

**Report to the Faculty Senate on the  
Establishment of the Batten School of Leadership and Public Policy  
University of Virginia**

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## Executive Summary

The Batten School of Leadership and Public Policy will forge a new path in American higher education by preparing leaders who possess the capacity to bring about transformational change. These men and women will understand both the moral dimensions and the practical principles of effective leadership. They will know how to build and energize teams, how to motivate and inspire others, and how to articulate a compelling vision of the common good. Whether they are exercising leadership on the national stage or in their local communities, Batten School graduates will set high ethical standards and challenging organizational goals. Their actions will be grounded in both a realistic assessment of the leadership tasks at hand and an abiding commitment to American democratic values. At a time when Americans are increasingly disenchanted with the quality of leadership in many arenas, the Batten School will reinvigorate the traditions of public service, civic engagement, and effective governance. \*

*Leaders are citizens from any walk of life who motivate and mobilize people to tackle collective problems.* Leaders certainly include executives, managers, scientists, policy analysts, and diplomats who serve in public agencies. But leaders may also work for not-for-profit and other organizations. The Batten School will teach leaders how to define problems, identify gaps between the values people stand for and the way they live, and mobilize individuals and groups to face, rather than avoid, tough realities and conflicts. The threefold mission of the Batten School is (1) to develop future leaders with the strategic orientation, moral vision, and problem-solving capacities necessary to promote positive change; (2) to foster cutting-edge research on critical public-policy issues; and (3) to apply its research in service to the broader community through outreach and public action. \*

The Batten School will be a relatively small professional school, but comparable in size to other distinguished public affairs programs at leading research universities. The target full-time enrollment is 390 students—225 undergraduates and 165 graduate students—by 2011. It will have approximately 18 full-time faculty members and will draw on a half dozen other faculty from schools and departments across the University (in addition to those with courtesy appointments).

The School will become a hub to link and leverage institutional strengths at the University. It will create positive synergies with existing public affairs institutes at the University as well as sponsor new multidisciplinary policy research centers that will enhance the University's academic reputation and widen its public visibility.

The Batten School will ultimately offer a variety of degree programs to students at all stages of leadership development, from undergraduates being exposed to the challenges of leadership for the first time to advanced mid-career students who have already demonstrated their leadership potential in government, business, or the non-profit sector but who wish to hone specific leadership skills and prepare themselves for even more



ambitious challenges. These degree programs will be phased in over the next several years as the School builds up its faculty.

**We are not requesting the Senate's approval for any new degree programs at this time. The curriculum of each new degree program will be carefully developed by the faculty, the founding dean of the Batten School, and the Provost's Office and will be presented separately to the Faculty Senate for its approval. We anticipate a multiple year process of degree planning, review, and implementation.**

A Planning and Implementation Committee (co-chaired by David Breneman and Eric Patashnik) has been established to provide faculty and stakeholder input into the development and implementation of the Batten School. The Committee includes more than 20 faculty drawn from all schools of the University as well as representatives of key public affairs units on campus. Members of the Committee were assigned to study groups to prepare white papers over the summer on various dimensions of the School. These white papers are included in the Appendix to this Report and should be extremely useful to the founding dean. In addition, we will maintain the Committee going forward to provide representation of relevant stakeholders and to offer advice to the new dean. While we thought we had ample representation of College faculty on the Committee, in retrospect it was not enough. In any future consideration, and in moving forward implementation, we will include the Dean of Arts and Sciences and one or two others the Dean would designate.

This Report serves two purposes. First, it provides a vehicle for the Faculty Senate's consideration and approval of the establishment of the Batten School. The Report discusses the history, mission, educational goals and benchmarks, organizational and financial structure, physical and space requirements, and faculty and student profile of the Batten School. It also describes the implementation and planning process that has been established by the Provost's Office to obtain broad faculty input into the vision and future direction of the Batten School. Appendix 1 to the Report includes white papers from eight faculty study groups. These white papers represent preliminary faculty thinking about possible long-range directions for the Batten School. Final decisions will be subject to the input of the Batten School Dean, the Provost's Office, relevant faculty, the Faculty Senate, and key stakeholders.

The Report also seeks the Senate's immediate approval to move the Five-Year Master's Degree Program in Public Policy (which the Senate, BOV, and SCHEV have already approved) into the Batten School to form its first degree program. This step will give the Batten School a solid educational base on which to build. Equally importantly, it will allow students in the program to receive the MPP degree from the Batten School at the conclusion of the fifth year. (Students will continue to graduate with their undergraduate classes and receive their bachelor's degrees from the College or the Engineering School at the end of the fourth year). The MPP is a professional terminal degree recognized by employers in the public, non-profit and private sectors. It will be highly advantageous for our students (who will compete for internships and job placements with students from the



Kennedy School, Wilson School, and other leading programs) to receive their master's degrees from a professional school.

**In summary, this Report requests (1) approval to establish the Frank Batten School of Leadership and Public Policy, and (2) approval to move the BA/MPP program into the School as its first degree program.**

## Introduction

The Batten School of Leadership and Public Policy will forge a new path in American higher education by preparing leaders who possess the capacity to bring about transformational change. These exceptional men and women will understand both the moral dimensions and the practical principles of effective leadership. They will know how to motivate and inspire others and how to articulate a compelling vision of the common good. Whether they are exercising leadership on the national stage or in their local communities, Batten School graduates will set high ethical standards and challenging organizational goals.

*Leaders are citizens from any walk of life who motivate and mobilize people to tackle collective problems.*<sup>1</sup> Leaders certainly include executives, managers, scientists, analysts, and diplomats who serve in public agencies. But leaders may also work for not-for-profit and other organizations. The Batten School will teach leaders how to define problems, identify gaps between the values people stand for and the way they live, and mobilize individuals and groups to face, rather than avoid, tough realities and conflicts. The threefold mission of the Batten School is (1) to develop future leaders with the strategic orientation, moral vision, and problem-solving capacities necessary to promote positive change; (2) to foster cutting-edge research on critical public-policy issues; and (3) to apply its research in service to the broader community through outreach and public action.

There is an urgent need to develop a new generation of leaders who can help develop the organizational and cultural capacity to meet problems successfully. As the new century begins, the nation faces major political, economic, and technological challenges. It must address the risks of climate change, reinvent the public education system to prepare students for success in the global economy, and better manage the tension between expensive medical advances and medical cost control. The international policy arena presents equally daunting leadership challenges. Without effective leadership, these challenges cannot be met.

Environment +  
Education  
Medical/Wellness  
Globalization

According to a 2006 *US News/ Harvard University* study, two thirds of the public believes the nation is in a leadership crisis.<sup>2</sup> The only types of leadership in which Americans have more than a moderate amount of confidence are military and medical leadership. All other sectors—nonprofit, charitable, educational, religious, local

<sup>1</sup>This definition of leadership is from Ronald A. Heifetz, Leadership Without Easy Answers (Harvard University Press, 1994).

<sup>2</sup>For detailed results, see Todd Pitinsky, S. A. Rosenthal, et al., *National Leadership Index 2006: A National Study of Confidence in Leadership*. Center for Public Leadership, John F. Kennedy School of Government, Harvard University, 2006.

government, state government, business, Congressional, Executive Branch, and press—failed to win even a moderate amount of confidence. Yet the leadership performance of these sectors is critical to our collective well-being.

Leadership has long been linked to the exercise of authority or influence. As Harvard University scholar Ronald A. Heifetz observes in his important book *Leadership Without Easy Answers*, however, leadership is best conceived as an activity—the mobilization of people to tackle tough problems.<sup>3</sup> *Progress on problems—not the ability to command—is thus the proper measure of leadership.* This definition allows for leadership to emerge from multiple positions in society. A leader could be a corporate executive who serves on hospital boards and who uses her knowledge of health economics and coalition-building strategies to increase funding for preventative health services under the Medicaid program. A leader could be the entrepreneurial head of an NGO who stimulates a dialogue among multinational corporations, labor unions, and advocacy groups that results in a bipartisan agreement on an innovative trade policy. And it could be a physicist who focuses public attention on cost-effective ways for firms and households to reduce carbon emissions and conserve energy.

