

*greendot* 2019  
ANNUAL REPORT



**We are nearly three years** into our implementation of Green Dot at Carnegie Mellon University, and while much has changed on our campus since then, the need and importance for widespread adoption of bystander intervention strategies remains. When we first identified Green Dot as a potential fit for our community, we were just beginning to understand the prevalence of power-based personal violence (dating violence, stalking, sexual assault) on our campus.

Now, three years later, the data is richer and supports what many have known for years: **without significant culture change, too many people in our community will be harmed.**

## BACKGROUND

Green Dot has an intentionally thought-out plan in order to permanently reduce and eliminate the number of people in our community harmed by power-based personal violence. The plan relies on the diffusion of innovations theory, which suggests, that in order to effect culture change, you must reach 12-15% of your community with the desired behavior change.

Within that 12-15% are also a subset of community members known as “early adopters” who must also be reached. For our purposes, early adopters are those whom others look to as influencers and trendsetters. They provide advice and information sought by other adopters about an innovation.



The early adopter is usually respected by their peers and has a reputation for successful and discrete use of new ideas (Rogers, 1971).

We have leveraged this theory to identify early adopters in our own community through a nomination process, and have incorporated it into our implementation strategy.

First, we started by training staff and faculty on campus before all other community members, because this group is typically part of our community the longest, and thus stands to influence the norms of our community the most.

Next, we presume that our upper-class students have garnered more influence in their tenure as students, so they are the first students we train. **Our current implementation strategy extends into fall 2022 in order to achieve our 12-15% goal.**

## GRANT AWARD

Implementation of such goals at a university of our size is no small feat and requires substantial support across campus.

In the Spring of 2017 about 15 University staff attended a Green Dot facilitator training and created the foundation for our implementation team. Attrition from the original team remained low, but it became clear that additional facilitators throughout campus were needed in order to better reach those from the Academic units. In order to train more facilitators our team obtained grant funding from the Pennsylvania Department of Education.

As a result, we hosted a regional Green Dot facilitator training in the Summer of 2019, [adding facilitators from every college to our team, for a total of 25 new facilitators.](#)

In addition, we opened the training up to other local institutions implementing Green Dot and were able to [help grow the teams of eight different universities.](#)

## GREEN DOT MOVING FORWARD

At this juncture in our implementation strategy, we are thinking hard about what violence prevention should look like at CMU after we've reached our implementation goals. While many may assume that we just continue delivering Green Dot programming as it is designed, it is important that we incorporate bystander intervention into our own norms and cultures.

An analogy from our facilitator training describes this strategy best: Imagine that Green Dot itself is a balloon, and what we do with our implementation is like applying paper mache to the balloon. When we pop the balloon, so to speak, we should be left with our own culture supporting bystander intervention. That being said, efforts are underway to develop a strategic plan for what comes next after Green Dot.

The Health Promotion Department and Title IX are leading an interdisciplinary working group that will create a strategic plan addressing violence prevention across the University. This group is in the early stages of development and currently benchmarking peer institutions and best practices.

It is important for us to acknowledge the impact of the current state of affairs, i.e., the impact of the global shutdown from COVID-19. The closure of the CMU's campus has changed how we think about education, and we continue to adapt during these rapidly evolving times. We continue to engage with CMU community members through digital platforms, and are awaiting guidance from Alteristic to adapt some of our programming to be offered virtually.

Much is still unknown about what the coming fall semester will look like, but we do anticipate potential changes to our teaching and engagement methods moving forward. We may revise our implementation goals as we learn more about the changes to come.

*"The program was able to transition into the seriousness of the content in a way that kept firm in the participants minds' the truth that their community is filled with people who care and who want to learn."*

2019 Program Survey Responder

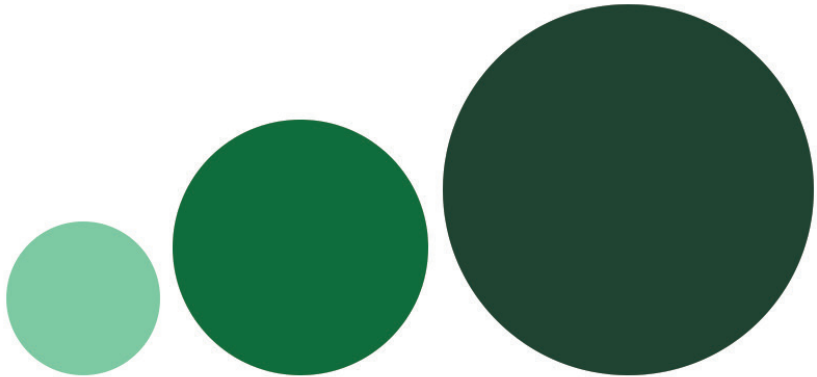




ACHIEVEMENTS & PROGRESS

Our evaluation process involves looking at **two important areas**, with several subgroups within each:

- 1) **Process**
  - Facilitator Training
  - Fidelity Checks
  - Curriculum Updates
  - Strategic Planning (addressed in background)
  - Program Delivery
- 2) **Outcomes**
  - Action Events
  - Pre and Post Program Surveys



Process

Process evaluation determines whether programs have been implemented as intended.

