External Review: Policy Studies, Dickinson College

 ***I. INTRODUCTION***

This report is the result of a two-day site-visit by Professor Gwen Seaquist of Ithaca College and Professor Susan Liebell of Saint Joseph’s University to conduct a review of the Policy Studies major. Over the course of two days, we met with faculty, students, and administrators. All participants were enthusiastically complimentary about Dickinson as a whole and the majors, while at the same time providing suggestions for improvement. We attempt in this report to represent their many perspectives while offering a critique that may assist in starting a discussion about what the next ten years will bring.

Policy Studies encompasses two majors: (1) Law & Policy and (2) Policy-management. Both majors are distinctly interdisciplinary, offering courses from such varied disciplines as mathematics, political science, psychology, economics, religion, and philosophy. Their students take several courses in common from outside the department (POL120/American Government, ECON111/Introduction to Microeconomics, and ECON 228/Economic Analysis of Policy). The only shared course in the department is PMGT/LAWP200/Foundations in Policy Studies. Originally conceived as a *double* course taught by three faculty from Political Science, Economics, and Philosophy, the course is now a single course taught, for the past few years, by a faculty member in Political Science. Although, the remainder of the required and elective courses in both majors otherwise diverge, each has their own capstone 400-level seminar and a 300-level course aimed at professionalism or leadership: (LAWP300/Gateway to Professional Life) and (PMGT301/Policy & Leadership).

The success of the interdisciplinarity of the curriculum at Dickinson is testimony to the remarkable collegiality and industriousness of its faculty. The interdependence of these two characteristics cannot be overstated, for the collegial nature of the faculty fosters a willingness to work across disciplines while the industriousness makes it possible to implement. The faculty clearly forms a bedrock on which interdisciplinarity is built and sustained and it is impressive to witness. Because interdisciplinarity is such a fundamental part of the culture at Dickinson the likelihood of these programs thriving seems likely. But the faculty load change from 3-3 to 3-2 in 2004 and the new sabbatical policies mean fewer courses are offered and this creates a challenge for faculty who are supplying courses to more than one major or program.

**II. LAW AND POLICY MAJOR**

The Law and Policy Major students we met were enthusiastically positive about the major and each one said if given the choice, they would choose Dickinson (and the major) again. Despite the well-deserved praise from students, Law & Policy is at an important juncture. With important personnel changes and a dated-curriculum, Dickinson has an opportunity for self-reflection, change and improvement, as discussed below.

**a. The Freshmen and Sophomore Curriculum**

Because Dickinson encourages all students to declare their major as sophomores, they begin (as described above) with two courses outside the major and it is not until sophomore year that the common course PMGT/LAWP200/Foundations in Policy Studies is required. The course has a long history (the double course version co-taught by Philosophy, Economics, and Political Science was named as the “best course at the college” by one faculty member who described it as intense, difficult, and able to combine theory and case studies) and the goal of providing a foundation for the majors is laudable. Over the course of our visit, we received a great deal of feedback about this particular offering. Some students told us they took it as late as their junior year. Students reported, however, that they do not understand the course goals, assignments, or function the course plays in the major. Yet students were able to articulate that the aims included writing in a neutral tone, working in a group, and learning how to write memos, briefs, and policy. They said the course demanded more writing than their most advanced English courses. Some students believed that Foundations helped them in Economics of Policy Analysis and students found Foundations and Economics of Policy Analysisto be distinct courses. The students all agreed that the ECON228/Economic Analysis of Policy was excellent and students could clearly articulate the goals/explain the skills and content they acquired.

As the gateway course taught *in the major*, the Law & Policy faculty may want to refocus on the purposes of this course including which skills are essential to teach (e.g. presentation or quantitative skills), what content is essential, how the skills and content undergird future work in the major, whether there is a role for experiential components, and who might teach the course., While returning to the three faculty model does not seem possible given the move from 3-3 to 3-2, the faculty might consider whether a team-taught course (drawn from a *pool* of faculty so they do not have to teach the course every year) might help the major return to connecting law, policy, economics and ethics. Increasing the number of faculty teaching the course might simultaneously insure that there are multiple stakeholders and the major does not depend upon one faculty member for the required, foundational course.