Leaders are needed from a range of professional backgrounds, including law, medicine, business administration, engineering, and the social and natural sciences. It is critical to get talented young people excited about the responsibilities and opportunities of public service, broadly defined. The earlier in their careers that students begin to think of themselves as future leaders, the greater the potential intellectual and personal growth of such students and the more progress that can be made on important problems. While existing schools of public policy do a fine job of training policy analysts, the nation needs an increased supply of visionary and competent leaders who are very well trained in the analytical skills of problem solving, but who can also drive the policy innovation process, energize organizations, build inclusive coalitions, and translate good ideas into action. \*

The University of Virginia seeks to increase the supply of highly competent leaders through the creation of the Frank Batten School of Leadership and Public Policy. *We seek to create leaders of leaders.* The Batten School builds on the University's strengths in liberal arts education, its international leadership in professional programs, and the exceptional public service orientation of the U.Va. student body to create a rigorous and exciting learning environment in which students and faculty will engage urgent, real-world concerns. Faculty will conduct research not only for academic publications, but also for public deliberation and action.

The curriculum of the Batten School will be geared to the leadership context of the 21<sup>st</sup> century. At one time, leaders could lead largely through their social standing and personal connections to other elites, could make policy decisions on the basis of their personal experiences, and often could gain broad public deference and support on the basis of their institutional authority. No longer. Leaders in government, as well as in the non-profit and private sectors, today must have strong analytical, political, and

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<sup>3</sup> *Ibid.*



organizational skills to be effective. They must have the ability to communicate with an increasingly diverse public, confront scientifically complex problems, and defend novel ideas before a skeptical and sometimes adversarial media. The requirements of democratic accountability and responsiveness have intensified over time. The loyalty and support of key stakeholders increasingly must be earned. The days of the command-and-control generalissimo are generally past for most public and private organizations.



While some people may be “born” leaders, the fact is everyone can become a more effective leader. Specific leadership skills like decision-making, negotiation, public communication, crisis management, problem solving, and team building can be taught. Batten School students will possess the leadership capacities needed to bring about both incremental progress and transformational change. These leadership capacities include knowing how to help a group do its work; building groups of colleagues who back one another, work collectively, and can act independently when necessary; exceptional problem-solving and communication skills; a penchant for innovative and alternative thinking; a mature appreciation of the strengths and limitations of government, markets, and civil society; an understanding of the interactions of scientific expertise and political decision-making; and the ability to forge a social consensus and mobilize energy and resources to produce desired outcomes.

### History of Batten School Initiative

Thomas Jefferson founded The University of Virginia in 1819 on a distinctive set of principles: a commitment to intellectual freedom and open inquiry; a promise to prepare young people to become effective and ethical leaders of the Republic; and the belief that only the broad diffusion of knowledge can adequately ensure the preservation of liberty. Many other research universities in the United States have established specialized programs in public policy and international affairs. Yet the University of Virginia—the American university with the deepest public service tradition—has lacked a professional school dedicated to policy research, public engagement, and to educating students for high-level leadership careers in the public, nonprofit and private sectors.

- In the course of a long-term planning initiative, known as *Virginia 2020*, which extended from late 1998 to early 2002, the University of Virginia took a hard look at its accomplishments and also aspirations for the future. The institution identified and studied, through large commissions composed of faculty and staff, four areas where it needed to improve: science and technology, the arts, public service, and international initiatives. In his summary report to the Board of Visitors in mid 2002, University of Virginia President John Casteen stated, “[...]with a growing demand for enrollment expansion and for programs that train students for a changing job market, the University needs to retool—both in services to students and in academic programs.... What our culture wants from its flagship universities grows ever more complex.”<sup>4</sup> The *2020* commissions called

<sup>4</sup>John T. Casteen, III, “Virginia 2020 Priorities,” Report to the Board of Visitors, April 2002, p. 3.

for U.Va. to re-emphasize the importance of ~~public service~~ to its history and distinctive role in American higher education.

- One of the first units to move forward with a written proposal was the Miller Center, then directed by Philip Zelikow. He assembled a group of trustees from the Center and they proposed to President Casteen the creation of a new School of Public Service or Public Policy. This proposal was sent to Provost Block for review. Provost Block in early 2003 appointed a 14 member faculty committee, co-chaired by David Breneman, Dean of the Curry School, and Tim Garson, Dean of the Medical School, to consider the Miller Center proposal, the 2020 study, and the status of public policy programs at other leading U.S. research universities. The Committee was also guided by the University's long-term strategic goal that accompanies the Statement of Purpose and calls for the institution to, "establish new programs, schools, and degrees, and to undertake such research as the needs of the Commonwealth of Virginia and the nation may require."
- The Breneman-Garson committee, which included faculty from the Schools of Law, Medicine, Education, and Engineering and from several Arts and Sciences Departments, worked ~~diligently over two years~~. It surveyed the field of public policy education and examined the strengths and strategic assets of the University. The Committee's May 23, 2005 report, which took into account feedback received from five external reviewers drawn from the faculty of top public policy schools, recommended ~~the ultimate creation of a distinguished School of Public Service if private funds could be raised for this purpose~~. The Committee further recommended, as an interim step, the creation of ~~a small, five-year BA/MPP accelerated master's program in public policy for the university's most talented undergraduates from all majors~~. The five-year program was endorsed by Provost Block and was approved by the Faculty Senate on April 28, 2006 and subsequently approved by the BOV and the State Council of Higher Education for Virginia.
- Applications from third-year UVA undergraduates were sought in Fall 2006, and 80 students submitted credentials to the five-year public policy program. ~~Thirty students~~ were selected for the first class, beginning Fall 2007, and all 30 accepted offers of admission.<sup>5</sup> An orientation program and public service retreat for these 30 students was held August 22-23, 2007, at the Miller Center. The retreat (the retreat agenda appears as Appendix 3) featured small group interactions with distinguished leaders, including former Senator and Governor Lowell Weicker, Governor Gerald Baliles, and several prominent UVA alumni who have gone onto to distinguished public service careers, including Diane Rogers, chief economist of the U.S. House Budget Committee. Students were introduced to the enduring questions of public service in a democracy, such as the relationship between civic volunteerism and technical expertise and the different kinds of roles leaders can play both in government and in the nonprofit and private sectors. The five-year

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<sup>5</sup>Subsequently one student withdrew, replaced by the first student on the wait-list.



public policy students will earn their bachelor's degrees and graduate on schedule with their undergraduate classes in May 2008, after which they will complete a summer public policy internship, and then return to Grounds for the fifth year and the MPP degree work during academic year 2008-09. A second group of 30 students will be recruited this academic year, making a total of 60 students enrolled in the program.

- Provost Block invited University Professor David Breneman to serve a three-year term as Director of the BA/MPP program, and Eric Patashnik, Associate Professor of Politics, a three-year term (eligible for renewal) as Associate Director of the program, beginning August 25, 2006. Breneman completed 12 years as Dean of Curry in June 2007, and is now assigned part-time to the public policy program, part-time to Curry. Patashnik also holds a split appointment between Public Policy and Politics. Both positions report to the Provost. A modest budget was set forth for the first year of the new program, and a part-time doctoral intern was hired to help with the administrative details of the new venture.
- ~~Mr. Batten actively entered the discussion in Fall 2006,~~ several months after the Breneman-Garson committee had articulated the long-term objective of the establishment of a new School. BOV member ~~John O. Wynne,~~ Chair of the Educational Policy Committee, became interested in the plans for the new five-year BA/MPP program, and indicated that he thought his former colleague and business associate, Frank Batten, might be interested in considering a proposal to ~~found a School of Public Policy.~~ Block assembled the original committee, augmented with a few new members, and that group met several times with Wynne to present ideas and respond to questions. Wynne and Block met with Frank Batten, and received encouragement from him to develop a full proposal for a School. Breneman and Patashnik worked closely with Provost Block and the committee to prepare multiple drafts of the proposal, responding to feedback and developing ideas further.
- The proposal that emerged proposed the creation of a ~~School of Leadership and Public Policy,~~ reflecting the view that young people need to be encouraged to be *civic leaders* who are actively engaged in their communities, whether local, state, national or international. Professor Eugene S. Bardach of the Goldman School of Public Policy, University of California-Berkeley, a former president of the Association for Public Policy Analysis and Management, ~~served as an outside consultant on the report.~~ Bardach spent a week in Charlottesville in November 2006, interviewing faculty, deans, and others regarding the proposal.<sup>6</sup> Leonard Sandridge joined the meetings at this point to advise on financial and facilities issues. Wynne, Block, and Patashnik subsequently conducted a site visit of the Goldman School of Public Policy at UC Berkeley in late 2006, and Breneman spent a day at the Terry Sanford Institute of Public Policy at Duke in January 2007, learning more about the programs and issues confronting public affairs \*

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<sup>6</sup>Bardach's report is appended to this document.



schools. Breneman and Patashnik also interviewed by phone many faculty at other leading public policy schools, including Princeton, Michigan, Wisconsin, and Georgetown.

