggested that the company outline the goals and details of the program via public/community meetings.
**Scientists’ priorities for the EPA B/SS Research Agenda**

### Behavior & Attitudes (incl. Behavioral Economics)
- “Why do people have the behaviors that they have?”
- What are the social constructs that drive behavior?
- What is the infrastructure & policies that are driving behavior?
- How do we increase participation? “How do we make it cool to conserve?”
- How do we increase disaster preparedness?
- How do we impact interventions? How do we not let an asthmatic child play outside on CodeRED day?
- How do people perceive the environment & react to interventions?
- What is the public perception of risk? Of health risk? Of the EPA?
- Why isn’t there compliance? What is compliance?
- Why do some companies over comply?
- How do corporations react to regulations?
- How does the public use information to make decisions?
- “How are we going to impact major sources of pollution… a lot of that is [about] changing behavior, changing attitudes…”

### Communication (incl. Social Media)
- How do people “process” the communication/information we give them? Do they interpret it correctly?
- How does the information get to the public?
- How do we communicate risk? What is a better way to communicate about water quality without scaring the public?
- How do we instill trust in our communications? The public was told that there is no risk from the underground storage tanks but the information wasn’t trusted.
- Does EPA need to engage Hollywood or NYU’s school of film?
- We need “evidence-based communication.”
- What is the information/data that people want?
- How do we engage the public via social media?

### Community-level Research
- What are the factors that contribute to the risk vulnerability in exposed communities, e.g., seasonal migrant workers?
- How do we address the community’s “well-being”?
  - Examples:
    - Going beyond toxic-level measures in a contaminated site by looking at social science measures (who lives there? works there?).
    - Measuring family issues (divorce, problems in children) after Katrina.

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