Given Dickinson's dedication to declaring majors during the sophomore year, LAWP might explore a first-year seminar that is broad based, interdisciplinary, and interfaces with the college's wider citizenship goals. Such a course might mix theory and policy case studies, be taught in rotation by a faculty from several departments (e.g. no one faculty member has their load determined by offering the course), and engage students considering many majors.

**c. The Junior and Senior Year Curriculum**

During the junior year, students choose two courses from a list of law electives and two from a list of policy electives. The law electives include courses such as Constitutional Law I and II; Criminology; Negotiation & Advocacy; Criminal Procedure and Juvenile Justice. Although under the current curriculum, there are no emphases within the major, the above cluster of courses forms excellent exposure for students interested in the criminal justice system, working with PINS (persons in need of supervision) or the juvenile justice system. Thought might be given to concentrations of four courses within the major in which students can specialize. Such specialization could expand into their community engaged learning and internships. Another emphasis for example could be on law and business including the Law of Business Organizations; International Relations; Policy Analysis and Public Administration. Faculty might discover that the law courses currently in the curriculum, when clustered, form appealing concentrations within the major.

All the Law & Policy students expressed frustration with the senior level LAWP 300/Gateway to Professional Life class. In particular, they were confused about the assignment of *A* *Man for All Seasons*, felt there was a lot of busy work,and were quite critical of the practitioner who teaches it. They did not see the value of the class and/or have an understanding of its purpose. The adjunct faculty member who teaches the course outlined the course as moving from *who the student is* (e.g. Meyer Briggs) to *who we are as a country* as defined by our institutions and the policy challenges we face (e.g. drug court and opioid crisis). The Law & Policy faculty might rethink the goals of this course. Given the title and timing (usually junior or senior year), faculty should consider whether the course might include information about employment opportunities after the major, integrate meeting more alumni, observing attorneys and judges in town, touring the law school, watching trials and other experiential components. An annual alumni panel (with alumni explaining their various career paths after the major) might be an option or a mentoring program that pairs students with an alumni mentor (and rotating those for three years so students could better understand career options).

**d. Overall Observations and Suggestions about the Law & Policy Major**

One of the areas that we were asked to address was the lack of quantitative skills exhibited by the students. In their sophomore year, students have a choice of an “Empirical Social Analysis Elective” that includes six courses with quantitative sounding names. Students and faculty pointed out that courses fill quickly making it very difficult to register for courses, with some students commenting that even in the second semester senior year they were still closed out of desirable electives. Students were unable to take the courses early in their four years so that they might apply the skills to courses, projects, and experiential learning. In addition,

It might be time for faculty familiar with the course content of each of these six courses to revisit the list with faculty from disciplines like Economics and Marketing to make sure that the appropriate foundations are being laid. There seems to be a disconnect between what these six courses offer and what the students need; and if what they need is not covered in the listed courses, there might be a better course to make as a requirement; or alternatively, develop one for this major.

A second observation pertains to the required ethics course, which is listed on the requirements sheet as Philosophy of Law. We found this perplexing as they are two completely different disciplines. Students describe Philosophy of Law as rigorous and intellectually transformative.

Law and Policy faculty would need to carefully consider (1) the role that the course has played in the major both in terms of rigor and substance (2) whether to maintain or change the approach and (3) whether it might be taught by a rotating set of faculty. Because it appears to have functioned as a foundational course for the LAWP majors, we suggest Philosophy of Law should be added as a required course.

