

**Year 2 Public Description of Work for  
Action Collaborative on Preventing Sexual Harassment in Higher Education**

**Carnegie Mellon University**

***Sexual Violence Prevention Curriculum***

**Relevant Rubric Area(s):**

**Prevention** through programs focused upon:

Audience-specific anti-sexual harassment education; Prevention programs; and  
Identifying and Reinforcing Community Values.

**Description of Work:**

For more than two decades, Carnegie Mellon University (CMU) has offered a variety of sexual violence prevention programs for community members, primarily geared toward undergraduate students, and primarily provided by the Division of Student Affairs. Aside from annual programming, including First Year Orientation, much of the programming was offered on an ad-hoc basis, often driven by student interests and requests. After the creation of the Title IX Office (“TIX”) in late 2015, it has worked closely with two subdivisions in Student Affairs to collaborate on prevention programming, in particular, the University’s Health Promotion Team (“HPT”) and the Student Leadership, Involvement, and Civic Engagement Office (“SLICE”). These groups worked together to launch Green Dot (Bystander Intervention) in 2017 and have continued to oversee its roll-out and implementation. There has been an expressed interest and recognized need among TIX, HPT and SLICE for a more comprehensive, and multi-pronged or “scaffolded” approach to sexual violence prevention.

In 2019, TIX established a prevention strategy for the Greek community which drew from public health research, prior collaborations between TIX, HPT and SLICE, and conversations among the groups and with students. Thereafter, during the 2020-2021 academic year, TIX, HPT and SLICE (“the Team”) initiated work to create strategic plan for sexual violence prevention for the entire campus community, with a major focus being the planned replacement for Green Dot as bystander intervention programming.

Drawing on available research and experience, the Team recognized that a comprehensive prevention plan must incorporate multiple prongs or strategies in order to be effective, including:

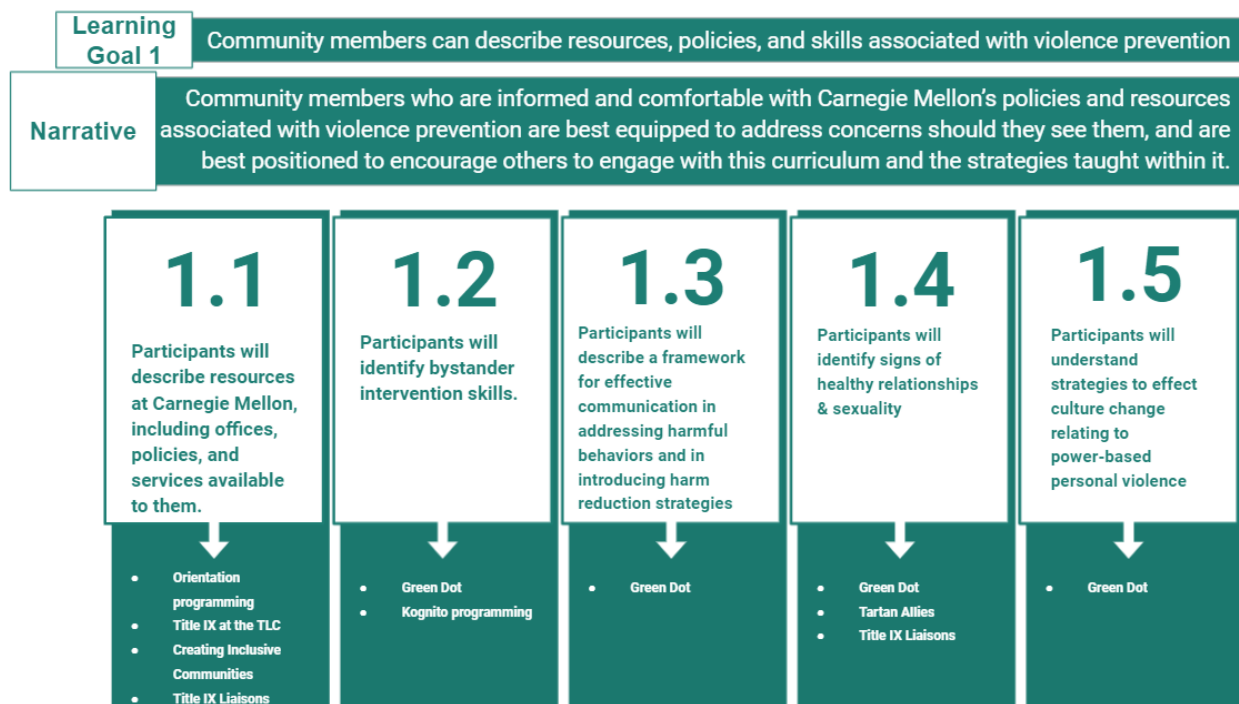
- Raising awareness about discrimination, harassment and misconduct, as well as gender roles and their ties to violence and harassment;
- Building skills to prevent violence, including help for one’s self and others: effective communication, bystander intervention;
- Reducing alcohol consumption and increasing safer drinking strategies in the environment in order to reduce interpersonal violence;

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- Making reporting, University policy and grievance processes accessible, understandable and trustworthy for community, which helps those who have been impacted, and actually deters such negative behaviors; and
- Educating about healthy sexuality and relationships, with violence prevention integrated.

As a foundation for implementing the strategy, the Team followed a Curricular Approach (from the American College Professional Association or ACPA) to developing its education plan for undergraduate students. A Curricular Approach is a paradigm shift from traditional educational approaches to an intentional, developmentally sequenced one, defined by institutional mission and purpose. Staff members using a Curricular Approach first identify clear learning goals and outcomes grounded in the history, culture, mission, and purpose of each institution. Then staff members identify student engagement strategies that can provide opportunities for students to achieve these learning goals and outcomes. Goals are sequenced, pedagogy rooted in scholarship of teaching and learning, and campus partners incorporated from throughout the institution. A Curricular Approach uses assessment to inform a process of continuous improvement.

An example of how these areas translate into the curriculum is provided below:



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These efforts directly tie to the Prevention rubric area, specifically: Audience-specific anti-sexual harassment education; Prevention programs; and Identifying and Reinforcing Community Values. A goal of the comprehensive strategy is to create common learning for the campus community that can be provided through multiple mediums and tailored to the specific audience, whether it is a group of first-year athletes or senior fine arts majors. In the future, the curriculum will be expanded beyond undergraduate students to include curricula for student leaders, faculty and staff, and graduate students.

During the coming year (21-22), it is expected the curriculum will be finalized and assessment mechanisms will be identified. Developing the assessment portion of the plan will include review of existing metrics in place for current programs at CMU and will utilize guidance from the ACPA Assessment Institute. Additionally, the team will draw on assessment expertise from CMU staff and faculty who conduct assessments for other departments around the university.

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