

Policy Studies at Dickinson College A Ten-Year Review Report (2007-2018)

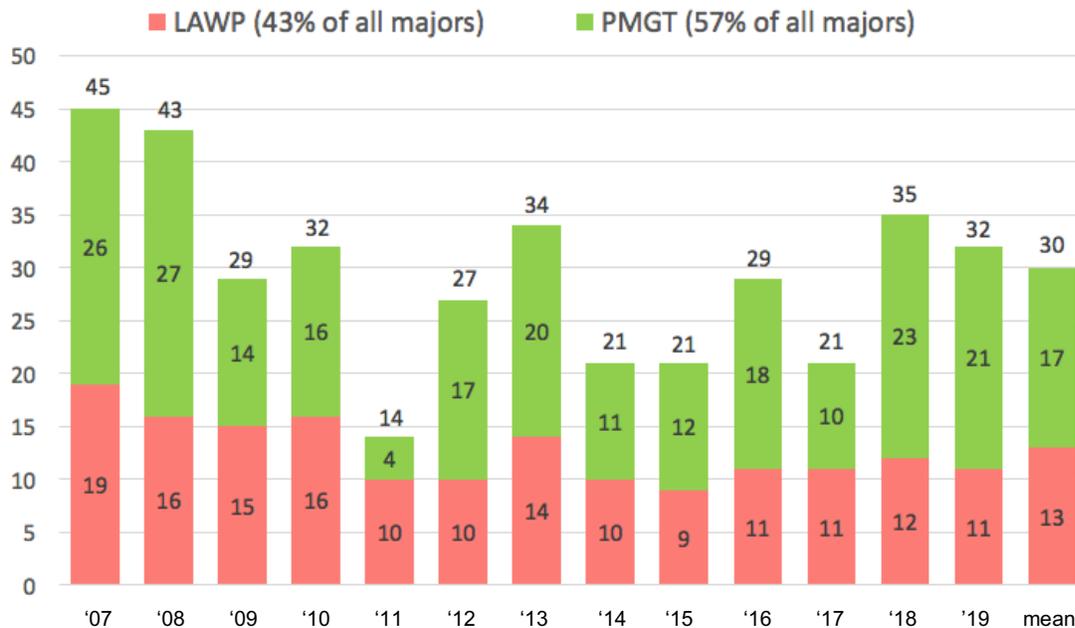
Introduction

Policy Studies is the program home for two different but related interdisciplinary majors: *Policy Management* and *Law & Policy*. Both majors integrate political, economic and ethical perspectives in the study of policy while also allowing students the opportunity to explore their own individual areas of interest.

- **Law & Policy (LAWP):** The LAWP major allows students to study law, legal institutions and legal processes in a broad social and political context. The focus of the major is directed toward the structural, theoretical and practical aspects of the legal system.
- **Policy Management (PMGT):** The PMGT major involves the application of complex problem-solving skills across a wide array of policy domains. Majors evaluate the formulation, implementation and evaluation of policy in public, private, and non-profit sectors in both domestic and international contexts.

Since the last 10-year review the number of students choosing to major in Law & Policy or Policy Management has ebbed and flowed from a combined high of 45 (2007) to a combined low of 14 (2011). The average for the entire period, and for the last five years, has been 30. See Figure 1, below.

Figure 1: Policy Studies Majors, 2007-2019



Self-study narrative

1. Policy program and curriculum

1a. Strengths and innovation

Policy Studies is arguably the academic program on campus that best exemplifies the most enduring and distinctive dimension of Dickinson College's mission – to provide a *useful education*. The idea that the pursuit of knowledge, something traditionally valued for its own sake, should also be pursued for its applicable purposes is one that dates to the writings of the college's founder -- Benjamin Rush -- and takes center stage in documents that articulate Dickinson's identity:

*Dickinson College was founded explicitly for high purposes: to prepare young people, by means of a useful education in the liberal arts and sciences, for engaged lives of citizenship and leadership in the service of society.*¹

More recently, newly-installed Dickinson president Margee Ensign fully embraced and expanded on this core principle in her first convocation remarks to the community:

At Dickinson, our centuries-old tradition has been to strive for a useful education for the common good. [emphasis added]²

Today, the Policy Studies program continues to focus on this historic mission by prioritizing complex-problem-solving skills that lead to the real-world application of knowledge. Our approach to this mission involves all the key attributes the college highlights in the delivery of its curriculum: *active learning, interdisciplinarity, global perspectives, independence, sustainability and civic engagement* (see Narrative item 4, below).

The Policy Studies program also helps students build capacity in the area of useful education in the following ways:

Internships: All students are required to undertake semester-long or summer-long internships related to policy or the law, either via [The Washington Center](#), Dickinson's partner program in Washington, DC, or via [Dickinson's Transcript Notation](#) program. Those who undertake this latter option while on campus are able to capitalize on the rich variety of opportunities afforded in the area, to include:

- Interning with county judges (Carlisle is the seat for Cumberland County)
- Interning with faculty and policy experts at the U.S. Army War College here in Carlisle
- Interning with state government officials (Harrisburg is 17 miles away)

For a comprehensive list of internship sites in AY 16/17 see Appendix I: [Internship Sites](#).

Interaction with practitioners. A number of courses are taught by adjuncts with substantial experience in the worlds of law and policy. Other courses are supplemented with guest presenting leaders and policy makers from a variety of worlds, including private, public, and nonprofit sectors. For a comprehensive list, see Appendix II: [Interaction with practitioners](#)

Real-world policy work: Students in the Policy Studies program, especially those in the Policy Management track, regularly undertake projects with real-world application. Most of these projects are completed in concert with an actual client who helps direct their work. Policy Management seniors have

¹ [Strategic Plan - Levels I & II](#) (FY 2001-2005); Introduction; II. The Mission of Dickinson College. See also [Strategic Plan II](#) (FY 2006-2010); Preface.

² Margee Ensign, President, Dickinson College. [Convocation remarks](#), 8/17/17.

worked with over 30 local and regional leaders in nonprofit organizations since the last review of the program was undertaken in 2007. For a comprehensive list, see Appendix III: [Civic Engagement](#).

Interdisciplinarity: The policy studies program is richly interdisciplinary, with contributing faculty serving in a variety of departments to include Political Science, Economics, Philosophy, and Religion. In addition, students are required to take courses that expose them to many different academic departments at the college.