The role of the Philosophy of Law course leads into a much broader discussion concerning ethics. Throughout our discussions with faculty and students, we were constantly reminded of the wide-range of ethics courses currently in the Dickinson curriculum. Given the strength of the ethics offerings, another program change to consider would be incorporating ethics into the major in a much more significant way. This could range from having students choose from a list of ethics courses to making a block of ethics courses required. At the very least, by providing a list of ethics courses, this would also avert the problem of students being unable to get into heavily subscribed courses. Given the fact that Dickinson has a plethora of ethicists, many excellent offerings, and possible resources for course development given the Ethics Across the Curriculum program directed by Amy McKiernan, faculty in ethics might want to consider more integration of ethics with law. For example, Professor Susan Feldman focuses on the environment, biomedical ethics, and gender. Collaboration between her and Kathryn Heard might provide a unique mix of law, policy, and ethics.

A third observation involves the required law course, “The Judiciary” taught by Doug Edlin, who is leaving Dickinson at the end of the semester. It is difficult to tease apart mainstay parts of the curriculum from Edlin’s departure, which we view as a critical blow to the major in many ways and on many levels. From a purely curricular viewpoint, it is possible that he is the only faculty member teaching in the major with a law degree and law practice experience. Faculty and students unanimously agree that he provided deeply rigorous courses. He is beloved by the students and respected by his colleagues. From a curricular point of view, Professor Edlin’s courses were a place where students could hone skills in understanding and interpreting law cases. It is unknown what particular talents Professor Kathryn Heard will bring to the major and it was unclear to us whether Dr. Heard had been told she had to teach particular courses (e.g. she was asked to give her teaching presentation on the philosophy of law) or whether she would have flexibility in developing courses in her specific areas of expertise in law and political theory. Looking at her CV, she has the potential to also provide excellent courses such that the major maintains rigor and coverage. In addition to her, Harry Pohlman has taught a range of courses (e.g. Civil Rights, the Judiciary, Free Speech, Law and Terrorism, Philosophy of Law) but we heard conflicting information as to whether Dr. Pohlman would be teaching a full course load, a reduced course load, or retiring.

A fourth observation pertains to advising. Dr. Edlin’s departure will leave a large hole for students wishing to attend law school who need regular and consistent help with law school essays, testing and choosing a law school. Edlin has functioned as the shadow pre-law adviser for the students and they have very mixed feelings (mostly negative) about the support that Laura Kilko provides. Students complain about the website and the lack of a timeline/checklist for preparing an application. Doug believes that Ms. Kilko is actually very, very good as she gives tailored advice and can do essay work. The students are not convinced. Unfortunately, our appointment was canceled (due to a family emergency) and we have no further basis of judgment

We were not asked to assess pre-law advising but, as pre-law advisers, we judge the support for students in Career Development to be weak when viewed in the context of Dickinson’s overall status and what we assume is a very high expectation by students for quality pre-law assistance. The College should consider appointing and compensating a faculty pre-law adviser or assessing the current Career Development model (understanding that Doug Edlin is no longer supplementing her efforts). For the LAWP students who plan to attend law school, it is essential that faculty discuss plans for covering the pre-law advising in the school, and not leave it to an ad-hoc process. Career Services could be one part of the coverage, but on the whole, someone with the experience and insightfulness to understand the nuances of the personal essay would be a huge benefit to the students. One underutilized, but available group that could help effectively with advising would be the law students from Dickinson Law School. If a mentor program was established and each undergrad assigned a law student, the undergrads would get advice from someone who had just recently gone through the process and been successful. Nevertheless, a leader is needed who can centralize the process and make it visible to students seeking assistance.

The Law and Policy major has thoughtful, committed, and knowledgeable alumni who both teach classes and coach their successful Mock Trial team. The major’s access to two alumni coaches who are also Court of Common Pleas judges is a unique and important resource. The two judges provide courses that expose students to the practice of criminal law and advocacy and this is invaluable to the students who continue on to law school or work in government. The proximity of the court house opens unique opportunities to Dickinson students For example, the judges are able to email students because there is a particularly interesting case and have them attend rather than hold the scheduled class session. In addition, the courthouse can provide internship opportunities. Proximity and the presence of other Dickinson alumni in the local courts as judges and attorneys should become more institutionalized. A plan should be developed for bringing along newer/younger local attorneys who will be able to seamlessly move into adjunct positions. This is another place one could draw on the community for mentoring and pre-law advising. Judges Guido and Masland were easily able to name other judges and attorneys who would teach or coach the Mock Trial team if they were unable to continue. It is strongly suggested that a faculty member coordinate the “line of succession” for these alumni who provide teaching, internship and mock trial support.