- When the final draft of the proposal had been completed, Frank Batten engaged an outside higher education expert whom he trusted to review the document and meet with the authors and University officials in order to advise Batten on whether the plans were feasible. In early April 2007, President Casteen met with Batten at his home, where a gift agreement of \$100 million was signed to create the Frank Batten School of Leadership and Public Policy. On April 12, 2007, the BOV met and approved the gift, and the project became public knowledge. Provost Block remained in contact with leaders of the Faculty Senate during the early months of 2007 to keep them informed of plans and progress surrounding the potential gift. Block, Breneman and Patashnik met with members of the Academic Affairs committee in March 2007 to share the University's preliminary plans and the Bardach consultant report and were encouraged by the positive response received from committee members, subject to the understanding that the Faculty Senate would have to review materials to approve a new School, as well as each degree program to be offered.
- A previously scheduled faculty planning retreat on the five-year BA/ MPP program was held on April 13, 2007. The recent Batten School gift announcement provided an opportunity for faculty members to consider broader issues related to the creation of the Batten School. Outside guests at the retreat included Dean Anne Marie Slaughter, Woodrow Wilson School, Princeton University, Frederick Mayer, Sanford Institute, Duke University, David Weimer, La Follette School, University of Wisconsin.
- Following announcement of the gift, President Casteen asked Breneman and Patashnik to co-chair a Faculty Planning and Implementation Committee to help move the School toward reality. Some 24 faculty members, drawn from all Schools of the University, were appointed to this Committee. The willingness of faculty members to accept these appointments—which involved considerable work over the summer—reflects the enthusiasm for the Batten School in all quarters in the University. Breneman and Patashnik assigned committee members to serve on one or more of eight distinct study groups (Breneman and Patashnik served as *ex officio* members of all study groups). Each study group was tasked to produce a white paper on a particular feature of the program. Breneman and Patashnik took the lead in setting direction and preparing materials for Faculty Senate consideration. They also conducted a site visit of the Center for Public Leadership at Harvard's Kennedy School and continued to seek the guidance of many other leadership and public policy experts in the field.
- The purpose of the white papers was not to resolve every issue that will need to be addressed in a project of this magnitude, nor to preclude the opportunity for the founding dean to make key program-building decisions, but rather to articulate the

basic vision of the School, provide an opportunity for broad faculty input, test the feasibility of ideas; and ensure that the planning process has “legs” going forward.

- The Planning and Implementation Committee will be maintained going forward to provide representation of relevant stakeholders and to offer advice to the new dean. While we thought we had ample representation of College faculty on the Committee, in retrospect it was not enough. In any future consideration, and in moving forward implementation, we will include the Dean of Arts and Sciences and one or two others the Dean would designate.
- Under the leadership of Provost Tim Garson, Breneman and Patashnik and the faculty committee they co-chair, have produced the present document for consideration by the Faculty Senate. It is hoped that at its Fall 2007 meeting the faculty senate will approve creation of the Batten School of Leadership and Public Policy, with the previously approved BA/MPP program as its first degree program.
- **The curriculum of each new degree program will be carefully developed by the faculty, the founding dean of the Batten School, and the Provost’s Office and will be presented separately to the Academic Affairs Committee and the full Faculty Senate for its review and approval. We anticipate a multiple year process of degree planning and implementation**
- Once the School is approved, a national search will be announced for a founding dean. With luck, the dean will be appointed by summer 2008, with the initial faculty searches for the School to occur during the 2008-09 AY. The School will also be submitted to SCHEV for its approval.
- All required information and notifications will also be provided to SACS.
- An implementation schedule for the degree programs is provided elsewhere in this document, with timing subject to possible change based on success in hiring the dean and other contingencies. For academic year 2007-08, the five-year program anticipates hiring an interim career services director to help with internships placements for students in summer 2008, and a part-time administrative assistant, along with the doctoral intern. All parties want to leave the founding dean with as many degrees of freedom possible for hiring and shaping details of the School.

### **School Mission and Fit with U. VA. Mission**

The University was conceived as a cradle of intellectual enlightenment, moral leadership, and public service. Its founding documents call for it to produce the future statesmen, legislators, and judges on whom the young nation’s prosperity and well-being would depend. The Batten School will directly promote this Jeffersonian mission.



In the broadest sense, the Batten School has the same threefold mission as the rest of the university: teaching, research, and public service. What is distinctive is how it will discharge that mission.

First, in focusing on leadership development, the School will not simply incorporate best practices from other leading schools of public and international affairs; rather, it will develop new degrees, pedagogies, and educational tracks designed to prepare students to bring about positive change. Graduates of the Batten School will have a bias for action. The result will be innovative, practical and theoretical learning experiences different from those at other institutions. The School will emphasize continuous improvement and rigorous assessments of whether the students are learning what the faculty thinks it is teaching. \*

Second, the School will foster research on critical public problems. It will bring together economists, political scientists, psychologists, ethicists, scientists, legal scholars, and others to produce scholarship that will provide the knowledge base for the leaders of the 21<sup>st</sup> Century. The School will launch several research centers in critical areas such as education and decision-making. These research centers will help attract outstanding faculty and students to the School and will raise its visibility both within the United States and abroad. The research centers will be funded through foundation grants, private donations, and contracts.

The final component of the School's mission is to serve the broader community through outreach and public action. The School will serve as a laboratory for the development of innovative policy solutions and as a platform for sustained dialogues, strategic partnerships, technical assistance, and consultancies with government leaders, organizations, and stakeholders both locally and around the globe. It will seek to co-sponsor initiatives with other Schools, Centers, and Institutes within the university, working to change and improve public policy at the local, state, and federal levels.

According to Professor Eugene S. Bardach of the University of California Berkeley, who served as an outside expert consultant on the development of the Batten School proposal, the School is a natural and appropriate fit for the University. According to Bardach, "U. Va. seems well positioned to take such a step. The University's administration is interested in programmatic innovation and faculty, deans, and department heads work well across unit boundaries. The Jeffersonian heritage of public service, idealism, and experimentation is also a definite asset." Bardach further argued that the establishment of the Batten School "will significantly elevate U. Va.'s intellectual standing and graduate rankings without sacrificing existing strengths or its highly desirable commitments to liberal education and high-quality undergraduate teaching."

In sum, the Batten School of Leadership and Public Policy will forge a new path in American higher education by giving students the opportunity to hone their leadership skills and to develop the analytical skills required to address complex policy problems like health care, poverty, and the environment. The nation does not lack for sophisticated



policy experts, yet many of the people who possess the deepest understanding of key issues do not know how to mobilize resources or communicate with broader publics about problems and solutions. They lack leadership training. At the same time, some people who possess excellent public communication and management skills lack an understanding of public service and the basic tools of policy analysis, reducing their ability to make and build support for the most effective solutions. The Batten School will offer a new kind of leadership training. It will produce graduates who possess the foundational skills and institutional knowledge necessary for understanding civic life together with the capacities necessary to bring about far-reaching change.

WHAT  
AND  
HOW

### Leadership Development Philosophy of the Batten School

The leadership development philosophy of the Batten School rests on five premises:

1. First, and most importantly is the belief that leadership can be taught. People can learn how to create an organization that is greater than the sum of its individual parts; how to motivate a group toward a common goal; how to lead by example and build trust; and how to unleash creativity and avoid the trap of conventional thinking. They can learn to embrace diversity as a strength. On a more practical level, they can learn how to assess the strengths and weaknesses both of individuals and of organizations and how to give and receive candid feedback. Most public policy schools do not teach these things. The Batten School will.
2. The second premise that leadership is not just for people at the top of an organization, it is for all those who can help organizations effect positive change. The Batten School will give each student the opportunity to discover, develop and deploy his or her personal leadership strengths.
3. Third, there is no one career path to transformational leadership. Leaders certainly include politicians and public officials, but they also include actors in the non-profit and private sectors who seek to promote progress on collective problems. Leadership training will be conceived not as an alternative educational pathway but, for a number of students enrolled in the School, as an extension of a core path they have already chosen.
4. The fourth premise is that effective leaders are innovators and social entrepreneurs, not mere incremental thinkers. Some leading thinkers about public policy encourage others to be content with incremental progress. Indeed, incremental progress is sometimes the best we can do. But often we can do far better, especially in policy sectors (e.g., health care, K-12 education) where society is operating well below its potential. Through internships, workshops, and classroom experiences, Batten School students will learn to recognize and seize opportunities for rapid social change. They will understand both the value and the risks of expansive thinking.

