Notes from Preliminary Talks Concerning the “Mandatory Courses”
Randy Sullivan, August 26, 2014

I met with some folks that are familiar with the content that we might include in the “mandated courses” last Thursday (Aug. 21). The following folks were present: Sarah Ray Rondot, Lizzie Reis, Renae DeSautel, Kerry Frazee, Darci Heroy, Lisa Freinkel, Beatriz Gutierrez, Ian McNealy, and me, Randy Sullivan. This was followed by a meeting on Monday (Aug. 25) that focused on aspects of administration. At this meeting the following folks were present: Ron Bramhall, Josh Snodgrass, Lizzie Reis, Frances White, and yours truly.

Here are some of the ideas that came up during the meetings:

We need to get more information about what other institutions are doing along these lines and we need to figure out how to determine which of these programs are effective. The latter can be problematic, given the difficulty of obtaining reliable data concerning sexual assault. Josh came up with the idea of asking Student Life to lend us the use of a graduate researcher.

What are other institutions doing to prevent?

We need to nail down exactly what the goals of the courses/program are. It currently seems that there are two major “goal groups.” First, there is a need to address human sexuality and its relationship to gender inequity in general terms with the goal of increasing our students’ knowledge and effecting positive attitudinal and behavioral changes. Second, there is a need to more specifically target sexual assault and more directly intervening to reduce the rate of sexual assault and related acts of violence. While these goals are strongly correlated and certainly not mutually exclusive, the difference in emphasis and focus might call for different curriculum changes.

A couple of ideas that were brought forward that could address both of the goal groups might be to:

1. The Undergraduate Council recently asked the President and Provost to convene a “Task Force to Enhance General Education and the Undergraduate Experience at UO.” We should get a seat at the table and work with this task force to ensure that the general education requirements adequately reflect the growing emphasis on gender equity and gender-based violence prevention by developing, identifying, and requiring appropriate courses.

2. Propose a set of mandatory workshops, e.g., three two-hour sessions offered throughout the year that students would have to complete within their first year of attendance. The course content could be developed and maintained by Student Life in cooperation with relevant academic experts. It would most likely contain a fairly large peer-led learning component. Peer leader training could consist of specifically developed for-credit courses. The peer leaders would be paid for their work and would receive a stipend to cover the cost of their training courses.
Notes taken during the meeting:
Where should it be housed?
One course or many?
Freshman year or often?
Peer training?
Modeled on SWAT?
No cost to student
minimize impact on degree plan
Ranae – content course aspect by faculty needed too
stipend for peer leader training
compensation for peer leaders
sexual assault courses for particular majors
certificate
residence halls
Beatriz - ASUO task force – oasa
peer/faculty combo in workshops
Beatriz – homework to promote engagement
Darci – having students pay for federally required programming is legally dicey
dating, domestic violence, and stalking
25 students
Characteristics of mandatory courses addressing gender, sexuality, and social inequality

Workshops
Free to students
non-credit
weekend, evening workshops
students pick from among a selection of workshops
students choose which sessions to enroll in
e.g., students choose 3 out of 5 workshops offered frequently at various times
throughout the year
requirement completed during the students' freshman or transfer year
large peer education component modelled on SWAT
workshops co-taught by faculty member and peer-leader(s)
peer leaders compensated
students presented with situations up to a point where they are asked to choose a
response or intervention using clickers
use clickers to survey students' attitudes and behaviors
small class limit (25) or larger?

Peer Leader Training
for credit
perhaps upper division
perhaps accompanied by transcripted certification
stipend to cover cost of tuition
hosted in WGS?
Topical Courses on Sexual Assault and Human Sexuality tailored for specific majors groups

E.g., for pre-health science, for education studies, for social sciences and psych