The Mock Trial team serves an essential extracurricular experience and its success is impressive given the size of the college and the competitive field (e.g. Cornell, University of Pennsylvania, George Washington, Georgetown). The importance of providing students the opportunity to participate in Mock Trial cannot be overstated. Mock trial provides a terrific opportunity to all students (not just those headed to law school) to practice oral presentation and analytic skills. Currently, the program has an ad hoc feel to it and we suggest that it be institutionalized and assigned a full-time faculty member to ensure its continuity. The team needs a bigger budget (to allow them to attend more tournaments) and an administrative assistant or faculty member to help the students with paperwork The Admissions Office also might consider having the mock trial team travel to the high school tournaments where students could serve as judges. This provides an excellent place to expose high school students to this particular major and what Dickinson has to offer overall.

Other Opportunities:

* Further connect Law & Policy with Law & Policy, Women & Gender, and Sustainability.
* Explore Dr. Amy McKiernan’s leadership of Ethics Across the Curriculum as a source of more applied ethics courses
* Katie Marchetti, Women and Politics and Research Methods courses and David O’Connell’s Presidency were named as very useful electives for students. Consider whether either might be more involved in the program.
* Consider using practitioners for more law courses.(Example: have the adjunct lawyers teach a Courtrooms course where students put on trials; add interesting electives such as International Law and Administrative Law)
* Doug Edlin's courses all required legal research (e.g. LexisNexis and/or Cornell Legal Institute) but not Westlaw. One student indicated that her internship had required her to use Westlaw and LexisNexis . Going forward, the faculty of Law & Policy should consider whether one of the required courses will include legal research particularly learning how to use Westlaw. The ability to use Westlaw adds another dimension to the internship experience, as they can then assist the attorneys rather than act as administrative staff. Furthermore, Westlaw allows students to complete substantial research papers that can be presented nationally at conferences such as NCUR which law schools view highly favorably. Regardless of professional choices, students are benefited from performing this type of database research.
* Dickinson’s proximity to the local court and Harrisburg as the state capital provide opportunities for legal and policy internships. The requirements for the internship (e.g. how much law? How much policy? Should be considered by the Law and Policy faculty as a group).
* Consider a Summer Study Group to discuss the role of ethics in the major and the requirement of Philosophy of law. Mara Donaldson is retiring but her experience with the original Foundations course might make her a helpful resource/possible member of the Summer Study Group.

Other Challenges:

* Doug Edlin’s practical expertise (PhD/JD) and presence commands respects among the students (and faculty). The program has over-relied on one faculty member and must find a way forward that has more shared leadership. This is especially true because Edlin’s replacement will not be tenured and her pre-tenure focus will be on teaching and research (rather than running the major).
* Doug Edlin’s courses appear to have pushed students to develop oral presentation skills (they stand in front of the class for all presentations and these presentations are threaded through all his courses) and very impressive qualitative reasoning skills – skills that are more developed than Dickinson students in general. Consider how this same standard will be accomplished in the required courses and new electives going forward.
* Students complain that the website is out of date, courses are not cross-listed, and what counts as an elective is difficult to discern and so on. The major information should be updated at least yearly. Related to the outdated information is also the lack of information regarding opportunities at the law school, about which all of the students we spoke with were unaware. The law school is an untapped resource for students to access classes, understand law school as a choice, and find mentors. If the college added a Legal Research course, the students could also become familiar with a law school library by utilizing the law school’s resources.
* Amy McKiernan, while an impressive resource, has many projects in the air, and may not be able to cover her philosophy courses, other commitments, and help Law & Policy
* 12 departments have done a self-study for the Mellon Grant for Community Engagement but it is not clear whether or not *Law and Policy* participated or provided a plan to integrate the major’s curriculum into the new college-side initiative.