Facilitator Training

The make-up of our facilitator team is one of the most crucial elements to ensuring success of Green Dot implementation. We are best able to reach a cross-section of our campus when our facilitators represent a cross-section of our campus. Thus, we set out to make this happen by hosting a Green Dot facilitator training on campus in June of 2019.

As mentioned above, we were able to add at least one facilitator representing each college to our team, including several faculty.

Fidelity Checks

One of the hallmark tools for evaluating the implementation process are fidelity checks. These checks are a skill assessment of each facilitator, designed to ensure that all facilitators are providing quality education and uniform content. The fidelity check process in the past has involved a facilitator providing a one-on-one presentation of a Green Dot program to one of the Green Dot co-coordinators.

Completion of the fidelity check is required in order to present Green Dot programming to our campus community.

To date, 12 of our 24 team members have completed their fidelity checks. Due to the loss of one of our co-coordinators from our institution and the growth in the size of our team, we revised our fidelity check process. Any team member or campus stakeholder who has attended a Green Dot training, following a checklist of criteria to be met, can now complete fidelity checks. This has increased the number of fidelity checks we were able to complete this year to four.

Curriculum Updates

Over the course of our implementation, we have collected feedback from our participants via post-program surveys as well as from our facilitators via a program debriefing form.

Utilizing this data, we were able to synthesize a number of important curriculum updates. Some were simple formatting issues, and others were more extensive.

For example, we received consistent feedback that a cultural change analogy using Facebook as an example did not resonate with our community, and thus updated the important analogy with a more culturally relevant example.

A detailed list of curriculum updates can be found in appendix C.

In addition, the growth of our team meant that we had more facilitators, who were facilitating programs less regularly, with fewer practice opportunities.

This prompted an idea to record an important portion of the training for use by less experienced facilitators.

The video also gave us a chance to showcase the breadth of our team.

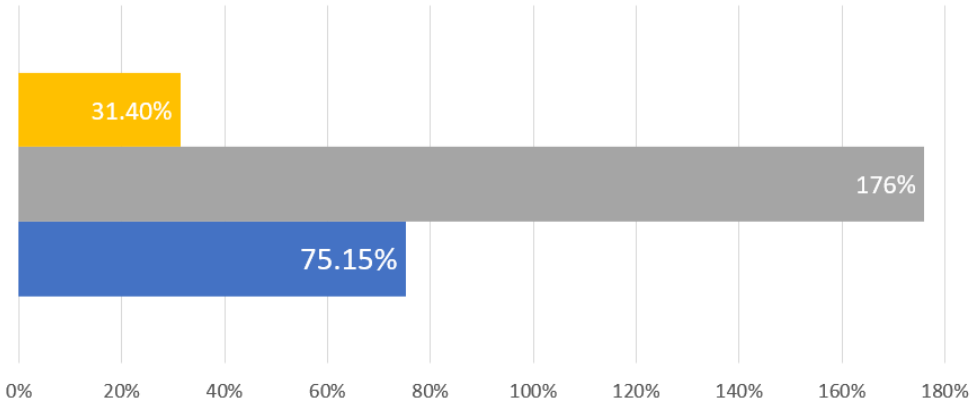


**Program Delivery**

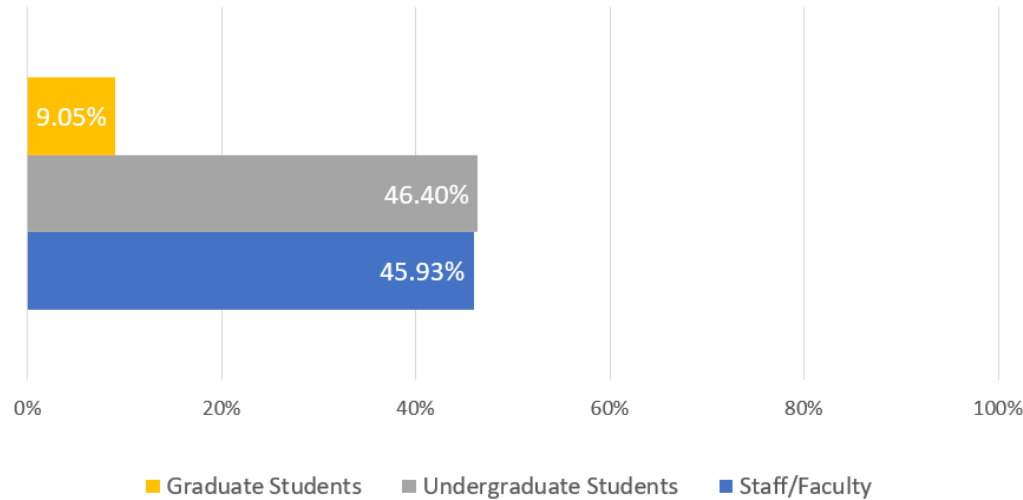
Overall, we are mostly on track for our attendance goals as depicted in the graphs on the adjacent page. A look at our fall semester attendance goal achievement highlights our strengths as well as areas for improvement.

Specifically, we excel at reaching undergraduate students and staff, but are not reaching as many graduate students and faculty as we would like.