5. A final premise is that *leadership rests on both a particular psychological orientation and on a specific set of skills*. There are two basic ways to cultivate leaders. The first is to inculcate the *self-awareness and cognitive mindsets* that go along with leading an organization or group. The second approach is to hone the specific skills that effective leaders use to put ideas into action, such as *negotiation, public communication, identification of strategic options, social entrepreneurship, and crisis management*. Yet the choice between these two pedagogical approaches is a false one. Leaders who lack self-understanding do not know who they are or where to go, while leaders without key skills will be unable to accomplish their missions should they reach their destinations. *The Batten School will integrate the two main leadership training approaches to produce an unparalleled educational experience for its students.*

## Curriculum

The curriculum of the Batten School will include a focus on leadership training in addition to the standard tools of policy analysis. Batten School students will learn not only how to define problems, analyze options, and confront trade-offs, *but how to build public support for preferred solutions*. Graduates of the School will be equipped to analyze complex social and technological issues using both quantitative and qualitative methods, to work in a variety of organizational settings, and to maintain their composure and moral vision under the most demanding conditions.

OK, so do it.

The School will offer instruction in the following components of leadership and public policy:

- *Leadership for transformational change, including its psychological, organizational, and political aspects*
- *Public and non-profit management (American and comparative)*
- *Measurement and analysis of social and economic behavior*
- *Tools and methods of policy analysis*
- *Moral and legal reasoning in public action*
- *Public communication and presentation skills*
- *An understanding of the complex interrelations among science, technology and public policy*
- *Evolution of political institutions and social structures (domestic and international)*

## Programs and Target Implementation Dates

The Batten School will offer a variety of degree programs to students at all stages of leadership development, from undergraduates being exposed to the challenges of



leadership for the first time to advanced mid-career students who have already proven themselves in government, business, or the non-profit sector but who wish to hone specific leadership tools. These degree programs will be phased-in over the next several years as the School builds up its faculty. Each of the new programs will require careful faculty study and review prior to their implementation.

This past summer, faculty study groups began to consider what these various programs might look like in some detail. Their thoughts are contained in white papers appended to this Report (Appendix 1). These preliminary recommendations will be further considered by the Provost, founding Dean, and faculty of the Batten School. As each new degree program is developed, it will be presented to the Faculty Senate for its approval over the next several years. This process will ensure careful deliberation and quality control for each distinct program.

Below is the current thinking on the implementation of the major academic programs of the Batten School (Table 1).

**Table 1**  
**Target Implementation Dates for Degree Programs, Batten School**

<i>Program</i>	<i>Target Date</i>
Five-year BA/ MPP	Fall 2007
Leadership Scholars Program <i>Minor</i>	Fall 2008
Undergraduate Majors Program (Domestic and International Tracks)	Fall 2009
Master of Public Policy (MPP) and joint degrees (Domestic and International Tracks)	Fall 2009
Master of Public Leadership (MPL)	Fall 2011
Master of Global Affairs or Foreign Service (MGA/ MFS)	Fall 2011

*Note: While a non-degree postdoctoral program is planned to bring talented young researchers to the School, there are no plans for a doctoral program.*

#### Programs for Undergraduate Students

The School will engage U.Va. undergraduates through several leadership-building programs.

*Five-Year Master of Public Policy Program (BA/MPP).* This accelerated master's program (already approved by the Faculty Senate) will permit talented undergraduates to obtain the MPP in five years rather than the normal six. The program is only open to current UVA undergraduates, who apply for admission in the third year and, if accepted, begin the program in the fourth year. Students graduate with their classes to receive the bachelor's degree on schedule. After graduation, they perform a summer public service



internship, and then return to Grounds for a final year of study. The course of instruction blends skill-based professional training with liberal arts education. Students begin each year of study with a summer retreat held at the Miller Center in which they have small-group meetings with prominent leaders. The program will include both Domestic and International Policy Tracks.

*Leadership Scholars Program.* This undergraduate concentration program would be open to undergraduates from any major. Students would receive a concentration (or possibly a minor) in leadership and public policy after completing a series of classes related to effective leadership in a democratic society. Guest speakers and special events would create a sense of community among the participants and would tap into the strong interest of U.Va. undergraduates in public policy and public service. The program will be coordinated with the McIntire School's LEAD program to promote positive synergies and avoid wasteful duplication and overlap. (A faculty study group chaired by Jim Childress has begun to consider some of the relevant program design issues; see white paper contained in Appendix 1).

*Undergraduate Major in Public Policy and Leadership (Domestic and International Tracks).* The School will establish a selective undergraduate majors program. Students would be admitted initially to the College of Arts and Sciences and apply during their second year at the University, as students now do for admission to the McIntire School. Upon successful completion of the program's requirements, students would receive a bachelor's degree in public affairs with a concentration in either domestic policy or international affairs, depending upon their interests and the electives they choose.

The undergraduate major in Public Policy and Leadership builds upon the College's successful track record of interdisciplinary undergraduate programs, including Political and Social Thought, Studies in Women and Gender, Media Studies, and Political Philosophy, Policy and Law.

#### Program for Professional Students.

*Master of Public Leadership (MPL) degree.* The School will establish a new master's degree, not currently offered at any other major U.S. research university, for mid-career professionals (who generally will have at least five years of experience) who wish to receive intellectual broadening and advanced leadership training. This program would be open to students with at least five years of work experience who may already have advanced degrees in law, business, medicine, nursing, architecture, and other fields and who seek to hone their leadership skills and deepen their commitment to public service, broadly defined.

Programs for Graduate Students.

The Batten School will offer the following three graduate programs<sup>7</sup>:

*Master of Public Policy.* This two-year master's program is primarily geared for students with one to four years of work experience who seek leadership careers as executives, policy analysts, managers, advocates, and planners in government and with non-profit and private firms engaged in public-private partnerships. In addition, accelerated, joint-degree programs (e.g., MPP/ JD, MPP/ MBA, MPP/MPH, MPP/MA in urban and environmental planning) could be established. Such coordinated programs would likely be in strong demand given the strength of the University's professional schools. Unlike the five-year BA/ MPP program, the two-year MPP would be open to students from any university.

*Master's in Global Affairs.* This degree is offered for students who seek foreign service and related international policy careers with government, NGOs, and international consulting firms. The content of this degree will be developed by the Dean of the Batten School and faculty with relevant expertise.

Innovative certificate programs

In addition to formal degree programs, the Batten School may eventually offer certificate programs in areas such as nonprofit or public management; health policy; science, technology and public policy; or globalization studies.

**Student Profile, Student Recruitment, and Planned Enrollment**

*Planned Enrollment*

The Batten School will serve a total of 630 students when fully built out (Table 2). This translates to 390 student FTEs because each student in the Leadership Scholars Program

630 Students

390 FTE

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<sup>7</sup>In addition, the School will establish a Post-Doctoral Program in Public Policy. This small, residential non-degree program in public policy would strengthen the research base of the School and provide the human capital for externally funded research projects. It will also help to attract and retain first-class faculty in the School. It would be much more cost-effective to operate than a formal doctoral program, which could divert resources away from priority undergraduate and master's programs, especially during the School's crucial formative period. The program would be open both to students who earned their doctorates at Virginia and to post-doctoral students from other research universities. Together with the Governing America in a Global Era (GAGE) program run by the Miller Center, this program would make U.Va. one of the nation's leading institutions for post-doctoral research in the substance, methods, history, and larger context of public problem solving.