**III. The Policy Management Major**

The Policy Management major appears to have been path-breaking when it was first introduced and the major foreshadowed the college’s emphasis on community engagement. Yet the program’s goals and curriculum may need to be reassessed given more recent Dickinson initiatives (e.g. community engaged learning) and majors and certificates (e.g. International Business Management, Food Studies, the Social Innovation and Entrepreneurship certificate). Faculty resources are stretched over many programs and there appear to be overlaps in the initiatives. Although this ten-year mark may provide an opportunity to think about how to combine and manage resources, we do not believe the Policy Management and Law & Policy majors should be merged.

Like Law & Policy, this is an interdisciplinary major that is at a crossroads. Given how Law & Policy’s curriculum will be affected by Dr. Edlin leaving the faculty, Policy Management should

consider whether it can expand the number of faculty who offer the required courses, advise, and lead the program.

We met with far fewer Policy Management students at Dickinson. Their reputation among the faculty is more mixed than the Law & Policy majors. Some faculty and students perceive PMGT majors to be weaker academically than LAWP majors. They wonder, for example, if Policy Management attract students who want to avoid the language requirements of International Business Management.

**a. The Curriculum Freshman and Sophomore Year**

As mentioned above (p. 1), majors tend to take two introductory courses, an empirical social science analysis course, and an economic analysis course in their first two years. The students all agreed that the ECON228/Economic Analysis of Policy was excellent and students could clearly articulate the goals/explain the skills and content they acquired. PMGT students take PMGT/LAWP200/Foundations in Policy Studies along with the Law & Policy majors. PMGT students expressed similar concerns about this course as L&P majors (p. 2). They did not understand the course goals, assignments, or function the course plays in the major. This may be a function of the design of the course (see above on moving from three faculty in a double course to one faculty member in a single course) or the instructor. Students did, reluctantly, admit that they had used some aspects of the Foundationscourse in later upper division and seminar courses. Because Foundationsis required early in the students’ curriculum, the major can be significantly improved by reconsidering and revising the course. Even if it cannot be team-taught, having faculty rotate the course would allow for slightly different emphases and more faculty ownership of the program.

Faculty differed as to whether PMGT students lacked quantitative skills but they agreed that the “Empirical Social Analysis Elective” courses that provide these skills to the majors are often closed to PMGT majors due to the needs of home department majors and other programs that rely on quantitative skills. Because students cannot take the courses earlier, they cannot apply those methods in their other courses or experiential learning.

**b. The Curriculum Junior and Senior Year**

Because Policy Management students have a menu of 14 courses for their ethics elective, they have access to more ethics courses than Law & Policy students (who may only take PHIL/LAWP/Philosophy of Law to fulfill their ethics requirement).

The students take one domestic policy course (menu of 8 courses), one private sector policy course (menu of 8 courses), one international policy course (menu of 10 courses), and two policy courses (from any of the 3 menus). While some of the courses are indirectly related to policy, it is a robust list of courses from Religion, Philosophy, Political Science, International Business, Environmental Studies, Economics, and Sociology.

All students must take a policy internship approved by the PMGT advisor, Dr. James Hoefler. While the Law & Policy students *must* have a law site, there is more flexibility in internship placements in this course. It is unclear whether the flexibility dilutes the emphasis on policy *and* management.

The Policy Management major has provided students with remarkable access to leaders in business, management, and policy in PMGT 301/Policy & Leadership. Policy & Law students appeared envious of the course because PMGT has done such a great job integrating guest speakers and alumni with policy or business experience. They have done a remarkable job identifying Tyler Milfield as an adjunct. We believe Tyler is leaving his current job and the program may need to identify another adjunct who can supply the business, management, and policy components.

Tyler has also taught the most recent capstone seminar PMGT401/Policy Management. Our interview with Tyler Milfield and examination of the seminar syllabus confirm that this was a thoughtful policy seminar that combined elements of ethics, policy, and management. The main project (encouraging local restaurants to reduce the use of plastic straws) beautifully maps onto the goals of both the major and the college and seems to model what this major can do at its very best.

