New Requirement
Starting in the 2017-18 academic year, every concentration shall have a requirement that will help students gain an understanding of structural and institutional hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities. Departments and programs shall determine how their students will fulfill this requirement in a way that is most consistent with their disciplines. The requirement should encourage students to think critically about accomplishments, experiences, and representations of various social groups in the United States and/or other countries.

Implementation
The Committee on Academic Policy (CAP) has established a subcommittee to review proposals from departments and programs with concentrations to make recommendations to the full CAP for approval for each concentration in Spring 2017 and, further, in 2021-22 to review the implementation of the requirement by the concentrations. Karen Brewer is the chair of the subcommittee.

Report to the Faculty November 7, 2017

Summary of the SSIH Requirement Design and First Implementation-REPORT

The Process
The Subcommittee consisting of Karen Brewer (Chair), Emily Conover, Nathan Goodale, Martine Guyot-Bender, Michelle LeMasurier, and Heather Merrill was charged by the Committee on Academic Policy (CAP) to gather and make recommendations on the proposals submitted by Departments and Programs with concentrations for the Social, Structural, and Institutional Hierarchies (SSIH) requirement which was passed by the faculty in Spring 2016. The motion and rationale passed by the faculty is attached.

The subcommittee worked in two stages. In Fall 2016, the committee developed a set of criteria based on the spirit of the motion concerning articulation of the proposed requirement for concentrators and implementation. These were communicated to the chairs of departments and programs through memos in October. From October through December, the subcommittee read and provided feedback to all departments/programs on their initial proposal drafts. Feedback on the initial proposals included request for catalog masthead language to highlight the requirement in the requirements for the concentration along with questions about staffing, available seats in courses, and how potential late-declaring concentrators might fulfill the requirement. The subcommittee also asked departments to elaborate further on some aspects of their proposal in order to describe how the proposal fit with the concentration, how the department’s approach was novel, how students will critically engage with the SSIH topics, and the rationale for the level of courses chosen. All departments then prepared a final proposal and the subcommittee read through each during Spring 2017, submitting all its recommendations to the CAP in April and May. By the end of September 2017, 90% of the website mastheads have been changed to reflect the new SSIH requirement for each concentration. The CAP encourages faculty members to explore the innovative ways departments and programs are fulfilling the requirement through each discipline.

The adopted motion states “in 2021-22 … [the CAP will] review the implementation of the requirement by the concentrations.” To facilitate the collection of data for the review, the CAP has worked with the Office of Institutional Research and Assessment to include a section in the
Snapshot of the Final Proposals
Recognizing that many departments are already focused through their goals and courses on the topics and goals of the SSIH requirement, it is not surprising that the majority of departments and programs will be implementing the requirement through existing courses or slight modifications and refocusing of courses already in their curriculum.

Still, about 40% of departments or programs are either implementing new courses or programs or are undertaking significant redesign of courses as they considered how to best coordinate the requirement with the needs of their concentrators. As might be expected, the science and mathematics departments, having few existing courses for the requirement, make up about 60% of those departments. New approaches from several departments and programs include: a new joint course between departments, integration of coursework students take inside or outside of the department, redesign of existing and introductory or gateway courses, introduction of SSIH topics across several courses in the concentration, and expansion of the senior program.

The curricular levels at which the requirement will be implemented varies from concentration to concentration. About 20% are at the 100/introductory level, 40% at the 200-300/intermediate level, 10% at the 400-500/advanced level, and 27% at various levels (either as choices the students make or as a department-wide program at many levels).