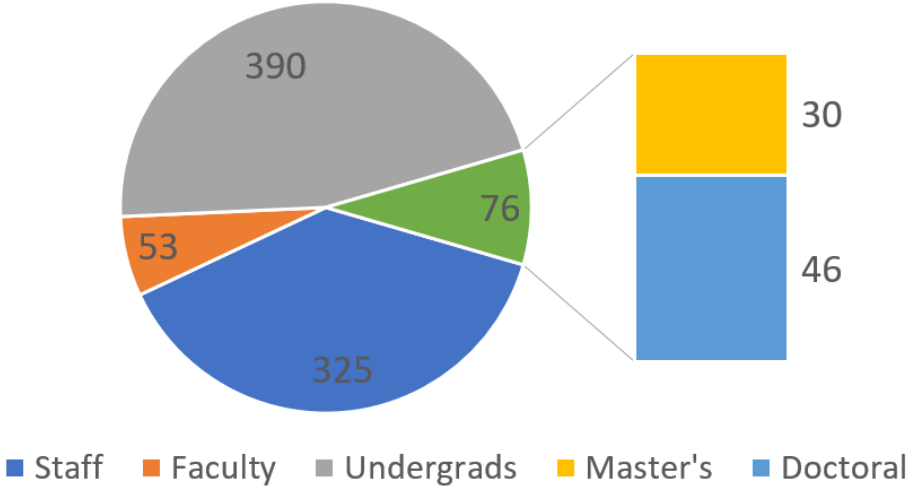
Progress Toward FS 2019 Training Goals



Progress Toward 2022 Training Goals



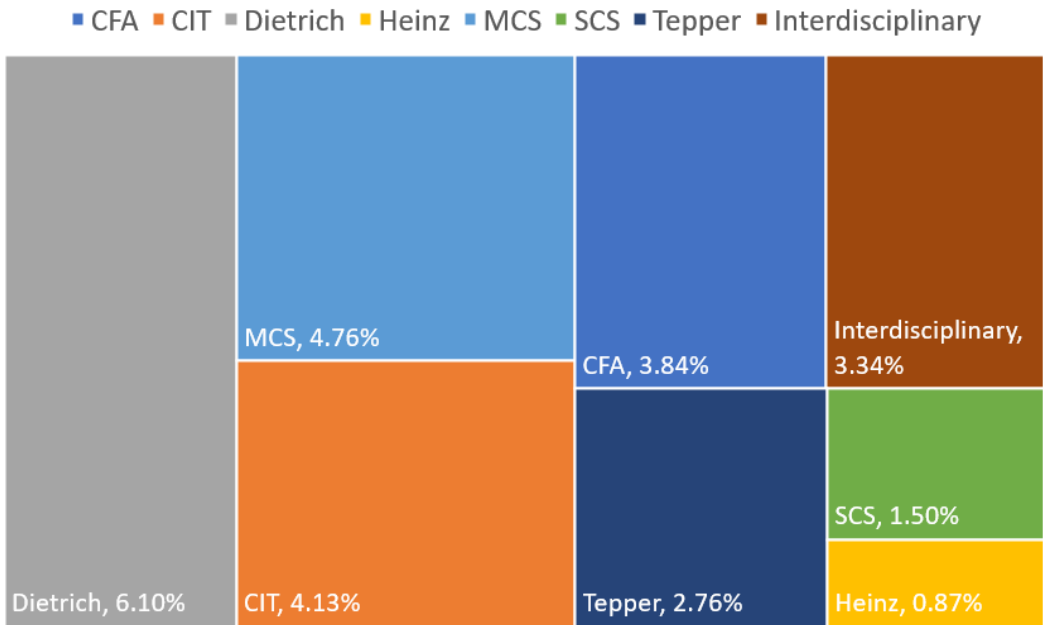
CMU Community Members Trained



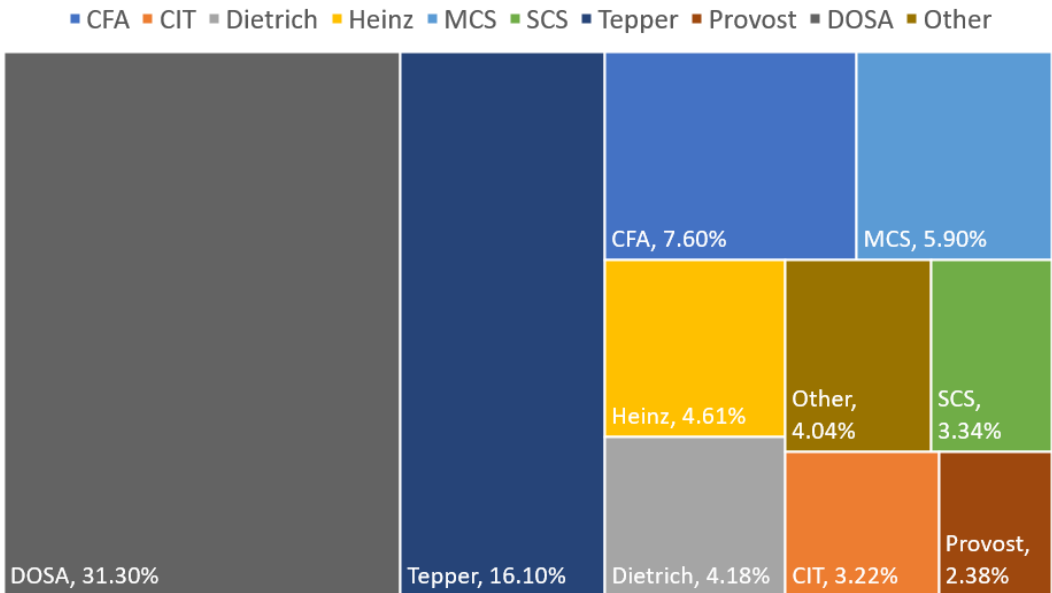
College/Department Affiliation of training participants