Many students also take advantage of the wide array of interdisciplinary courses taught in the several other interdisciplinary majors and certificate programs offered at the college. For a comprehensive list, see Appendix IV: [Interdisciplinarity](#).

1b. Areas of weakness

Most Policy Studies students probably do not graduate with skills as strong as they should be in the area of quantitative reasoning. Students are required to take a social science course that emphasizes empirical analysis, and all students are required to take economic analysis of policy. These two requirements provide only uneven and inadequate preparation for working with spreadsheets and with data visualization, for example.

Preparation for public speaking is another weak area of some concern. We ask students to do a number of presentations in courses required of the major. Here again, though, students may not be graduating with presentation skills as well-honed as we would like. The college used to offer courses on public speaking, and a number of our majors took advantage of that course to hone their presentation skills, but the course is no longer offered, and there appears to be little interest in finding a way to offer it in the future.

1c. Pedagogical innovations

There are probably three distinctive aspects of the Policy Studies program worth noting under *pedagogical innovation*. First, we would list *civic engagement*; a dimension of learning that has become a central element of the pedagogy practiced in the *Foundations* class and Policy Management *Senior Seminar*.

Second, we would note our intentionality in broadening the number of disciplines and perspectives in the classroom through use of guest and adjunct faculty, guest speakers, conference calls, and field trips. Opening up the classroom allows us to leverage more traditional modes of learning with a rich array of professionals that bring to bear practical “useful education” experiences. Both of these elements of the program are discussed in *1a. Strengths and innovation*, above.

The third area where the program is innovative is teamwork. Half or more of the work products deliverables assigned in the *Foundations* and *PMGT Senior Seminar* courses is completed in teams. The work of the world is done in teams, and the policy studies faculty think it is important that we coach students on teamwork and give them opportunities to practice it in a context in which they are wrestling with policy. We assist students by introducing them to basic conflict resolution techniques with the help of Shalom Staub, Associate Provost for Academic Affairs and head of the [Conflict Resolution Resource Services](#) program. We have also begun using [CATME](#) (Comprehensive Assessment of Team Member Effectiveness): a system of secure, web-based tools that enable faculty members to implement best practices in setting up teams and managing and assessing the work students do in teams. CATME has allowed the faculty to become more skilled in setting up effective teams and monitoring team dynamics. CATME also provides an early warning system for any team dysfunctions that arise so that interventions can be tailored to specific needs of teams and their members on a timely basis.

1d: Program contributions to the [all-college graduation requirements](#)

Policy Studies is an interdisciplinary program staffed by faculty drawn from other departments. Only five required courses are taught in the program's two majors: *Gateway* and *LAWP Senior Seminar (Law & Policy)*; *Policy & Leadership* and *PMGT Senior Seminar (Policy Management)*, and *Foundations in Policy Studies (both LAWP and PMGT)*. While many courses students take as electives for their Policy Studies major may count toward all-college graduation requirements, none of the five "in-house" courses meet any of these all-college graduation requirements.

1e. Writing in the discipline

Again, as an interdisciplinary program that draw on faculty from other departments to staff its courses, Policy Studies does not have the bandwidth to offer courses that would count as Writing in the Discipline (WID). Policy studies majors satisfy this requirement by taking elective classes that are set up to meet the WID requirements. One course policy studies majors often take to meet this requirement is Constitutional Law in the political science department, which counts toward the Law & Policy major as one of two required *law electives* or toward the Policy Management major as the one required *domestic policy elective* or one of the two required *unrestricted policy electives*.

1f. Dependence on other academic programs

The Policy Studies program is heavily dependent on contributions from other departments, with Political Science and Economics carrying the burden. All majors must take *Introduction to American Government* (Political Science), *Introduction to Microeconomics and Economic Analysis of Policy* (Economics). In addition, all Law & Policy majors must take *The Judiciary* (Political Science) and *Philosophy of Law* (Political Science or Philosophy).

	Required course	Home department of faculty
Both majors	<i>Introduction to American Government</i>	Political Science
	<i>Introduction to Microeconomics Economic Analysis of Policy</i>	Economics
Law & Policy	<i>Judiciary</i>	Political Science

The program also relies on the good will, almost always from the political science department, necessary to free up faculty to teach the courses required of the program.

	Required course	Home department of faculty
Both majors	<i>Foundations of Policy Studies</i>	
Law & Policy	<i>Philosophy of Law Senior Seminar</i>	Political Science
Policy Management	<i>Policy and Leadership Senior Seminar</i>	

The program also relies on the good will of the dean/provost in supplying adjunct support. The required Law & Policy *Gateway* course is regularly taught by an adjunct faculty member and two other Law & Policy electives (*Negotiation and Advocacy* and *Criminal Procedure*) are staffed by adjuncts each year.

1g. Minors

Minors are not offered within the Policy Studies program.

2. Learning goals and assessment

2a. Learning Goals

The world is a complex place and efforts we make to shape that world through the development, implementation, and evaluation of laws and policies that advance the common good in some important way requires acquisition and development of particular “habits of mind.” These habits of mind, sometimes referred to as *policy proverbs*, constitute the key learning goals for the program.

Students are expected to make progress in their ability to understand and apply the following heuristics to a wide array of policy issues as they move from underclassmen to senior majors. See Figure 2, below:

Figure 2: Learning goals in Policy Studies

Resources	Make good use of <u>all</u> resources and sources of knowledge at one’s disposal.	Questions	It is important to ask good questions before anything else.
Sources	Trace knowledge back to source documents; checking for accuracy and conflicts of interests	Due diligence	Good policy analysts always do more than asked for. Do your homework and prepare relentlessly.
Comparative analysis	Comparison are key, but only when comparing like things.	Data	What does the quantitative AND qualitative data tell us?
Values	All policy choices involve value judgments, and while “client values” are key, they cannot replace attention to ethical norms.	Iteration	Policy problems are not “solved”; the goal is to move to a better place. Use pilot and demonstration projects when possible.
Presentation	The quality of oral and written presentations matters (necessary but insufficient).	Process	The process of developing policy can be as important as policy outcomes.
Authority	Policy change can only occur when one has authority, or can somehow gain the authority, to make the change.	Context	Culture, incentive structures, and human predispositions are the independent variable that shape policy and policy alternatives.
Empathy	Listen to and seek out alternative points of view. See the world through someone else’s eyes; and see with your own eyes. Take account of feedback from a wide variety of sources.	Costs and benefits	There are costs and benefits to every decision, and it’s important to be especially aware of the ever-present externalities (unintended “costs” and consequences) of policy decisions.
Best practices	<i>Best Practices</i> are a good place to start a policy analysis, but a bad place to end as they may be fatally flawed.	Humility	Everything we do, write, say, and think should be infused with a healthy sense of humility, for we rarely know as much as we think we do.
Collaboration	It is important to learn how to work well and effectively with team members, clients, and stakeholders.	What’s missing?	One of our favorite final exam questions asks students to fill in with a new proverb here that touches on an important dimension of policy and legal analysis not covered above.