**c. Observations and Suggestions**

The required Foundations course has been taught by Dr. Hoefler for many years and was taught by Dr. Nicky Tynan of the Economics Department while Dr. Hoefler was on sabbatical. Dr. Hoefler advises, supplies much of the leadership, and teaches the Foundations course. Like Law & Policy, this major is vulnerable because there is no rotation of leadership. Interdisciplinarity and cohesive curriculum depend upon connects among the faculty. Beyond meeting to discuss the 10-year review, it is unclear that the faculty in this program have met to deliberate and jointly make decisions as a department faculty. In the past, there appears to have been more collaboration but interdisciplinary programming across Dickinson college has stretched the faculty such that few appear to be able to focus on this major beyond teaching their contributing courses. More collaboration appears necessary to share the burden of advising, develop new leaders, and review the curriculum and program goals in light of the program that have come on line since the major was first started.

Throughout our visit, we heard several terms – policy, management, business, and ethics – used to describe this major. While it is clear that the major provides opportunities in all four, the focus of the major needs refinement. A review of goals and curriculum, in light of the other programs on campus, would be warranted.

The professional outcomes data that we had did not show majors other than LAWP and PGMT so we are unable to evaluate how they compare to other Dickinson majors. However, the outcomes for the PGMT students were very strong. PGMT alumni have taken on roles in business (Google), gone to divinity school, and obtained obtaining excellent MBAs (Duke, Columbia) or JDs (Berkeley). It might be helpful to reach out to the older alumni and the younger alumni to understand how the major enabled professional flexibility and/or whether the major has changed over time.

Further Opportunities:

* 12 departments have done self-study for the Mellon Grant for Community Engagement but not clear that PMGT has done the self-study or provided a plan to integrate the major’s curriculum into the new college-side initiative.
* Amy McKiernan’s leadership of Ethics Across the Curriculum as source of more applied ethics courses
* Create a summer study group to rethink the Policy Management curriculum with a wide-net for faculty who might contribute to the program
* Take advantage of college-wide momentum around ethics and how ethics distinctive dimension for Dickinson
* Sociology has only one course listed and we wondered if there were other opportunities in that department that might be explored (e.g. conflict resolution, social conflict, religion and conflict in Sociology).
* Students reported that the lists (with courses that fulfill the major’s components) that we had were not completely accurate (e.g. some courses no longer offered or not offered in the time they were at Dickinson) and the course syllabi we were given appear to confirm that this is true.

Further Challenges:

* Train new leaders for Policy Management. At Dickinson, chairs appear to rotate but program directors do not and this case seems to be an outlier with one director over time. Jim Hoefler has done an amazing job but it is important for the major to be institutionalized and led by more faculty.
* Dickinson appears to have created MANY interdisciplinary programs and certificates that challenge each other. This has left PMGT weaker than it might have been a decade okay. Address the overlap between SINE, PMGT, and International Business. Might these programs be creatively combined?
* Are there enough opportunities for public speaking since the course (Public Speaking) is no longer offered?

**IV. Questions Supplied to the External Reviewers**

**1.** Currently, the majors bifurcate after taking the *Foundations* course. Does having two separate majors still make sense or should they be collapsed into one?

*The major should remain with two distinct sub-tracts. The Law & Policy major has a great deal of potential to attract students to Dickinson and to offer a unique experience while there. All of the pieces currently exist and just need to be “re-shuffled.” For example, group some of the courses to add an emphasis (Juvenile Justice courses are already in place across the curriculum for example).*

*The future of the Policy management major is not clear. PMGT began early at Dickinson but newer programs have a substantial overlap (e.g. SINES and International Business Management).*

2. How can the program work with other interdisciplinary majors or programs on campus to enhance the Policy Studies program?