The graph below is a helpful depiction of the percentage of training participants per college and key departments. Reminder: The goal is to train about 12-15% of a given population, and the same applies at the college level.

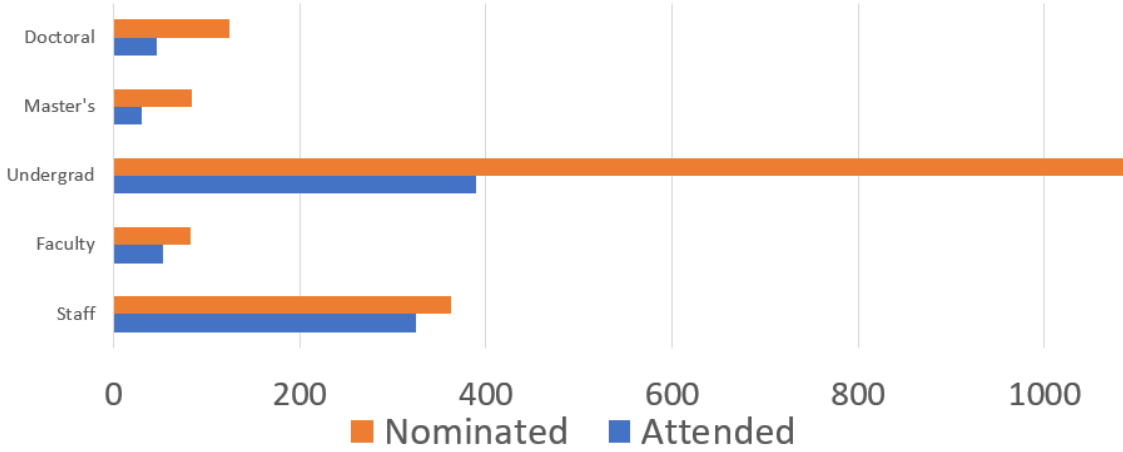
Percentage of Students Trained Per College



Percentage of Staff/Faculty Trained Per College/Key Departments



Training Attendance of Nominees



As mentioned earlier, an important component of Green Dot involves training of early adopters. Our team uses this model by identifying early adopters and nominating them for training. Nominees receive a personal invitation naming their nominator, with some background information on the Green Dot program and upcoming trainings.

When we look at who actually attends our trainings out of those nominations we learn a few things.

- 1) Faculty and graduate student attendance isn't necessarily low because they aren't coming, it's low because we haven't nominated enough people in these categories.
- 2) The nomination strategy is more challenging with undergraduate students and we may need to adapt.
- 3) Staff have a high participation rate and we should consider this carefully to make sure that we are reaching a cross-section of our campus community.

Total Trainings Offered

In 2019, our team offered 26 Green Dot programs, amounting to 46 total hours of in-person training. 11 of those programs were requested by a specific group, 5 of which were for staff/faculty and 6 for student groups.