**Table 2  
Planned Student Enrollment Staging, Head Count, 2007-2011**

<b>Degree</b>	<b>Annual Head Count</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Five Year BA/MPP **</b>	30	60	45	30	30
<b>Leadership Scholars Program (0.2 FTE each)***</b>	0	150	300	300	300
<b>MPP and Related Joint Degrees</b>	0	0	60	120	120
<b>Undergraduate Major</b>	0	0	75	150	150
<b>Master of Public Leadership</b>	0	0	0	0	15
<b>Master of Foreign Service/Global Affairs</b>	0	0	0	0	15
<b>Total</b>	30	210	480	600	630

*\*\* Presumes a phase-down in enrollment for the five-year BA/ MPP program as the two-year MPP program ramps up; this is subject to change based upon the experience of the five-year program, especially with regard to student internship and job placements.*

*\*\*\* An estimate based upon enrollment patterns in undergraduate A&S major and minor programs.*

is counted as a 0.2 FTE. They will take only 3 classes in the School, including one large gateway lecture class, and will require less administrative support than students who receive a major or a minor in a department. Thirty new students will begin in the five-year BA/MPP program in the fall of 2007.

It should be noted that most of the undergraduate majors will take only two years of classes in the Batten School. (They will apply for admission at the end of the second year). In addition, the University has made a commitment to increase total undergraduate enrollment to accommodate the new undergraduate major.

### **Faculty Profile, Recruitment, and Retention/ Planned Staffing**

The staffing of the Batten School is displayed in Table 3. At full implementation, Batten School will have a complement of 18 full time faculty with exclusive appointments in the School who will both hold tenured appointments in the School. In addition, the Dean and the Associate Dean will have appointments in the school and will carry some teaching load. It will also have 4 half-time faculty and 2 quarter-time faculty with joint appointments in other departments as well as a number of "0" time faculty who will have 100 percent time appointments in other campus units but who have a Batten School affiliation for purpose of research or other interests. The School will also have 7 adjunct faculty who may be distinguished leaders and other guest lecturers for a single class or seminar. In sum, the School will have 28.5 full time instructors (including adjuncts)

creating a student/ faculty ratio (for 390 FTE students) of 14:1 (18:1 if adjuncts are excluded). The Batten faculty is comparable to the size of the faculty of the Goldman School of Public Policy at UC Berkeley which offers the MPP degree, runs a large undergraduate minors program, and offers executive and international programs.

The Batten School will have 3 administrative faculty: Assistant Dean for Student Affairs; Director of Career and Alumni Relations, and Executive Assistant to the Dean. The School will have 12 classified staff: Business Manager, Fiscal Assistant, Contracts and Grants Administrator, 2 Tech Support, 2 Internship/ Placement Officers, Admissions and Student Recruitment Officer, 2 office support for administration and 2 office support for instruction. The School will eventually add development staff, but most likely after year five.

In 2007-08, it is anticipated that two hires will be made: the Director of Career and Alumni Relations (to provide support for the internship placements of students in the five-year program) and an executive assistant. A national search for the founding dean will also be conducted, and funds are available from the Batten School gift to conduct this search. Faculty recruitment will begin in 08-09 with 3 to 6 searches and will continue with several additional searches each year until the faculty is built up.



**Table 3  
Staffing of Batten School**

<i>Position/ Action</i>	<i>Approximate time-line</i>
National Search for Founding Dean	Upon Faculty Senate Approval of Establishment of the Batten School
Appointment of first permanent Dean and first permanent Associate Dean	By August 25, 2008
Faculty searches	Beginning August 2008, 3-6 searches per year
Exclusive faculty appointments	3-6 per year, beginning August 25, 2009. Goal is to have faculty fully staffed by 2012.
Joint faculty appointments	1-2 per year, beginning August 25, 2009. Goal is to have 6 joint faculty appointments by 2012.
Appointment of Career Services Director, Executive Assistant, Doctoral Intern	By Spring 2008
Appointment of Executive Assistant to the Dean, Fiscal Assistant, Internship Assistant, 1 Tech Support, 2 Office Support	Fall 2008
Appointment of Dean, Business Manager, Admissions Officer, additional Office Support	Spring 2009
Appointment of Assistant Dean for Student Affairs, Director of Career and Alumni Services, Contracts and Grants Administrator, additional Internship Placement Officers, additional Tech Support	July 1, 2009

**Placement/ Career Services**

Recognizing the importance of high-quality internship placements in the summer of 2008 for the initial 30 students in the BA/MPP program, Breneman and Patashnik worked with

the Human Resources Department this summer to establish a new Director of Career Services position. We advertised for the position and will be interviewing applicants this month.

While career services support for our students will be essential, the market for talented graduates to fill public service jobs is excellent. About 50 percent of the 1.6 million civilians employed by the federal government will be eligible to retire by 2010, including nearly 70 percent of senior managers, according to the U.S. Bureau of Labor Statistics. In addition, there is growing demand for leaders outside of government. According to the BLS, professional jobs in advocacy, grant-making, and civic organizations are projected to grow by 21 percent between 2004 and 2014. Many of these positions will be located in the greater Washington, D.C. area, where U. Va. enjoys a strong reputation.

### **Physical Facilities – Temporary and Long-Term**

The Batten School will be located in Varsity Hall from January 2008 until late fall of 2010. This location will be a temporary accommodation to allow time for the preparation of a permanent location. Garrett Hall has been selected for the permanent location of the Batten School. Information is provided below on both the temporary and permanent locations for the Batten School. This plan has been developed with the assistance of Richard S. Minturn, Senior Academic Facility Planner.

#### *Temporary location for the Batten School: Varsity Hall*

- **Background.** Varsity Hall was constructed in 1859 as UVa's first infirmary. It was originally located south and east of Pavilion X. During the 20<sup>th</sup> century, Varsity served a variety of uses, the last of which was to house the Air Force ROTC program up to 2003. As part of the work for construction of an addition to Rouss Hall for the McIntire School, Varsity Hall was moved about 200 feet to the north and east in April 2005, to a location along a reconfigured Hospital Drive. Varsity Hall is presently being restored and configured for use as administrative offices. It is scheduled to be ready for occupancy over winter break in 2007 – 2008. The building is about 6,500 SF and when completed will accommodate 12 – 15 people. The office of the Vice President for Research and Graduate Studies will be the long-term occupants of Varsity Hall.
- **Scope.** The Batten School's temporary occupancy of Varsity Hall will not require any improvements beyond installation of furniture and telephone/data service. The building will be newly renovated for office use and ready for occupancy.
- **Fit.** From January 2008 to December 2010, the Batten School will grow in headcount from 3 to 4 to 12 to 14 as faculty and staff are hired and the School's programs are introduced and grow. The number of Graduate Students in the program will increase during that time as the two-year MPP program ramps up. The pace of recruitment and growth will increase after a Dean joins the School—planned for the summer of 2008. There will be some vacancy in Varsity until



early 2010, and some other administrative groups may be located in the building to make use of the space. During the summer and fall of 2010, the building will be full and some doubling up in offices may be needed.

- Impact. The Vice President for Research and his staff are presently split between the Rotunda, Thornton Hall, and leased space on Morton Drive. The Department of Real Estate and Space Management is working with them to find alternate locations for the 2008 – 2010 period which allow the staff to co-locate in a University building. As a last resort, they may continue their present situation for 2 years longer than originally planned.

*Long term location for the Batten School: Garrett Hall*

- Background. Garrett Hall was constructed in 1908, the last building Stanford White designed for the University before his death. It was used as a refectory and commons until 1958 and then as the Bursar's offices and finally as space for units of the Dean's office in the College of Arts and Sciences and for other administrative and academic groups. The 1908 building is just under 17,000 SF on 3 levels (basement + 2). During the second half of the 20<sup>th</sup> century an "annex" was built on the east side of Garrett. The annex is a windowless, below grade space of about 8,300 SF. The whole is 25,401 square feet. The building has a large two story refectory space on the main level and is otherwise divided into a mix of offices, conference rooms and open work space with a total capacity for about 80 professional and support work stations. Garrett Hall is ranked as "Essential" on the University's survey of historic structures, an importance only exceeded by the Jefferson buildings. Independently of the building's contemporary use, the University plans to restore and repair Garrett to preserve as much of the Stanford White design as possible, which may include removing some of the partitions and room divisions that have been added over the years. The building also has technically challenging structural and preservation issues which will be central to a restoration effort.
- Scope. Refitting Garrett Hall for the Batten School will require a capital project.
  - Planning and Historic Structures Report will be completed during the fall of 2007. Design will run from winter of 2008 to winter of 2009. Procurement and construction will run from spring of 2009 to late 2010.
  - The work will include structural repairs and preservation to the Stanford White pavilion. Most building systems will be replaced and the building will be connected to the central hot and chilled water loops where needed.
  - The building lay out and the refectory ceiling will be restored to the Stanford White design as much as possible. Finishes will be replaced in a manner that is compatible with the original design.