2b. Assessment

CATME (*Comprehensive Assessment of Team Member Effectiveness*) is a system of secure, web-based tools that enable faculty members to implement best practices in managing and assessing the work students do in teams. CATME was developed by faculty and researchers at Purdue University with funding from the National Science Foundation.

Policy Studies faculty have begun experimenting with this tool in Spring ’17 to assess learning and teamwork development attributes in several courses taught within the program. The results of these efforts are used to augment more traditional methods of assessing student learning. For the program’s most recent assessment report, see Appendix V: [Assessment Results \(AY 16/17\)](#).

3. Building Community

Contributing faculty in Policy Studies help build and maintain a sense of community at the college in a number of ways, including:

Mock Trial: Adjunct faculty members (and sitting county judges) Guido and Masland spend an enormous amount of time building community among students on the mock trial team (the extra-curricular activity of choice for many Law & Policy majors) as these faculty help students prepare for upcoming competitions. The judges also accompany the students when they travel to event sites.

Clark Forum: The Clarke Forum for Contemporary Issues³ is among the most important community-building entities on campus, and so we should note that one of our contributing faculty members, Harry Pohlman, served as executive director of the Clarke Forum for seven years (2007-2014). It is also the case that Policy Studies is among the most regular co-sponsors of Clarke Forum events (majors are often invited to private receptions that are usually held prior to the public events).

Course and program cross-fertilization

- Guest presentations from faculty in other academic departments: E.g., Archeology, Art & Art History, Political Science, Philosophy, International Business & Management, Religion, Penn State Dickinson School of Law
- Guest presentations from leaders in other divisions at the college: E.g., Center for Sustainability in Education, Dining Services, Facilities Management, Athletics
- Co-leading study abroad programs in London, UK, with a member of the Theatre and Dance department (3 different policy studies faculty on three different occasions).
- Participation in the development and management of other interdisciplinary programs: E.g., Health Studies, Food Studies, Social Innovation and Entrepreneurship
- Serving as a [Posse](#) mentor

Volunteering in the community

- [University of Pittsburgh Medical Center \(UPMC\)/Pinnacle-Carlisle](#) Biomedical Ethics Committee (two contributing faculty)
- [Partnership for Better Health](#)
- [Cumberland Valley Rails-to-Trails, Inc.](#)

Working with students: A majors committee is constituted each year, and they do yeoman's work in staffing information tables for undeclared students at Dickinson and for prospective students throughout the year. The Policy Management seniors gather at the end of the fall term to celebrate the end of their capstone seminar experience, and all seniors come together at a social gathering before graduation. Faculty also work closely with students on honors theses (one to two per year).

That said, the contributing faculty members in policy studies are a busy collection of individuals and we are not as cohesive a group as we might be. Complicating things further, the offices and classrooms regularly used by contributing faculty are located in three different buildings on campus, reducing the opportunities for chance encounters. In addition, we depend a good deal on adjunct faculty and these folks tend to arrive before class and leave campus fairly soon thereafter. As a result, we have slipped into a place where we do not carve out time to collaborate and socialize with students, with each other, or with alumni.

We could also do better in collaborating with the Penn State Dickinson School of Law, located immediately adjacent to the Dickinson College campus. Our students are allowed to sit in on law school classes, for example, but few if any ever do. We should also explore ways that faculty from both institutions can collaborate.

³ The Clarke Forum is the entity on campus that arranges for speakers, panels and other evening programming events related contemporary issues

4. Active Learning, Interdisciplinarity, Global Perspectives, Independence, Sustainability and Civic Engagement.

Much of the coursework in the policy studies program addresses one or more of the pedagogical characteristics listed in the subsection title, above. Three projects are listed below as illustrative. A more complete listing of examples in which students are engaged in learning that incorporates many of these pedagogical attributes is provided in Appendix III: [Civic Engagement](#)

(1) Senior Seminar in Policy Management (2017): All 22 students in this course are working in teams to encourage local restaurant owners to reduce their use of disposable plastic straws. The project was launched with assistance and guidance from the Senior VP Chief Conservation Officer at the National Aquarium in Baltimore ([In Our Hands](#)). Lindsey Lyons, Assistant Director of the Center for Sustainability Education on campus is serving as the client.

Active Learning	<input checked="" type="checkbox"/>	Interdisciplinarity	<input checked="" type="checkbox"/>	Global perspectives	<input type="checkbox"/>
Independence	<input checked="" type="checkbox"/>	Sustainability	<input checked="" type="checkbox"/>	Civic Engagement	<input checked="" type="checkbox"/>

(2) London Study Abroad program (The Political Arts): This 5-week summer study program was team-taught by two professors (one from Political Science and one from Theatre & Dance) three times in the last several years. Students could take it as an elective credit in Policy Management, Political Science, or Theatre and Dance.

Active Learning	<input checked="" type="checkbox"/>	Interdisciplinarity	<input checked="" type="checkbox"/>	Global perspectives	<input checked="" type="checkbox"/>
Independence	<input checked="" type="checkbox"/>	Sustainability	<input type="checkbox"/>	Civic Engagement	<input type="checkbox"/>

(3) Senior Seminar in Policy Management (2015): A team of three of students in this course worked with faculty and student majors in modern language departments to create and install foreign-language parking and sustainability-related signs on campus property. All eleven modern languages currently taught at Dickinson were represented in the deliverable. The faculty *Language Executive Committee* served as the client. See Figure 3, below.