## Outcomes

### *Action Events*

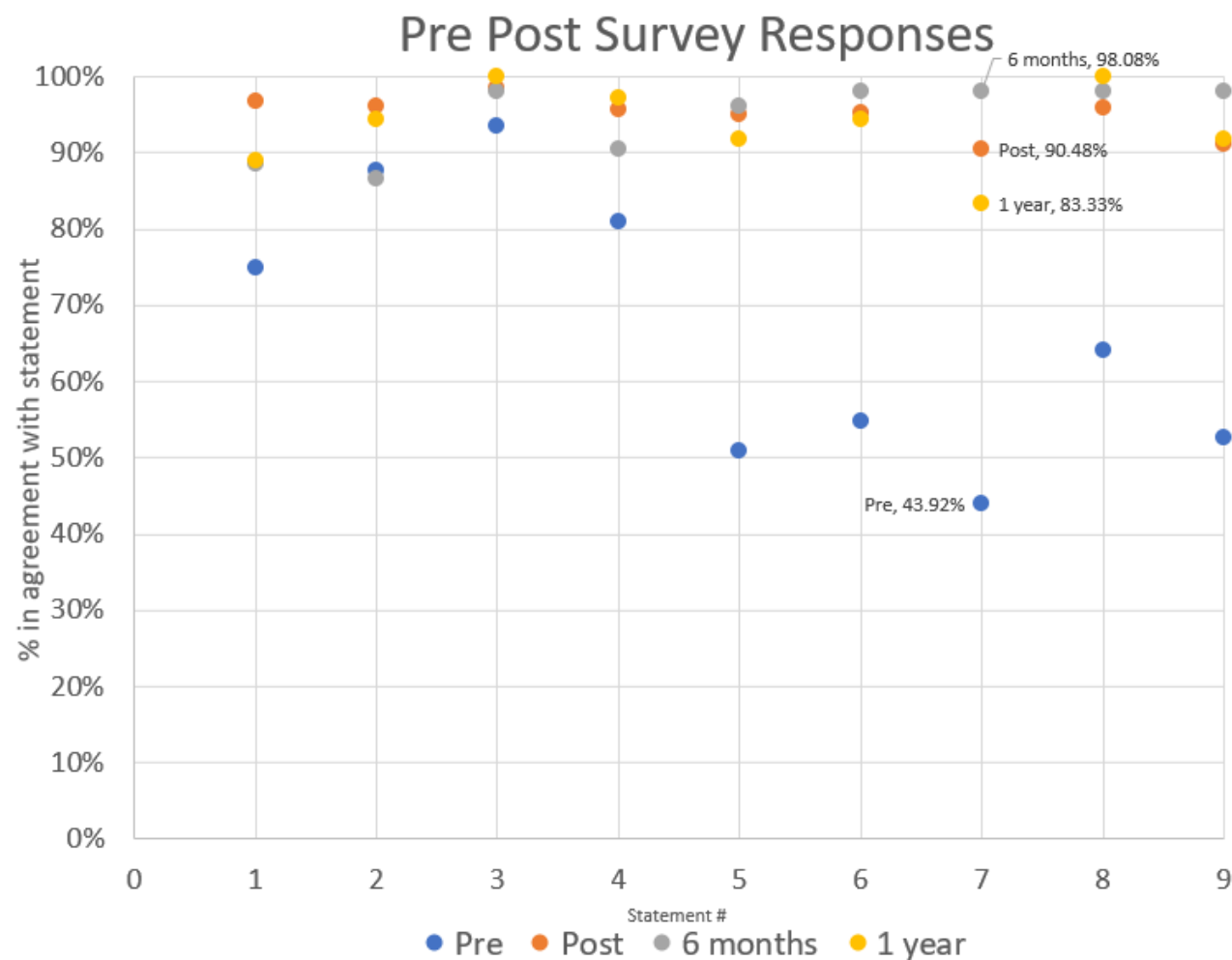
In addition to training, Green Dot relies on what we call action events in order to reach our broader campus community and instill culture change. Loosely defined, action events are time-limited events that introduce basic principles of Green Dot to our campus community, especially to those who may not attend our trainings.

We have had the most success in reaching community members by bringing Green Dot activities to well-established campus events. For example, in 2019 we hosted activities at both Scotty Saturday and the Staff Health/Benefits Fair, reaching over 500 individuals.

### *Pre and Post Program Surveys*

We administer a program evaluation survey before training, immediately after training, 6 months, and 1 year later to all participants in order to determine training effectiveness. The statements listed below are accompanied by a 5-point Likert scale, and agreement with these statements is an indicator of success of the training.

1. I play a role in preventing power-based personal violence (dating/domestic violence, stalking, sexual assault)
2. It is my responsibility to prevent power-based personal violence on our campus.
3. It is possible to change culture around power-based personal violence.
4. I feel empowered to be a part of meaningful culture change on campus as it pertains to power-based personal violence.
5. I feel equipped to be a part of meaningful culture change as it pertains to power based personal violence.
6. I have the knowledge I need to contribute to positive norms pertaining to power based personal violence.
7. I have the tools I need to contribute to positive norms pertaining to power-based personal violence.
8. I have the knowledge to support CMU community members in making positive contributions to campus safety.
9. I have the tools I need to support CMU community members in making positive contributions to campus safety.



At first glance we learn a few lessons from these results. The first four questions are largely associated with attitude, while questions 5-9 are about skills and knowledge. We can see that before training our participants already have a high rate of agreement with questions 1-4, while initial agreement with questions 5-9 are much lower. We can also see that across the board there is increased agreement with all statements after training, maintaining high rates of agreement even one year after training.