- The annex has been renovated within the last 5 years. Renovations will focus on systems repairs and code compliance. As much as possible, the existing lay out will be used for the Batten School.
- Garrett Hall is a good fit for the Batten School. Its central location will make the Batten School accessible to undergraduate and graduate students. Its relative proximity to South Lawn and to Monroe Hall will also make the school accessible to faculty in cognate A&S departments.
  - The business plan for the Batten school provides for 46.75 FTEs of which about 25 are administrative and academic faculty. The office and administrative space need will be about 32 professional offices and 17 workstations, plus conference rooms, lobby, and support. In its basic program, the School also needs 2 – 3 seminar rooms for 20 – 25, and a collaborative student work studio of 800 – 1,000 SF. Once fully established, the School will seek to add 2 or 3 media-rich classrooms in the 50 – 100 seat range, reflecting the practice among top ranked Public Policy programs nationally.
  - Garrett Hall presently contains about 38 professional offices 15 with windows and 23 without, plus 10 – 15 windowless mini-offices. The building also includes reasonable space for staff workstations, conference, and support, plus an open work area of about 1,000 SF in the Annex and 2 spaces of 600 SF on the main floor along with the former refectory at almost 1,600 SF. The initial Batten program will require careful manipulation to fit into Garrett, and a number of offices and workstations in the annex will not have natural light and air. It may also be difficult to separate the student work area from faculty office areas in Garrett. Preservation of Garrett, involving return to the original floor plan, may also reduce the number of offices in the Stanford White pavilion which will also be a challenge for meeting the needs of the Batten School.
  - There are long term plans currently under consideration for adding to Garrett and these will be worked out with the new dean as the School grows. It is the intention of the University that the program will have adequate space as it grows.

- Impacts.
  - The present occupancy of Garrett Hall is shown in Table 4.

**Table 4**

<b>0055 Garrett Hall</b>		
<b>ORGCODE</b>	<b>ORGDESCR</b>	<b>ASF</b>
31630	A&S-Undergrad College Ops	7,775
31931	A&S-Ctr, Religion & Democracy	2,490
30080	Provost - Summer Session, Semester at Sea, CAELL	1,677
31830	A&S-Inst/Adv Stud in Culture	1,326
10000	President's Office - Faculty Senate	323
21075	Student Affairs-StudentHealth - Counsel and Psych Svcs	164
22020	IT-General	99
	<b>Total ASF</b>	<b>13,854</b>
		<b>SF</b>
	Non-assignable	6,158
	Net useable area	20,012
	Gross SF	25,401

- Relocation plans have been developed for each group. From some, the new location will be long term, for others it will be through at least 2010 while a permanent location is developed. The relocation plans are:
  - A&S Undergrad College Ops (The Association Deans) will move to Monroe Hall on a long term basis in the spring of 2009.
  - A&S Center on Religion and Democracy will move to Dell swing space through 2010. Long term location will be a mix of leased space off Grounds and an on-Grounds presence for a sub-set of the group in an A&S building.
  - Provost, Summer Session etc. will move to the Dell swing space through 2010 or until long term space is ready. Long term location will be in on-Grounds University space convenient for undergraduate access.
  - A&S Institute for Advanced Studies in Culture. Same as Center on Religion and Democracy.
  - Faculty Senate will move to Varsity Hall through 2010. Long term location will be in on-Grounds University administrative space.
  - Student Affairs will move to Monroe Hall on a long term basis.



- IT General. This is a router facility serving Central Grounds. It will remain in Garrett in its present location.

## **Organization and Administration**

The Batten School will be a relatively small professional school but comparable in size to other distinguished public policy programs at other major public research universities. It will have approximately 18 full time faculty with exclusive appointments. The School would also draw upon a half dozen or so other faculty whose primary appointments would be in other schools and departments throughout the university. In addition, the School would likely hire some teaching and research assistants from other university units, creating additional synergies among public policy, professional education, and the academic disciplines.

The Dean will be the chief academic and executive officer of the Batten School of Leadership and Public Policy. Reporting to the Executive Vice President and Provost, the Dean will be expected to provide the strategic leadership necessary to achieve national and international standing for the School, to recruit and build a distinguished faculty, to oversee the creation of public policy research centers, and to help set the priorities and vision for the School during its formative period. Candidates must have an earned doctorate or equivalent terminal degree and qualifications appropriate for appointment as a tenured full professor at the University of Virginia as well as expertise in an area of U.S. domestic public policy. Leadership experience as well as demonstrated development of leaders in the public, non-profit or private sectors is essential. The successful candidate will be equally committed to professional education for leadership development and to rigorous public policy research and application. S/he will be creative, flexible, visionary, and will excel at communicating with diverse audiences and fostering an inclusive and open intellectual and professional culture.

Other administrative positions are as follows: An Associate Dean for Academic Affairs would be chiefly responsible for curricular development and for promoting the quality of the School's academic programs. The School will have a skilled administrative staff including: an Assistant Dean for Student Affairs, a Director of Career and Alumni Services, a Business Manager, an Admissions and Student Recruitment Officer, Internship Placement Officers, and support staff. The School will have the authority to make tenure decisions (subject to regular University P&T Committee, Provost, and BOV approval).

The Dean will appoint a Board of Advisors to offer guidance to the School and promote its academic reputation. Members of the Board might include a diverse group of distinguished leaders and national experts in public affairs education. It may also include prominent leaders and policymakers who are UVA alumni and wish to help support the new School. Several such individuals participated in the recent public service retreat at the Miller Center for the new five-year public policy program (see Appendix 3). This Advisory Board can play a supportive role in a future accreditation process (see below).

As with all Schools at the University, the Batten School will likely establish its own Foundation, with staff to handle fund raising and alumni relations. Given the initial founding gift, however, this need will probably not be a high priority for the first five years of the School's existence.

### **Planning**

Apart from the work of the initial faculty committee that created the proposal for a public policy program and for a School, 24 faculty members drawn from all Schools of the University worked in several study groups this summer, doing initial planning for each of the degrees to be offered, for research centers, for linkages to related groups such as The Miller Center, Weldon Cooper Center, and Institute for Politics. These reports are appended to this document, and will provide a valuable start to the work of detailed planning that will occupy the Provost, the current directors of the program, and the founding dean. They are attached to indicate to the Academic Affairs committee and to the Faculty Senate that a considerable amount of thought and research by faculty has gone into early planning for the School.

### **Learning Outcomes/ Student Evaluation Metrics**

The central goal of the degree programs in the Frank Batten School of Leadership and Public Policy is to prepare leaders who will shape the public policies of the future in domestic and/or international spheres. The aims of the School are to educate students in the areas needed for effective leadership: strong communications, decision-making, and negotiation skills, analytical skills, substantive knowledge, strategic orientation, and an understanding of political, historical and institutional factors. The students will be expected to demonstrate:

- Ability to motivate others, build teams, and exercise leadership in diverse organizational settings
- Ability to communicate, frame arguments, and respond with dignity to opposition
- Skill in the methods of negotiation, decision-making, and crisis
- Understanding of political institutions and processes, strategies, and skills associated with policy creation and adoption
- Knowledge of the methods and tools of policy analysis, including skills in applying economic concepts to questions of trade-off and policy choice and efficiency
- Knowledge of public and non-profit management
- Understanding of social science methodologies for dealing with problems of data collection, analysis, and program evaluation

- Ability to apply legal analysis where appropriate to the creation and implementation of public policy and to recognize the role of courts and administrative law in program development and implementation

Students will take all core courses for a letter grade, and program faculty will monitor and evaluate their performance. The courses on economics and research methods will likely feature frequent problem sets and examinations, while the courses on leadership, politics, and policy analysis will require individual or group leadership projects. In the coming planning year (prior to fall 2007 implementation), the director and associate director of the program will work with the Institutional Assessment and Studies Office to formalize the assessment program that is required of all majors in the institution. Doing so will require the program to focus on its two or three most important learning outcomes (of those listed above), identify specific measures for assessing those outcomes, conduct the assessments, and implement improvements. The Office's website describes the methodology that will be used (<http://www.web.virginia.edu/iaas/assessment/Assessment%20guide%20front%20end%20%2B%20appendix.pdf%20FINAL.pdf>).