Active Learning	<input checked="" type="checkbox"/>	Interdisciplinarity	<input checked="" type="checkbox"/>	Global perspectives	<input checked="" type="checkbox"/>
Independence	<input checked="" type="checkbox"/>	Sustainability	<input checked="" type="checkbox"/>	Civic Engagement	<input checked="" type="checkbox"/>

Figure 3: International parking signs, Dickinson College

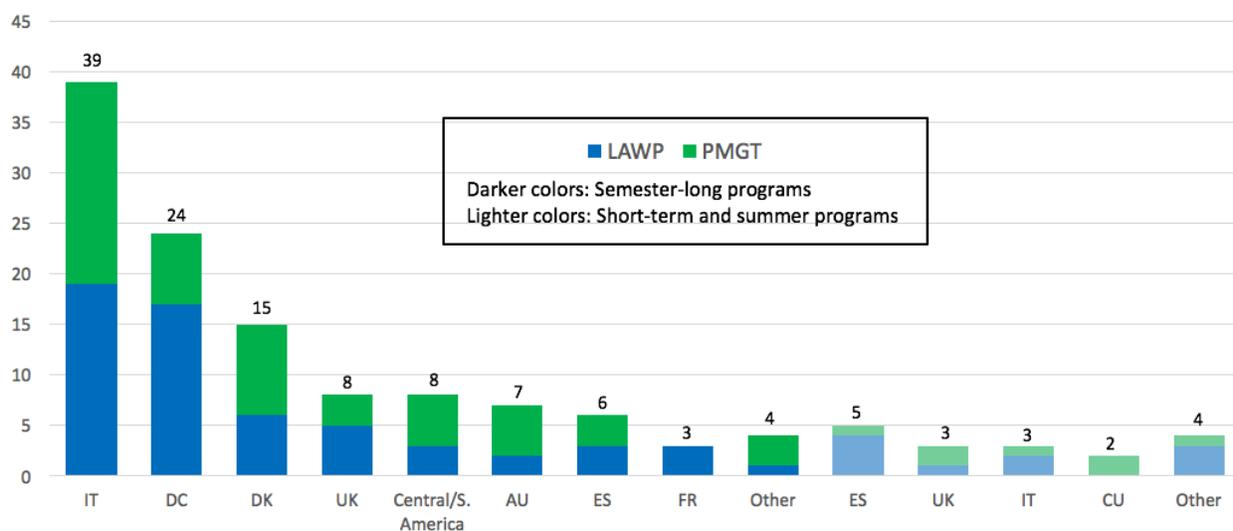


5. Diversity and inclusivity

The Policy Studies program could certainly do better here, but we have done what we could. It has been 14 years since our last tenure-track hire as a contributing faculty in policy studies (Edlin), and so there has not been much opportunity to become more diverse as a group since the last self-study. That said, members of the subcommittee selecting candidates to replace Edlin (moving on to Colorado College at the end of the current AY), have gone the extra mile to ensure that we make a hire that enhances our gender diversity, at least.⁴

Beyond that, many Policy Studies students learn more about diversity and inclusivity by studying off campus. There were 131 separate “instances” of off-campus study among the 161 majors in the program during the six years from 2011-2017, for an average of 81%.⁵ See Figure 4 below.

Figure 4: Policy Studies students and off-campus study (2011-2017)



Other examples of efforts to attend to the important issues of diversity and inclusivity in our academic program are listed below:

- The Foundations course typically has a module on efforts to combat police brutality, something that is disproportionately experienced by minority populations in the U.S.
- The senior seminar in Policy Management took a break from our regularly scheduled course content this fall to discuss a recent provocative racial incident that took place on campus.
- Four of twelve leaders invited to present in the Policy and Leadership class were women this year, and two leaders were African American.

⁴ While there were no ethnically or racially diverse candidates in the pool of applicants who qualified for the position, six of the seven candidates who made the preliminary cut for Skype interviews were women, and all three candidates invited to campus for personal interviews are women.

⁵ The 81% figure is artificially high since some students will have accounted for more than one off-campus study event. Still, there is an impressive amount of off-campus study being undertaken by students in the program.

- The senior seminar in Law and Policy regularly tackles issues of *Race and the Judicial Process*.

These efforts, while well intentioned, are hardly adequate. The Policy Studies faculty will continue to think about how we can best advance the very important issues of diversity and inclusivity in the coming years.

6. Information literacy

Policy Studies students are well trained to locate and assess the quality of basic research materials, putting particular emphasis on working with primary documents (e.g., statutes, rules and regulations, basic research reports, case law, and court opinions). At the same time, and as noted in *1b. Areas of weakness* above, the program would do well to find more ways to enhance the acquisition of skills in the area of *quantitative* informational literacy and its presentation (including data visualization).

II. Questions/concerns for the reviewers

1. Two majors or one? Does our current bifurcated structure, with Law & Policy students going one direction after the *Foundations* course, and Policy Management students going another, continue to make sense or should we consider re-collapsing the *Law & Policy* and *Policy Management* tracks into one major, as originally designed?

2. Finding synergies. How can we best capitalize on the rich array of interdisciplinary majors, certificate programs, and centers on campus to enrich and strengthen the Policy Studies program for students?

3. Team teaching. We have found great value in team teaching the introductory “Foundations” course in the past, but have found it difficult to staff, given:

- the shrinking number of policy studies majors (given the proliferation of other interdisciplinary majors are the college), and;
- the strong demands on faculty from other interdisciplinary majors and programs.

4. Bolstering quantitative skills. Would it make sense to introduce a “lab” component to the Foundations course, where students could work on specific skills that are difficult to teach in a typical classroom setting (e.g., quantitative analysis).⁶

5. Personnel sea change in the offing. Many of the faculty who have played a key role in the Policy Studies program over the years are due to leave the college in the coming years.

- **Doug Edlin**, Professor of Political Science and faculty lead for the Law & Policy major. Doug teaches the required *Philosophy of Law, Judiciary, and Law & Policy Senior Seminar* courses and carries the bulk of the LAWP advising load. Doug is leaving at the end of the current academic year to take an endowed chair position at Colorado College.
- **Mara Donaldson**, Professor of Religion and long-time contributing faculty member for the Policy Studies program. Mara teaches a course that many Policy Management majors take to satisfy the ethics requirement (e.g., *Religion and Modern Culture, Mother Earth: Religion & Sustainability, Religion and Non-Violence*). Mara will be retiring at the end of the 18/19 AY.
- **Jim Hoefler**, Professor of Political Science and lead faculty for the Policy Management major. Jim teaches the required *Policy and Leadership* and *Policy Management Senior Seminar*, has the main responsibility for teaching the introductory *Foundations* course (required of both Policy Management and Law & Policy majors), advises the majority of the Policy Management majors,

⁶ There is a new [Quantitative Reasoning Center](#) on campus that may help support any initiatives the faculty take in this direction

and has served as the coordinator for most of the past 25 years. Jim will be retiring some time before the next 10-year review comes up.