*Create a summer study group to rethink the Policy Management curriculum with a wide-net for faculty who might contribute to the program. Pairings might include Policy and Economics or Policy and International Studies. Without pairing this major with another department, it seems adrift and lacking focus.*

*Law & Policy might explore collaborations with Women & Gender and Sustainability. They might also explore Dr. Amy McKiernan’s leadership of Ethics Across the Curriculum as a source of more applied ethics courses*

3. Given the challenges with staffing the *Foundations* course, is team-teaching that course the most effective pedagogical approach for accomplishing the goals of the course?

 *First decide what you want to accomplish in this course and whether the entire course needs to be revamped. Then decide if those goals can be accomplished through team-teaching. As already noted, students report that they do not understand the course goals, assignments, or the function the course plays in the major. The course has a long history (the double course version taught by Philosophy, Economics, and Political Science) and the goal of providing a foundation for the majors is laudable. Yet the course does not provide the Law and Policy majors with what they need to connect law, policy, economics, and ethics.*

*Originally that course looked to combine policy, law, and ethics. It is now focused much more on policy and has been shaped by one, dedicated faculty member rather than the program faculty as a whole. It is essential to rethink this required course, when it is taken by students, the goals for the course, how the course affects the courses that follow (particularly the 400 seminars at the end). To what extent has ethics dropped out and are there important resources (e.g. new hire Amy in Philosophy) that should be taken advantage of?*

4. Would adding a “laboratory” component to the *Foundations* course be the best way to address the department’s perceived student deficiency in quantitative reasoning? Do you have other ideas for addressing this deficiency? What efforts should be made to address the seeming lack of quantitative skills?

*The opportunities for building quantitative skills are already present at Dickinson and we don’t see a need to create a lab component (as it might limit who is able to teach the Foundations course). The issue appears to be space in these quantitative skills courses and we recommend exploring reserved seats for these majors and possibly increasing course caps by 2-3 seats to accommodate the two sets of majors (host department and the interdisciplinary program). We think all the courses need to be more flexible (e.g. not build around the skill set of one particular faculty member). This is crucial for Foundations. Public speaking and ethics seem to be just as much an issue and perhaps that needs to be built into the Foundations course.*

5. The program anticipates significant personnel changes in the upcoming years. Do you recommend a particular strategy for replacing current contributing faculty members to the program? Are there new, emerging areas of Policy Management and/or Law and Policy that could be addressed with a replacement hire?

*Interdisciplinary programs depend upon other departments for their hires. The hire of Kathryn Heard was made (we believe) with the knowledge that Doug Edlin was leaving (so, with an eye to her ability to supply key courses for the program). However, it is not clear to us the extent to which Heard understands she has some “requirement” to create the Program courses (especially the 400 seminars, philosophy of law). She is crucial to the future success of the program but she is a wild card.*

*What replacement hire is referenced here? Associate Provost says no new hires for program and appears that the replacement hires in Philosophy will NOT be directed at the program. The replacement hire for POL (Edlin/Heard) has already been made. Generally, this program will disappear unless replacement hires will contribute to the program. Amy McKiernan (ethics across campus/curriculum) appears to be a resource that needs more attention.*

*Replacement for Mara seems important given the number of courses that she taught and her role in foundations. Will this be an ethics and law person? A person who can teach philosophy of law?*

*Overall, there appear to be many faculty who can offer courses related to law. In addition, there appear to be willing alumni and local practitioners who can supplement as adjuncts. Faculty who were mentioned as possible resources include, Sarah Nedler, David O’Connell, Katie* Marchetti.

*With regard specifically to the Law & Policy major, it is essential that there is a leader in place to oversee the various components including curriculum, mock trial, pre-law advising, internships, hiring adjuncts and establishing a program with the law school. One option is to create a coordinator for the Policy & Law program who can oversee the major and help students with law school advising and placement.*

6. Does the department program/curriculum give a sound representation of the discipline/field within a liberal arts setting? If not, which areas need to be addressed?