### **Program Benchmarks, Assessment, and Self-Evaluation**

The Batten School will monitor the quality of its programs on an ongoing basis through careful review of student performance, faculty teaching, and feedback from key external constituencies, including employers. Students will have an opportunity to evaluate each course using standard University evaluation forms and on-line programs. Course and instructor ratings will be compared with University norms and taken into account in promotion, tenure, and salary reviews. In addition, within two years of the graduation of the first class, and every five years thereafter, the School will undergo formal internal and external program reviews. The external review will center on a visiting committee, consisting of leading public policy and management scholars and practitioners, who will review the School and make suggestions for improvements.

Overall, the success of the Batten School will be based on achieving the following benchmarks:

- Affiliation with the Association for Public Policy Analysis and Management
- Accreditation of its master's programs from the National Association of Schools of Public Affairs and Administration
- Generation of strong applicant pools, equal to those of the strongest programs in the nation
- Meeting enrollment targets



- Student graduation rates consistent with university-wide norms for undergraduate, graduate, and professional programs
- Students' success in obtaining high quality internships, full-time positions after graduation, and advancement to higher leadership positions over their careers
- Alumni who achieve state, national, and international prominence for their contributions to public service
- The demonstration of "added value" through the use of appropriate instruments to gauge student learning.
- Hiring and retention of distinguished scholars of public policy and leadership
- Generation of substantial private funding for its affiliated research centers

Finally, the Batten School will seek to break new ground in higher education by rigorously evaluating the effectiveness of its pedagogy. At least once per decade, the School will administer a scientifically rigorous, controlled experiment (of the kind performed by leading research organizations such as the Rand Corporation and the MDRC) in which the outcomes from a specific teaching approach would be objectively assessed against those of an alternative instructional method.

For example, the School might be interested in learning whether the case method is a more effective way of teaching strategic decision making than an alternative approach. Students will be pre-tested on their strategic decision-making skills before the class and then randomly assigned to one of two sections, each using a different method for covering the course materials. After the course, student performance would be evaluated by a neutral assessment team to determine if one method is clearly superior or if the two approaches are equivalent. It is also possible that the scientific experiment might reveal that a subgroup of students learns more through one approach while a different subgroup learns more through the other.

The findings from these evaluations will lead to future improvements in the School's pedagogy and to better matching of students and courses. The findings would also be disseminated to other leading schools of public policy, management, and international affairs. In this way, the Batten School will seek continual improvements in its own performance and also help raise the bar for leadership training across the nation.

## **Accreditation and Institutional Memberships**

The Batten School of Leadership and Public Policy will become an institutional member of the two leading associations in domestic public policy education and may eventually join associations for international policy education as well. The first is the Association for Public Policy Analysis and Management (APPAM). The mission of APPAM (<http://www.appam.org/home.asp>) is to improve public policy by fostering excellence in research, analysis and education. It sponsors a multidisciplinary annual research conference that attracts the highest quality faculty and practitioner research on a wide variety of important current and emerging policy and management issues, and is structured to encourage substantive interaction among participants. It also publishes an academic journal, honors scholarly achievement in the discipline through awards, and sponsors graduate fellowship programs in public policy and management to enhance diversity in graduate education and public service. APPAM has approximately 85 degree-granting institutional members. APPAM counts among its members nearly every major public policy school associated with a major research university in the U.S, as well as some international MPP programs and selected think tanks and other nonprofit and private organizations. The University of Virginia five-year public policy program has recently submitted an application for an APPAM institutional membership. APPAM does not accredit public policy schools and has no plans to become an accrediting organization in the future.

The second relevant association is National Association of Schools of Public Affairs and Administration (NASPAA), <http://www.naspaa.org/NASPAA> has 255 institutional members. Most are traditional public administration programs, many at state colleges rather than large research universities, although in recent years some public policy schools have found it advantageous to affiliate with NASPAA in addition to APPAM. NASPAA focuses on public service education, students, teaching, and accreditation. The Batten School will apply for NASPAA membership later this year.

Unlike APPAM, NASPAA does offer accreditation for master's program in public affairs, public and administration. Of its 255 degree-granting members, 160 are accredited. A master's program can apply for accreditation after it has enrolled students for at least four years. The accreditation review process currently focuses primarily on inputs and institutional supports (e.g., is there an internship placement service and mechanisms for evaluating student performance), although member organizations are currently developing a new set of quality measures and assessment processes to be used in MPA/MPP program accreditation beginning in 2009 or 2010. The Batten School will closely monitor any changes in the NASPAA accreditation process to ensure it will be eligible for application in its fourth year.

## **Research Centers**

The threefold mission of the Batten School is (1) to develop future leaders with the strategic orientation, moral vision, and problem-solving capacities necessary to promote

positive change; (2) to foster cutting-edge research on critical public-policy issues; and (3) to apply its research in service to the broader community through outreach and public action. The success of the Batten School will depend on the establishment of a strong research core that connects disciplinary and professional inquiry to the most pressing public policy challenges. The creation of dedicated “centers” of inquiry will serve as vehicle to attract top faculty and policy leaders to the Batten School and the University more broadly. The institutional configuration of a research center generates the critical mass of inquiry necessary to maximize the impact of research innovations of the most pressing problems of policy.

Proposed research centers will serve as a vehicle to attract distinguished faculty and policy leaders to the Batten School. The establishment of research centers as part of the Batten School will also enhance the University’s public visibility and raise its academic reputation in key areas including the applied social sciences. Most importantly, these research centers will foster the School’s educational mission to train future leaders by offering students an unparalleled opportunity to work hand-in-hand with experts to design and implement groundbreaking solutions to societal problems such as poverty, political instability, and environmental degradation.

Because there are no resources directly allocated for research centers in the initial plans for the Batten School, we have the opportunity to pursue an original vision for the type of research core that would form the foundation of the Batten School, firmly anchoring this work in the existing multi-disciplinary context of the entire University. As part of the charge of this committee, we have reviewed successful (and unsuccessful) “centers” at major public policy schools and in other interdisciplinary contexts at the leading research universities. We have also considered the potential for concentrations that represent targets of opportunity at the University and have particularly strong complementarities with other programs at the University.

The founding dean of the Batten School will have the opportunity to select the topics for the new research centers. We have identified four potential unifying foci that could be on the menu of options for the dean: *Equality and Social Relations*, *Decision Making and Negotiation in Public Policy*, *Global Development and Prosperity*, and *Educational Effectiveness and Equity*.

Each of these areas of inquiry would connect well with existing research strengths at the University and could attract external funding. We emphasize that the vision for a research core at the Batten School is not limited to these four proposed centers. We also anticipate the opportunity for the development of concentrations in other areas such as social insurance and environmental policy. We strongly believe that these centers will succeed only if they are established to integrate the activities of areas such as political science, economics, sociology, psychology, ethics, and the natural sciences with the Batten School. The success of these Centers will also depend on additional resources seeded directly in Arts and Sciences Departments and other professional schools, in addition to the Batten School. Creative approaches to complex policy problems require researchers



to have both disciplinary support and the institutional latitude to transcend traditional boundaries to collaborate to engage in systemic problem solving.

Following are sketches of the four potential research centers:

- *Equality and Social Relations:* With many of the nation and world's most pressing conflicts rooted in ethnic, religious, and racial differences, the focus of this research program is on understanding the determinants of discrimination and prejudice and generating policies to reduce the divisive impact of these forces and to foster the potential benefits of diversity in social and work environments. Research on equality, discrimination, and social relations draws on the work of psychologists, sociologists, economists and political scientists and a center would serve to bring this work to the frontier of public policy.
- *Decision Making and Negotiation in Public Policy:* Understanding how emotions, intuition, judgment and social attitudes affect decision making forms the basis of the behavioral social science approach and is a necessarily interdisciplinary framework. Field work and laboratory experiments can connect basic research to policy problems such as conflict resolution in political settings, individual decisions regarding risky behaviors, and receptiveness to education and health interventions.
- *Global Development and Prosperity:* Research universities can serve as a platform to strengthen political institutions, to improve educational and health outcomes and to further economic growth in developing countries. A policy-based center would generate synergies through collaborations among researchers, students and policy leaders.
- *Educational Effectiveness and Equity:* Organizational practices, incentives for teachers and students and the structure of regulation and funding at multiple levels of government are the policy levers that determine educational outcomes. The application of research tools to decision-making about complex problems in education policy is imperative improve the quality of education at all levels. Research design, data analysis and the application of results to resource allocation in educational policy should bring together academic researchers with current (and future) leaders in schools and the policy community.