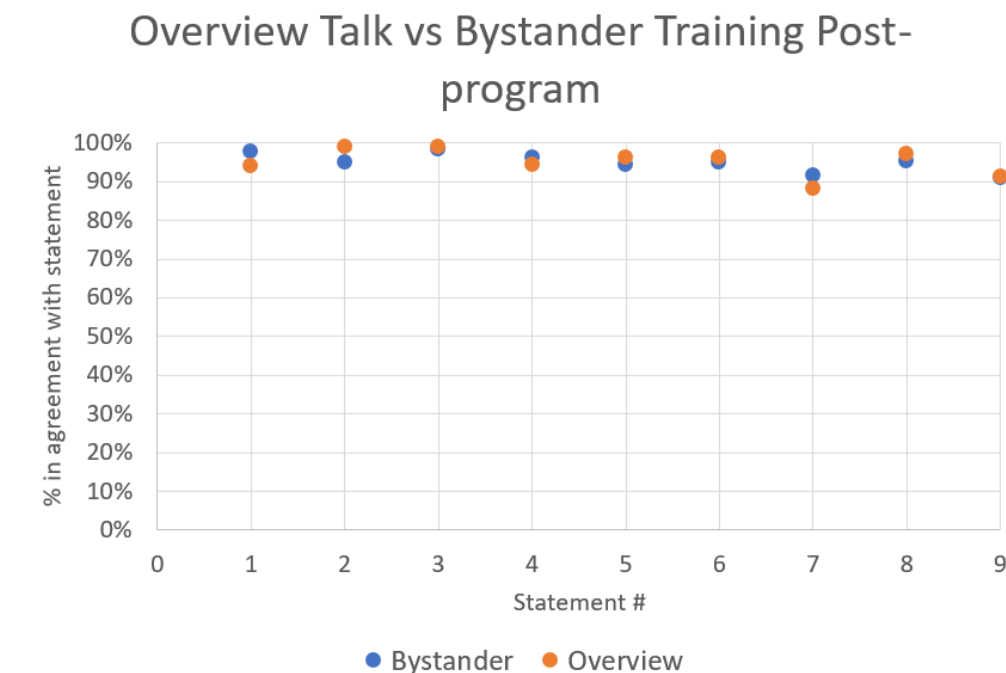
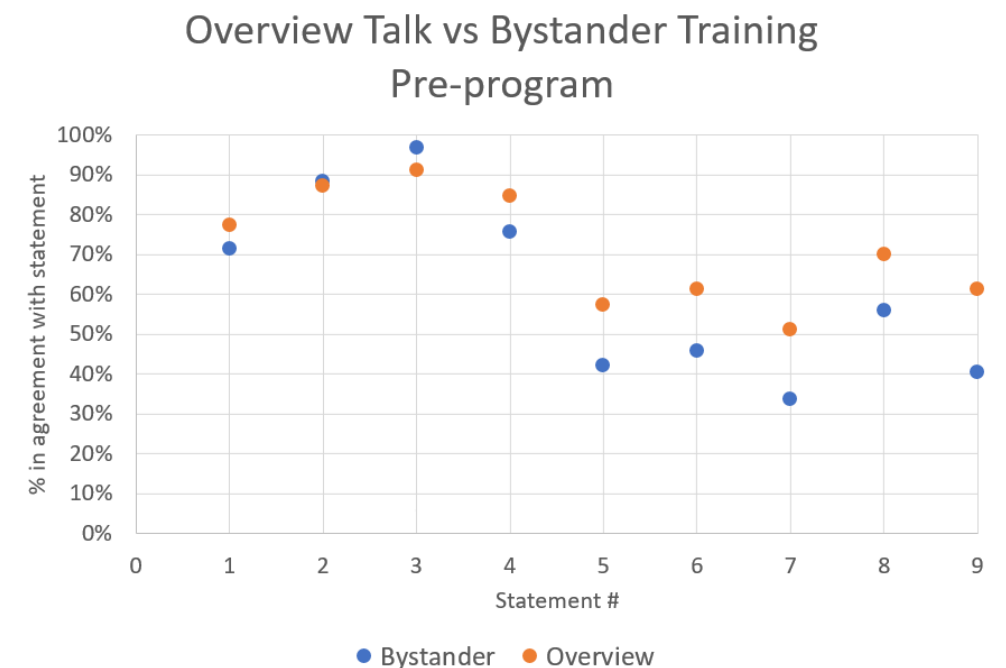
To highlight one specific example, we see the most significant changes in response to question #7: I have the tools I need contribute to positive norms pertaining to power-based personal violence. Less than half of our participants agreed with this statement prior to training, but 90% agreed after training. 6 months and 1 year later that rate of agreement remains above 80%, demonstrating that participants gained and retained confidence in their ability to intervene as a bystander.

It is also important to note that the disparity we see in pre-program survey responses between attitude and skill/knowledge based statements tells us something about the effectiveness of these statements. With assistance from Joanna Dickert, we were able to delve deeper into this disparity with an exploratory factor analysis (see appendix for results.)

The results of that analysis confirmed that some of our statements around attitude might not be affective and/or necessary in evaluating our program. This has provided us with the opportunity to rework our evaluation and questions to better assess knowledge/skills.

In 2019 we also had the opportunity to bolster our 6 month and 1 year survey responses with some incentives. Via our grant funding and in collaboration with Dining Services, we were able to provide survey respondents with a food item from a campus dining vendor.

Since our surveys are administered on a rolling basis it will take some time to determine the total impact of this program, but in its first few months we saw survey responses increase from 17% to 25%.





We can also look at the effectiveness of our two different training types: the briefer overview talk, and the more in-depth bystander training. The difference in pre-program responses indicates that those who attend the overview talks versus those who attend our bystander trainings have differing confidence in their skills/knowledge to intervene.

The post-program responses show us that despite these differences, participants experience similar gains in confidence from the overview talk and bystander training. We would like to analyze this effect 6 months and 1 year after training but are currently unable to do so with our current data collection techniques.