- **Susan Feldman**, Professor of Philosophy and long-time contributing faculty member for the Policy Studies program. Susan teaches Logic and a number of courses that Policy Management majors take to satisfy the ethics requirement (e.g., *Philosophy and the Environment*, *Philosophy of Feminism*, *Biomedical Ethics*). Susan will likely be retiring some time before the next 10-year review comes up.
- **Harry Pohlman**, Professor of Political Science and long-time contributing faculty member for the Policy Studies program. Harry teaches two of the more popular law electives for Law & Policy majors (*Constitutional Law I and Constitutional Law II*) that also often count as courses students use to satisfy their *Writing in the Discipline* requirement. Harry will likely be retiring some time before the next 10-year review comes up.

This leaves only two full-time faculty members as the only currently contributing faculty in Policy Studies who are likely to be on board ten years from now.

- **Nicky Tynan**: Associate Professor of Economics. Nicky teaches *Introduction to Microeconomics* (required of all majors) *Environmental Economics* and *Economics of Natural Resources* (especially popular with majors who have an interest in sustainability-related policy).
- **Tricia Hawks**: Lecturer in Economics, teaches *Economic Analysis of Policy* which is required of both majors.

Although we assume replacement hires will help fill gaps in the program left by faculty who are stepping away from the college (we are currently interviewing for the Edlin position), the program is clearly at a turning point. How can we manage best, going forward, given the sea change in contributing faculty that is due to occur in the coming years?

Conclusion

The Policy Studies program has, since its inception in the early 1980s, focused its energies on advancing the college's longstanding and historic mission of providing *useful education in the liberal arts and sciences, for engaged lives of citizenship and leadership in the service of society*. There is more work to do, however, especially now, with the program at a personnel crossroads. We look forward to working with the members of the Academic Program and Standards Committee (APSC) and the External Reviewers to help divine a productive path forward.

III. On-campus visits

1. Contributing Faculty in Policy Studies

Name/Title	Contact	Policy Studies contributions
Jim Hoefler Professor, Political Science; Coordinator, Policy Studies Program	Email: hoefler@dickinson.edu Phone: (717) 245-1311 Office: Denny 206	Program coordinator <i>Foundations in Policy Studies</i> (LAWP/PMGT 200) <i>Policy and Leadership</i> (PMGT 301) <i>Policy Management Senior Seminar</i> (PMGT 401)
Doug Edlin Professor, Political Science (on leave fall '17)	Email: edlind@dickinson.edu Phone: (717) 245-1388 Office: Denny 305	<i>Philosophy of Law</i> (LAWP/PHIL 255) <i>Judiciary</i> (LAWP/POSC 248) <i>Comparative Law</i> (LAWP 290) <i>Law & Policy Senior Seminar</i> (LAWP 400)
Harry Pohlman Professor, Political Science	Email: pohlman@dickinson.edu Phone: (717) 245-8914 Office: Denny 301	<i>Constitutional Law I</i> (POSC 220) <i>Constitutional Law II</i> (POSC 221)
Nicky Tynan Associate Professor, Economics (Sabbatical Leave '17-'18)	Email: tynann@dickinson.edu Phone: (717) 245-1596	<i>Introduction to Microeconomics</i> (ECON 111) <i>Environmental Economics</i> (ECON 222) <i>Economics of Natural Resources</i> (ECON 332)
Susan Feldman Professor, Philosophy	Email: feldmans@dickinson.edu Phone: (717) 245-1226 Office: East College Room 211	<i>Logic</i> (PHIL 103) <i>Philosophy and the Environment</i> (PHIL 113) <i>Philosophy of Feminism</i> (PHIL 210) <i>Biomedical Ethics</i> (PHIL 220) <i>Philosophy of Science</i> (PHIL 254) <i>Pain</i> (PHIL 261)
Mara Donaldson Professor, Religion	Email: tynann@dickinson.edu Phone: (717) 245-1228 Office: Althouse Room G19	<i>Religion and Modern Culture</i> (RELG 110) <i>Mother Earth: Religion & Sustainability</i> (RELG 250) <i>Religion and Non-Violence</i> (RELG 248)
Tricia Hawks Lecturer, Economics	Email: hawkst@dickinson.edu Phone: (717) 245-1801 Office: Althouse Room G19	<i>Economic Analysis of Policy</i> (ECON 228); this course is required of both Law & Policy and Policy Management majors.
Ed Guido ('72) , County Judge and Adjunct Faculty in Law & Policy	Email: guido@dickinson.edu Phone: (717) 245-1220 Office:	<i>Negotiation and Advocacy</i> (LAWP 230) <i>Criminal Procedure</i> (LAWP 240) Co-coach for the Dickinson College Mock Trial Team
Al Masland ('79) , County Judge and Adjunct Faculty in Law & Policy	Email: maslanda@dickinson.edu Phone: Office:	<i>Gateway Course</i> (LAWP 300) Co-coach for the Dickinson College Mock Trial Team
Tyler Milfeld , Adjunct Faculty in Policy Management	Email: milfeldt@dickinson.edu Phone: Office:	<i>Policy Management Senior Seminar</i> (PMGT 401)

2. Other suggested visits

Name/Title	Contact	Purpose
<p>Noreen Lape Associate Provost of Academic Affairs; and Director of the Writing Program</p>	<p>Email: lapen@dickinson.edu Phone: (717) 245-1904 Office: Eberly Writing Center, Waidner- Spahr Library</p>	<p>Capacity of the new Quantitative Reasoning Center to support expansion for learning objections in the <i>Policy Studies Foundations</i> course.</p>
<p>Shalom Staub Associate Provost of Academic Affairs and Civic Engagement</p>	<p>Email: staubs@dickinson.edu Phone: (717) 254-8917 Office: Old West, 2nd Floor</p>	<p>Shalom is a regular guest in the Foundations class (conflict resolution). Policy Studies has been a key player in civic engagement projects in recent years; explore new possibilities related to new Civic Engagement initiative.</p>
<p>Amy McKiernan Assistant Professor of Philosophy (2017).</p>	<p>Email: mckierna@dickinson.edu Phone: (717) 245-8169 Office: East College Room 212</p>	<p>Amy is a new hire with responsibilities for launching the <i>Applied Ethics Initiative</i>, an effort to develop the teaching of “ethics across the curriculum.” How can Policy Studies take advantage of this new initiative to bolster its ongoing efforts in this area?</p>
<p>Helen Takacs Associate Professor and Chair, International Business and Management and Director, Social Innovations and Entrepreneurship (SINE) Certificate Program</p>	<p>Email: takacs@dickinson.edu Phone: 717-245-1024 Office: Althouse Hall Room 104</p>	<p>The SINE program maps about as closely to the Policy Management major as any program on campus. What might be the synergies in collaborating more closely with the SINE program?</p>