*Considering the two programs, the PMGT program does not have much by the way of management (and Tyler would need to be replaced with an equally apt and dedicated adjunct to provide any of that material) and the LAWP will need more law given Edlin’s departure.*

*LAWP has required Philosophy of Law as the* ***Ethics*** *component for the course such that the PMGT group actually has more exposure to ethics than the LAWP group. Given that the Department of Philosophy does not have staff set up to teach Philosophy of Law, will Kathryn Heard be teaching Philosophy of Law as part of her permanent rotation? This seems an opportunity to rethink what the LAWP students are supposed to get from this foundational/required course and whether they have enough ethics in their curriculum.*

7. What, if anything, makes our program distinctive?

*The commitment of faculty to the students and the institution; their willingness to stretch and deliver more courses or programs and their devotion to the students and the education they receive is extraordinary. Proximity to the courthouse allows the LAWP students unique access to courts as learning tools and sources of experiential learning.*

8. How might the department enhance the diversity of students in the department?

*Edlin taught a course with race in the title (but closed to all but the program majors). Course titles can gather disparate students from across the campus. If an EARLY course in the program (aimed at 1st, 2nd year students) had race/diversity/law/ethics/policy as the course focus (and reflected in the course title), the major might pick up a more heterogeneous group of students. Does Dickinson have a freshman seminar? Could a faculty member develop one that maps onto concepts central to this major – especially race, class, or gender? Could it overlap with the campus goal of civic engagement?*

*The course readings are often by white men – and some of the literature is old and needs to be updated. Edlin’s courses stand out as including women and people of color as authors – but he is leaving. One easy way to be more diverse would be to revise current course readings.*

9. Please comment on the department’s learning goals and their plan/practices for outcomes assessment. What do the assessment data tell you? What next steps do you recommend?

*The assessment goals should be revised by the faculty in the major – but as part of a wider and more nuanced discussion of the major’s goals. The faculty – as a group – needs more cohesion and agreement on the aims.*

10. Please comment on the department’s approach to fostering information literacy for students.

*The faculty from the different departments have very different goals. Qualitative analysis seems to be satisfactory. Quantitative analysis seems to be a problem for some faculty. Public speaking is a priority for some but not all faculty. Legal research was a priority for Dr. Edlin but it is unclear whether it is threaded through the LAWP major.*

**V. Conclusion**

We recommend that the two majors remain separate.

If the faculty agree, we think that the Law & Policy faculty then need an intensive days-long meeting, perhaps during the summer, to discuss and decide on an identity or thrust for the major. Whatever the decision (and this is not intended by any means to be an exhaustive list of possible directions the faculty may choose), the faculty can then modify the curriculum to align with that identity. There are many possible options from becoming more applied or declaring itself a pre-law program to emphasizing law, justice, and ethics. If the faculty choose a more applied direction, they may need a coordinator to oversee moot court, hire and supervise adjuncts; establish a pre-law program with speakers including alumni; supervise pre-law advising; establish and oversee a program with the law school; establish a mentorship program, and create continuity with the legal community so that liaisons are forged that allow students to work and/or intern with attorneys, courts and local programs that relate to the major. Even if the faculty choose a more theoretical approach, LAWP requires leadership and direction of programs that complement the focus on justice and ethics such as the Mock Trial team and legal internships. Given Dr. Heard’s central role providing courses, these discussions should include her.

With regard to the Policy and Management major, we recommend that the faculty and administration determine the viability of the major. Programs like SINE compete with Policy and Management and despite the dedication and best intentions of the faculty the major needs to be rethought. Although initially innovative, the major looks more dated in the context of Dickinson’s focus on community engagement and social innovation. The word management might be an attractive draw for some students but we did not see a sufficient focus on management in the major. It would also be important for Dickinson, as an institution, to ask whether the major draws excellent students to the campus and whether they would be better served as International Business Management, Political Science, or Economic majors. It may be a major that is past its usefulness to the institution or it might be possible to combine SINE and PGMT with an eye to creating a core of faculty who lead the program together. If policy and social innovation are important to Dickinson College, they may need to devote resources to this major. The Policy and Management major is vulnerable because it depends upon the leadership of one dedicated faculty member and much must be done to institutionalize the program.