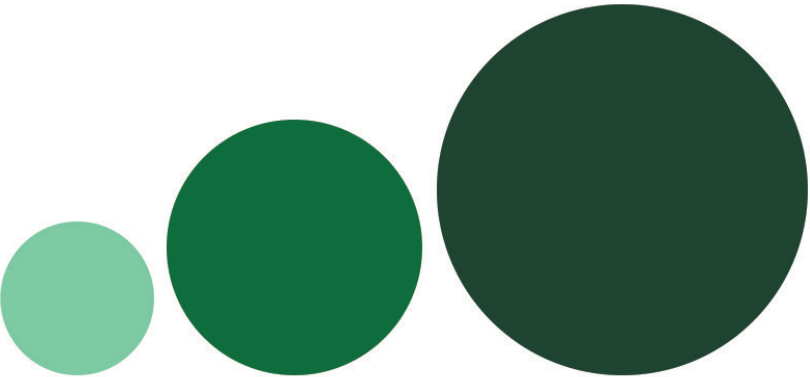
**Data limitations**

All data presented above is used for evaluation purposes and not for research. That being said, there are always limitations to consider when presenting data even for evaluation. The major limitations in our data apply mostly to our pre and post program surveys. These surveys, though administered over a one year period, are not longitudinal, as we do not follow and match participants responses over time.

Additionally, response rates are important to consider. Our pre and post response rates are high, typically in the 90% range. As mentioned earlier, our 6 month and 1 year response rates have increased up to 25% after the addition of an incentive program, and hopefully will continue to increase. Even so, these data may not be representative of our participants, and may be biased toward those who are more likely to respond to surveys.

Lastly, while our survey responses are illustrative of the effectiveness of training, we do not have a control sample with which to compare. It is possible that responses to the survey would vary by those who are not attending training.

We do plan to balance some of these limitations by the use of additional metrics that are not yet available. For example, data on reporting from the Office of Title IX Initiatives and results from the SARVP Study which should be administered Fall 2020.



APPENDIX A: Exploratory Factor Analysis

Exploratory Factor Analysis  
Green Dot 12-Month Data  
Principle Axis Factoring (PAF) with Unweighted Least Squares (ULS) Extraction, Direct Oblimin Rotation

FACTORS	% VARIANCE EXPLAINED
<b>Factor 1: Ability to Contribute to Community</b>	46.4%
Q2. It is my responsibility to prevent power-based personal violence at CMU.	
Q6. I have the knowledge I need to contribute to positive norms pertaining to power-based personal violence at CMU.	
Q7. I have the tools I need to contribute to positive norms pertaining to power-based personal violence at CMU.	
Q8. I have the knowledge to support CMU community members in making positive contributions to campus safety.	
Q9. I have the tools I need to support CMU community members in making positive contributions to campus safety.	
<b>Factor 2: Agency in Affecting Cultural Change</b>	12.6%
Q1. I play a role in preventing power-based personal violence (dating/domestic violence, stalking, sexual assault) at CMU.	
Q3. It is possible to change culture around power-based personal violence at CMU	
Q4. I feel empowered to be a part of meaningful culture change as it pertains to power-based personal violence at CMU.	
Q5. I feel equipped to be a part of meaningful culture change as it pertains to power-based personal violence at CMU.	
<b>TOTAL</b>	59.0%

Exploratory Factor Analysis  
Green Dot 6-Month Data  
Principle Axis Factoring (PAF) with Unweighted Least Squares (ULS) Extraction, Direct Oblimin Rotation

FACTORS	% VARIANCE EXPLAINED
<b>Factor 1: Preparedness</b>	45.4%
Q5. I feel equipped to be a part of meaningful culture change as it pertains to power-based personal violence at CMU.	
Q6. I have the knowledge I need to contribute to positive norms pertaining to power-based personal violence at CMU.	
Q7. I have the tools I need to contribute to positive norms pertaining to power-based personal violence at CMU.	
Q8. I have the knowledge to support CMU community members in making positive contributions to campus safety.	
Q9. I have the tools I need to support CMU community members in making positive contributions to campus safety.	
<b>Factor 2: Agency</b>	6.2%
Q1. I play a role in preventing power-based personal violence (dating/domestic violence, stalking, sexual assault) at CMU.	
Q2. It is my responsibility to prevent power-based personal violence at CMU.	
Q4. I feel empowered to be a part of meaningful culture change as it pertains to power-based personal violence at CMU.	
<b>TOTAL</b>	51.6%

Note: Q3. It is possible to change culture around power-based personal violence at CMU does not load onto either of these factors.

APPENDIX B: A Comprehensive Strategy for Violence Prevention at CMU

A Comprehensive Strategy for Sexual Violence Prevention at Carnegie Mellon University (Draft 5-4-20)