Appendix I: [Internship Sites AY 16/17](#)

Term	Year	2nd Major	Law & Policy -- Internship site
Fall '16	Senior		CASA Cumberland County
	Soph.	Political Science	U.S. Army War College; Peacekeeping & Stability Ops. Institute
Spring '17	Soph.	Economics	Cumberland County Courthouse
	Senior		U.S. Army War College - Office of Post Judge Advocate
	Senior		Cumberland County Courthouse
Summer '17	Soph.	Africana Studies	The Depository Trust and Clearing Corporation
	Soph.	Economics	Republican Party of Pennsylvania
	Soph.	Educational Studies	Breakthrough New York
	Junior	French	National Democratic Institute
	Junior		Massachusetts State Police
	Soph.		Upper Saddle River Borough Hall
	Junior		Cumberland County Courthouse
	Junior		Simon Compliance
	Junior	Political Science	Superior Court of Pennsylvania
	Soph.	Political Science	Church World Services
Soph.	Spanish	Marie Claire Magazine	

Term	Grad	2nd Major	Policy Management -- Internship site
Fall '16	Junior	Environmental Studies	Dickinson Center for Sustainability
	Soph.	International Studies	U.S. Army War College
Spring '17	Soph.	Economics	U.S. Army War College' Peacekeeping & Stability Ops. Institute
	Junior		Dickinson College / Infrastructure Systems
	Junior		Cumberland County Courthouse
Summer '17	1st Yr.	Economics	Urban Affairs Coalition
	Soph.	Economics	The Macro Center for Political Economics
	Soph.	Educational Studies	Tactical Institute
	Junior	International Bus. & Mgmt.	NBC Universal
	Junior	Philosophy	Maryland Department of Health
	Junior		Discovery Communications
	Junior		General Truck Parts and Equipment
	Junior		Aerotek
	Junior		Pacific Life
	Junior		Priceline Inc.
	Junior		L.L. Bean
	Junior		Hatteras
	Junior		Ahold Delhaize
	Junior		Aon
	Junior		Interfaith Neighbors
	Junior		BTIG
Soph.		Lowell General Hospital	
Junior		CE Brokers	
Soph.	Political Science	Winning Strategies Washington	

Appendix II: [Interaction with practitioners](#)

Courses with substantial practical application, taught by practicing adjunct faculty

- *Negotiation and Advocacy* (LAWP 230): Cumberland Judge Ed Guido (Dickinson '72)
- *Criminal Procedure* (LAWP 240): Dauphin County Judge John Cherry and Cumberland Judge Ed Guido (Dickinson '72)
- *Gateway Course* (LAWP 300): Chris Gulotta, JD (Dickinson '72) and Cumberland County Judge Al Masland (Dickinson '79)
- *Entrepreneurial Enterprise* (LAWP 290): Anat Alon-Beck, JD
- *Policy Management Senior Seminar* (PMGT 401): Tyler Milfeld, MBA (Marketing Manager, Global Innovation & Equity, The Hershey Company)
- *Law of Business Organizations* (International Business & Management, IBNM 300): Ivo Otto, JD.
- *Leadership in Four Directions* (INBM 300): Jeffrey McCausland, Ph.D. and U.S. Army Colonel (retired)
- *Intelligence and National Security* (International Studies, INST 283); *International Terrorism* (INST 272), Tony Williams, Ph.D., various high-ranking positions with the Office of United States Director of Central Intelligence (DCI)
- *East European Politics* (INST 290); *History of International Relations* (INST 260), Craig Nation, Ph.D., Director of Russian and Eurasian Studies at the U.S. Army War College in Carlisle, PA.
- *Politics of Oil, Arms, Peace & War: U.S./Russia/Middle East* (INST 290), Sherwood McGinnis, Ph.D., Career Foreign Service Officer and Professor at the U.S. Army War College in Carlisle, PA.

Student engagement with policy leaders: *Policy and Leadership* (PMGT 301)

- James Comey, Former US AG General
- Margee Ensign, President, Dickinson College
- Paul Richards, Swimming Coach, Dickinson College
- Jack Whipple, VP for Government Relations, McDonalds (retired)
- Bob Patton, Author, grandson and biographer of Gen. George Patton
- Bronte Jones, VP for Finance, Dickinson College
- Dave Webster (Dickinson'88), Lacrosse Coach, Dickinson College, Durden Center
- John Jones (Dickinson '77), Federal Judge; Chair, Dickinson Board of Trustees
- John Frisch (Dickinson'80), CEO, Miles and Stockbridge
- Gary Gilden, Dean, Penn St. Dickinson Law
- Becca Raley (Dickinson '94), Executive Director, Partnership for Better Health
- Benjamin Akande, Higher Education Consultant
- Audrey Eisenberg (Dickinson'02), Director for Engagement & Operations, Forgotten Voices

Student engagement with policy leaders: *Gateway Course* (PMGT 300)

- Barbara Cross, Chair, Cumberland County Board of Commissioners
- Brad Mowery, Deputy Secretary, PA Dept. of Transportation
- Charles Thompson, Reporter, Harrisburg Patriot-News
- Christopher Houston Dickinson, JD. Chief Legal Counsel, PA Dept. of Community and Economic Dev.
- Cindy Daley, Esq. Policy Director, Housing Alliance of Pennsylvania
- Dan Miller, former Reporter, Harrisburg Patriot-News
- Dennis Marion, Esq. Deputy Sec. for Mental Health & Substance Abuse Service, PA Dept. of Public Welfare
- Ed Geiger, Director, Center for Community Financing, PA Dept. of Community and Economic Development
- James Gerlach (Dickinson '77), Congressman, 6th District of Pennsylvania
- Kathy Possinger, Executive Director, Tri-County Commission for Community Action
- Pedro Cortes, Esq., Partner, Haggerty, Goldberg, Schliefer and Goldsmith, P.C. Former PA Sec. of State
- Rebecca Yearick, Communications Manager, Redevelopment Authority of Cumberland County
- Senghor Mann, Executive Director and Legal Counsel, Harrisburg (PA) Housing Authority
- Shireen Farr, Chief Operating Officer, Cumberland County Economic Development Corporation
- William Shuster, Congressman, 9th District of Pennsylvania