		Incoming Undergraduate Students	Ongoing Undergraduate Students	Incoming Graduate Students	Ongoing Graduate Students	Incoming Staff	Ongoing Staff	Incoming Faculty	Ongoing Faculty	First Responders (UPD, UHS, CAPS, HF, CL, RA, CA)
Policy, Expectations, Reporting & Grievance Procedure ("TIX Nuts & Bolts") <sup>1, 10, 11</sup>	Current	Some Everfi (req'd; online); Some in-person orientation programming (required)	As requested by orgs &/or optional	In-person orientation (enc. but optional)	N/A (unless very rarely requested)	New Hire O. (req'd; 13 minute prog.)	N/A unless requested	N/A	N/A unless requested	Annual or bi-annual in person (req'd)
	Ideas & Aspirations	Virtual programs over the summer (Orientation)?; Programs within first 6 weeks (Res Ed)?			Training for roles such as instructor, TA, RA					
	Current	Basically none	As requested by orgs &/or optional	In-person orientation (enc. but optional)	N/A (unless very rarely requested)	New Hire O. (req'd; 13 minute prog.); UE online program (req'd)	N/A unless requested	UE online program (req'd)	N/A unless requested	Some training for UHS/CAPs
Sexual Harassment and Sex-Based Discrimination <sup>1, 7, 10, 11</sup>	Ideas & Aspirations	Part of broader diversity & inclusion programming (Center)?			Part of broader diversity & inclusion programming (Center)?					RA's and OCs annual starting 2020
	Current	Some Everfi (req'd; online); Some in-person orientation programming (req'd)	Green Dot (optional)	As far as I know, none	Green Dot (optional)	N/A	Green Dot (optional)	N/A	Green Dot (optional)	Green Dot (optional)
Bystander Intervention <sup>1, 2</sup>	Ideas & Aspirations	Programs within first 6 weeks (Red Ed/Center)?				Green Dot/Civility Program/Other?				
	Current	As far as I know, none	As far as I know, none	As far as I know, none	As far as I know, none					
Communication Skills (Difficult Conversations, Civility, etc.) <sup>1, 2, 10</sup>	Ideas & Aspirations	Programs within first 6 weeks (Red Ed/Center)?				HR/Professional Development?				
	Current	Basically none	As requested by orgs &/or optional	As far as I know, none	As far as I know, none			As far as I know, none	As far as I know, none	Annual or bi-annual in person (req'd)
Working with/ Supporting Students	Ideas & Aspirations									
	Current	Some in-person orientation programming (required)	As requested from PHAs?	As far as I know, none	As far as I know, none					Unknown (professional development?)
Healthy Sexuality (Consent, Sex Ed, Media/Porn Literacy, etc.) <sup>1, 2, 3</sup>	Ideas & Aspirations	Programs within first 6 weeks (Red Ed/Health)?								
	Current	Some Everfi (req'd; online); Some in-person orientation programming (req'd)	Relationships mini (optional); As requested by orgs &/or optional	As far as I know, none	As far as I know, none	As far as I know, none	As far as I know, none	As far as I know, none	As far as I know, none	Annual or bi-annual in person (req'd)
Healthy Relationships <sup>1, 3</sup>	Ideas & Aspirations	Virtual programs over the summer (Orientation)?; Programs within first 6 weeks (Res Ed/Health)?				Standing Firm (WC&S)?	Standing Firm (WC&S)?	Standing Firm (WC&S)?	Standing Firm (WC&S)?	
	Current	Some Everfi (req'd; online); Some in-person orientation programming (req'd)	I believe none except what is required in Greek	As far as I know, none	As far as I know, none					Unknown (professional development?)
Alcohol Reduction & Safer Drinking Strategies <sup>1, 2, 3, 5, 6</sup> Gender - Gender Identity, Gender Roles, Etc. <sup>1, 2, 5, 7</sup>	Ideas & Aspirations									
	Current	As far as I know, none	Safezone? (optional)	Safezone? (optional)	As far as I know, none	Safezone? (optional)	Safezone? (optional)	Safezone? (optional)	Safezone? (optional)	Safezone? (optional)

A Comprehensive Strategy for Sexual Violence Prevention at Carnegie Mellon University (Draft 5-4-20)

	Ideas & Aspirations	As far as I know, none	RAD class (optional); SAFE class (optional)	RAD class (optional); SAFE class (optional)	RAD class (optional); SAFE class (optional)				Some members of UPD trained
Female Empowerment/ Rape Aggression Defense <sup>1, 8</sup>	Current	As far as I know, none							
	Ideas & Aspirations								

Sources

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- Senn et al, Efficacy of a Sexual Assault Resistance Program for University Women, New England Journal of Medicine 372:24 (2015)
- United Educators, Overview of the Law on Harassment (2013)
- US EEOC, Promising Practices for Preventing Harassment (November 21, 2017)



## APPENDIX C: Curriculum Updates

Update	Staff/Faculty Overview	Student Overview	Staff/Faculty Bystander	Student Bystander
Emphasize LGBTQ & marginalized communities in “The Problem”	X	X	X	X
Add optional intro video	X	X	X	X
Add culture change and #metoo analogy	N/A	N/A	X	X
Remove women’s studies reference	X	X	X	X
Match barrier references across programs	X	X	X	X
Add sample barriers to snowball activities	N/A	X	N/A	N/A
Add participant toolkit pages to curriculum	N/A	N/A	N/A	X
Add safety note to 3Ds	X	X	N/A	N/A
Add bystander video	X	X	N/A	X
Update pronouns across slides	X	X	X	X
Add PBPV definitions to overviews	X	X	N/A	N/A
Match campus maps	X	X	X	X
Add all silent video options	N/A	N/A	N/A	X
Add time references	X	X	X	X
Add survivor acknowledgement and resources	X	X	X	X
Add delegate- law enforcement note	X	X	X	X
Convert poll activities	X	X	X	X
Add details to “I’m glad you asked” slide	N/A	N/A	N/A	X
Add all dialogue from curriculum to powerpoint notes	X	X	X	X
Fidelity checks as resource	X	X	X	X