Appendix III: [Civic Engagement](#)

2017

- Lindsey Lyons, Assistant Director, Center for Sustainability Education, Dickinson (work products still pending)

2015:

- [Language Executive Committee](#) (Dickinson College)
- [Steve Hietsch: VP, Finance and Auxiliary Services](#)
- [L.E.A.F.](#) (Leadership in Education And Farming)
- [CALC](#) (Carlisle Arts Learning Center)
- [Glenn White](#), Executive Director, Downtown Carlisle Association

2014

- [Carlisle C.A.R.E.S.](#)
- [Safe Harbour](#)

2012

- [The Civil War in Cumberland County, PA](#) (Series produced for the Cumberland County Historical Society)

2011

- [Cumberland County Historical Society](#)
- [Domestic Violence Services of Cumberland Counties](#)
- [LEAPS Lacrosse](#)

2010

- [Vinny's Kids Inc.](#)
- [South Mountain Partnership](#)
- [Bosler Memorial Library](#)

2009

- [Big Brothers/Sisters](#)
- [Safe Harbour](#)
- [LeTort Regional Authority](#)

2008

- [Cumberland County Red Cross](#)
- [Employment Skills Center](#)
- [MidPenn Legal Services](#)
- [EvenFest](#)
- [FirstNight Carlisle](#)

2007

- [YMCA Youth Sports program](#)
- [Court Appointed Special Advocates](#)
- [Carlisle CARES](#)
- [Carlisle Union Fire Company #1](#)

2007

- [West Shore Humane Society](#)
- [Carlisle Regional Performing Art Center](#)
- [Common Roads](#)
- [Hope Station](#)
- [Appalachian Trail Conservancy](#)

Appendix IV: [Interdisciplinarity](#)

Academic Departments

- **[Political Science](#)**: All students must take *Introduction to American Government*. Law & Policy majors must also take *The Judiciary*. All students must also take a course that deals with empirical social science analysis and many fulfill this requirement by taking *Research Methods*, *Public Opinion*, or *Political Behavior* in the Political Science department.
- **[Economics](#)**: All students must take *Introduction to Microeconomics* and *Economics of Policy Analysis*.
- **[Philosophy](#)**: All Law & Policy majors must take *Philosophy of Law* and about half of all Policy Management majors take an ethics elective offered by the Philosophy department.
- **[Religion](#)**: About half of all Policy Management majors take an ethics elective offered by the religion department.
- **[Math](#)**: All students must take a course that deals with empirical social science analysis, and most fulfill this requirement by taking *Statistics* in the Math department.
- **[International Business & Management](#)** (IBNM): Policy Management majors must take 5 policy-related elective courses while Law & Policy majors must take 2 policy-related and 2 law-related electives. Rare is the student who does not take one or more of these electives with faculty teaching in IBNM. Most students take one or more of the following popular courses:
 - *Fundamentals of Business* (IBNM 100)
 - *Global Economy* (IBNM 200)
 - *International Organizational Behavior* (IBNM 230)
 - *Marketing in a Global Context* (INBM 240)
 - *Comparative Business Ethics* (IBNM 300)
 - *Fundamentals of Nonprofit Management* (IBNM 300)
 - *Human Resource Management* (IBNM 300)

Interdisciplinary majors

- [Africana Studies \(2008\)](#)
- [American Studies \(1965\)](#)
- [East Asian Studies \(1985\)](#)
- [Educational Studies \(2013\)](#)
- [Environmental Studies \(1994\)](#)
- [International Studies \(1971\)](#)
- [Latin American, Latino & Caribbean Studies \(2010\)](#)
- [Middle East Studies \(2007\)](#)
- [Women's, Gender & Sexuality Studies \(2016\)](#)

Certificate programs

- [Health Studies \(2007\)](#)
- [Food Studies \(2016\)](#)
- [Security Studies \(2010\)](#)
- [Social Innovation and Entrepreneurship \(2014\)](#)

Centers

- [Center for Sustainability Education](#) (CSE)
- [Conflict Resolution Resource Services](#)
- [Community Studies](#)
- [Clarke Forum for Contemporary Issues](#)

Appendix V: [Assessment Results \(AY 16/17\)](#)

1. Question we have about student learning:

a. The question driving our specific assessment	How can we help the low-performing students achieve an “emerging” level of competency with stated learning objectives?
b.1. Department-level goal this question focuses on	We will be looking across the board of learning objectives while focusing on that cohort of “underperforming” students.
b.2. How this learning goal communicated to students	Learning goals discussed in class; covered on each syllabus.
c.1. Why this question matters to our program	We have a strong interest in seeing all of our students succeed.
c.2. Expectations regarding results	A focused set of initiatives aimed at provided assistance to chronically underperforming students.

2. Method we will use to answer the question:

a. Method we will use to answer the question.	CATME (Comprehensive Assessment of Team Member Effectiveness) evaluation tools
b. Data source for our assessment.	Teams in the Foundations and Senior Seminar classes.
c. Appropriateness of method.	Quantitative data on a granular team member level will give us the level of personal detail we need to ascertain the nature of the problem posed in 1a above.
d. Methodological limitations that may affect the reliability and/or validity of the results it produced?	It can be difficult to elicit accurate, generalizable data any time a qualitative interview protocol is used.

Rather than focus on specific goals, the faculty in the Policy Studies program intend to focus on the problem of underperforming students more generally, in hopes that we can develop strategies to ensure that all students in our core courses can achieve the “exceptional” level of performance in at least some categories.

Foundations of Policy Studies PMGT 301, Hoefler; n=10; Fall '16	Exemplary		Satisfactory		Emerging		Not demonstrated		Evidence
	#	%	#	%	#	%	#	%	
Sources: Critically analyze both primary & secondary sources of information.	5	50%	5	50%	0	0%	0	0%	Professionalism and written final exam
Context: Interpret the role political, economic, cultural contexts play in analysis.	2	20%	8	80%	0	0%	0	0%	
Norms: Appreciate the role ethical norms & client parameters play in policy analysis.	5	50%	5	50%	0	0%	0	0%	
Presentation: Clearly & convincingly convey conclusions derived from their work.	4	40%	6	60%	0	0%	0	0%	

Reflections/Actions: This course went very well this term, though students seem reticent to critically assess readings. More emphasis will be placed on this in Fall '17, covering the expectations more clearly in the syllabus and during class, and individually with students who appear to be in danger of failing to meet expectations at mid-term.

Senior Seminar in Policy Management PMGT 401, Hoefler; n=10; Fall '16	Exemplary		Satisfactory		Emerging		Not demonstrated		Evidence
	#	%	#	%	#	%	#	%	
Sources: Critically analyze both primary & secondary sources of information.	2	20%	8	80%	1	0%	1	0%	Policy present-actions
Context: Interpret the role political, economic, cultural contexts play in analysis.	3	30%	7	70%	1	0%	0	0%	
Norms: Appreciate the role ethical norms & client parameters play in policy analysis.	3	30%	3	70%	2	0%	0	0%	
Presentation: Clearly & convincingly convey conclusions derived from their work.	7	70%	3	30%	1	0%	1	0%	

Reflections/Actions: While this class is going quite well students continue to struggle a bit with oral presentation and active engagement in discussion. More emphasis will be placed on this in Fall '17, covering the expectations more clearly in the

syllabus and during class. CATME assessment tool will be used to encourage students to be more self-reflective in hopes that this will boost performance.

Foundations in Policy Studies PMGT/LPPM 200, Hoefler; n=48; Spring '17	Exemplary		Satisfactory		Emerging		Not demonstrated		Evidence
	#	%	#	%	#	%	#	%	
Sources: Critically analyze both primary & secondary sources of information.	3	6%	30	63%	12	25%	3	6%	Final binder report
Context: Interpret the role political, economic, cultural contexts play in analysis.	10	21%	22	46%	8	17%	8	17%	
Norms: Appreciate the role ethical norms & client parameters play in policy analysis.	16	33%	30	63%	2	4%	0	0%	
Presentation: Clearly & convincingly convey conclusions derived from their work.	9	19%	33	69%	4	8%	2	4%	
Collaboration and teamwork: Ability to work with peers for optimal learning outcomes.	12	25%	27	56%	5	10%	4	8%	

Reflections/Actions: Not surprisingly, students did not demonstrate the same levels of proficiency in the first four categories (*Sources, Context, Norms, and Presentation*) at the end of their introductory course as PMGT seniors in did in the two courses assessed in Fall '16. The CATME assessment tool was used this term for the first time in assessing student learning in the area of *collaboration* and *teamwork*. Results of the *collaboration* and *teamwork* portions of the assessment are posted below. Scores are based on five factors, each rated from a low of 1 to a high of 5 (see right).

C: Contributing to Team's Work
I: Interacting with Teammates
K: Keeping the Team on Track
Q: Expecting Quality
K: Knowledge, Skills, Abilities

Student	C	I	K	Q	K	Total
1	5.0	5.0	5.0	5.0	5.0	5.0
2	5.0	4.8	5.0	4.8	5.0	4.9
3	5.0	4.5	5.0	5.0	4.8	4.9
4	5.0	4.5	4.5	5.0	5.0	4.8
5	5.0	4.5	4.8	5.0	4.5	4.8
6	4.5	4.8	4.8	4.5	5.0	4.7
7	4.5	4.8	4.8	4.5	5.0	4.7
8	5.0	4.5	4.5	5.0	4.5	4.7
9	4.7	5.0	4.0	4.7	5.0	4.7
10	4.7	5.0	4.0	4.7	5.0	4.7
11	5.0	4.3	5.0	4.5	4.5	4.7
12	4.8	4.8	4.8	4.5	4.5	4.7
13	4.7	4.3	4.7	4.7	4.7	4.6
14	4.8	4.5	4.8	4.5	4.5	4.6
15	4.7	4.7	4.3	4.3	5.0	4.6
16	4.7	4.7	4.7	4.7	4.3	4.6
17	4.5	4.8	4.5	4.5	4.5	4.6
18	4.7	4.7	4.3	4.7	4.3	4.5
19	4.3	4.8	4.5	4.5	4.5	4.5
20	4.5	4.3	4.3	4.8	4.8	4.5
21	4.0	4.5	4.5	4.5	4.8	4.5
22	4.5	4.8	4.5	4.5	4.0	4.5
23	4.7	4.3	4.7	4.3	4.0	4.4
24	4.7	3.7	4.7	4.3	4.7	4.4

Student	C	I	K	Q	K	Total
25	4.8	4.3	4.5	4.0	4.3	4.4
26	4.0	4.3	4.7	4.7	4.0	4.3
27	4.5	4.5	4.0	4.0	4.5	4.3
28	4.3	4.0	4.3	4.7	4.0	4.3
29	3.8	4.8	4.3	4.5	4.0	4.3
30	4.0	4.5	4.5	3.5	4.8	4.3
31	4.5	4.0	4.0	4.3	4.5	4.3
32	4.0	4.3	3.7	4.3	4.7	4.2
33	4.3	4.0	4.0	4.3	4.5	4.2
34	4.5	4.0	4.0	4.3	4.3	4.2
35	4.0	4.0	4.0	4.7	4.0	4.1
36	4.5	3.8	4.0	4.3	4.0	4.1
37	3.8	4.0	4.0	4.3	4.5	4.1
38	3.7	4.0	4.3	4.3	4.0	4.1
39	3.7	3.3	4.7	4.3	4.0	4.0
40	4.3	3.8	3.8	4.0	3.8	3.9
41	3.8	4.3	3.8	3.5	3.5	3.8
42	3.0	4.0	4.0	3.0	4.5	3.7
43	3.5	4.0	3.8	3.5	3.8	3.7
44	4.3	3.7	4.7	4.3	4.3	3.7
45	3.3	4.0	2.7	3.3	3.7	3.4
46	2.8	2.8	3.3	3.8	3.5	3.2
47	2.0	2.5	2.5	3.0	3.5	2.7
48	1.7	2.7	2.7	2.3	2.3	2.3