With these broad areas of inquiry, the Batten Center would serve as the base to develop sustained and genuinely multi-disciplinary research centers. To fulfill the promise afforded by these centers, it will be imperative to generate additional external funding. In promoting these research centers as targets for development activity, we believe that these are ideas can be compelling to many individual donors. Over a somewhat longer horizon, we further anticipate that the establishment of expertise in these areas will generate sustained sponsored research support from funders such as NSF, NIH, the World Bank, and major private foundations. In short, start-up funding for research centers

affiliated with the Batten School should be seen as an investment in strengthening the research capacity of the University across academic units and solving the most pressing public policy problems.

### **Affiliations with Other Campus Public Affairs Units**

The Batten School of Leadership and Public Policy complements an existing set of institutes and centers committed to public service and the analysis of public affairs. These existing units range from academic research centers to public service providers but share a common focus on public policy and leadership. Encouraging cooperation between the Batten School and existing public affairs institutes promises to create substantial gains for both. As Professor Eugene Bardach writes in his consultant report, "positive synergies are likely to emerge over time as the directors of the various institutes identify opportunities for collaborative activity." Bardach adds that it is "probably best not to worry too much about identifying these opportunities now," so as to leave maximum discretion to the institute directors and the Batten School founding dean.

Public affairs units at the University have developed independently over the years in response to needs, opportunities, and interests at the time. Some units were formed to carry out specific public service functions, largely independent of academic schools and departments. Another typical pattern is for interested faculty in a particular discipline to form a center for research into policy issues related to that discipline.

The Center for Politics, The Miller Center of Public Affairs, and the Weldon Cooper Center for Public Service are all non-departmental University centers in the area of government and public affairs. These three centers have functions directly related to public affairs and operate outside of the academic units. Other centers with subject areas related to public policy are housed in a wide variety of academic programs. Examples include the Taylor Murphy Center, the Center for National Security Law, the Institute for Environmental Negotiation, the Center for Transportation Studies, and the Institute of Law, Psychiatry & Public Policy.

However the units were created, they have tended to work in disciplinary isolation with little central recognition of the thematic strand that ties these units together. The establishment of the Batten School can provide an institutional focal point for public affairs units: encouraging existing efforts, drawing existing centers into interdisciplinary conversations or even cooperation, and providing new outlets for the units' work and expertise.

The Batten School will provide a physical and institutional venue around which to organize conferences and workshops. It would provide opportunities for teaching either single topic or interdisciplinary classes. It seems likely that jointly authored research will develop, involving Batten faculty and faculty from other schools and departments. Students will retain connections with individual disciplines but will have the opportunity for exposure to general concepts of policy analysis that cut across disciplinary lines.

Opportunities will also develop for jointly sponsored lecturers and visitors. While a large share of policy research and other activities will retain its distributed character, the Batten School will provide an institutional venue for enhancement and expansion of these efforts.

If the establishment of the Batten School will benefit existing public affairs units by providing an institutional framework to support public policy activities, it is equally obvious that the existing units offer very great potential for enhancing the mission and standing of the Batten School. Existing units can bolster the standing of the school through affiliations with established top scholars in the analysis of policy issues in particular disciplines. These same faculty will form a corps of likely instructors and guest lecturers for the school as well as mentors for research by graduates and undergraduates. It is quite routine for top researchers or nationally recognized leaders to visit public affairs institutes at the University. These visitors can provide great benefits to the Batten School if cooperative relationships are established with existing public affairs institutes and centers. Contacts with public policy makers both at home and abroad enhance the students' experience; create a dynamic learning environment, help raise the public profile of the Batten School and the cooperative relationship among the schools and the centers; and provide a real-world context that supplements classroom instruction and is essential for providing internship opportunities. Many faculty at University policy institutes have served in government and can facilitate placement for internships and employment.

In order to maximize the gains from cooperation, it is important that the Batten School maintain regular communications with policy-related centers at the University. Regular efforts should be made to identify opportunities for cooperation in instruction, research, and community service. The Batten School will be strengthened by assigning a member of the Dean's staff the responsibility for regular liaison with public affairs centers across the University (as well as other academic units) and by identifying or providing funding sources when collaborative programs require additional financial commitments of the various public affairs centers.

### **Public Outreach and Service**

By its very nature, The Batten School, its faculty and students, will be necessarily engaged in activities of potential benefit to the local community, the state, and beyond. Some of this work will be in the form of internships for students, some in the form of research and consulting activity by faculty. An active speaker series will bring distinguished citizens to the University for presentations and seminars, and many of these will be open the broader community. One might think of the Batten School to some degree as a think-tank for the public and non-profit sectors, and as such will enhance opportunities for the University to serve beyond its serpentine walls.



## Budgetary and Financial Analysis

The budget for the Batten School of Leadership and Public Policy is based upon a careful review of the financial models of other public policy schools and was developed with the assistance and input of the Assistant Vice President for Budget and Financial Planning and the Senior Associate Provost for Management. The University Administration is committed to funding the Batten School from incremental resources, not from existing resources allocated to existing schools or programs. The result is a comprehensive and realistic budget proposal for the first five years as the various academic programs of the School are rolled out.

### *Expenditure Plan*

Below is a summary of the five year budget as expected at this time (Table 5). As the timeline on the initiation of the School is modified, the budget will be adjusted to reflect those changes.

**Table 5**  
**Expenditure Budget, AY 2007-2011**

**University of Virginia**  
**School of Leadership and Public Policy**

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Personal Services</b>					
Dean's Office and Administration	499,000	1,111,000	1,682,000	1,734,000	1,838,000
Instructional Faculty	13,000	904,500	2,413,000	3,742,000	4,571,000
Student Employment	40,000	138,000	205,000	277,000	285,000
Subtotal Personal Services	552,000	2,153,500	4,300,000	5,753,000	6,694,000
<b>Nonpersonal Services</b>					
Dean's Office and Administration	98,000	234,250	429,000	777,000	792,000
Facilities	-	-	450,000	900,000	1,200,000
Instruction and Faculty Support (summer wages, reser	95,500	476,000	756,000	706,000	730,000
Post Doc/Graduate Fellowships	31,400	313,000	647,000	1,308,000	1,702,000
Subtotal Nonpersonal Services	224,900	1,023,250	2,282,000	3,691,000	4,424,000
Total Expenditure Budget	776,900	3,176,750	6,582,000	9,444,000	11,118,000

### Key points include:

- Average faculty compensation and appropriate staffing levels have been thoroughly reviewed and compared to appropriate benchmarks (within the University and at peer programs).

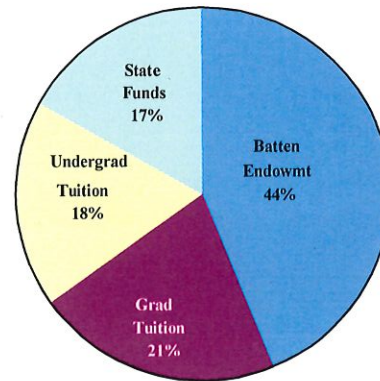
- The instruction and faculty support line includes instructional costs, summer wages, research support, professional development, and retention and recruitment.
- The cost of permanent facilities – both the construction/renovation costs and the ongoing operations and maintenance costs – are included within the school’s budget at current benchmark costs. The budget includes debt service for an \$11M construction project plus ongoing operations and maintenance (custodial, utilities, landscaping, security, major maintenance, etc.) funding for a facility after it is occupied.
- Postdoctoral support and graduate fellowship requirements are based on peer program expenditures.
- The Batten School budget will cover the general university costs associated with its operations (including IT and library, student services, and general administration).

### *Funding Plan*

The funding plan for the Batten School does not draw upon previously committed resources for any existing School or program. The budget is based upon incremental resources to the University resulting from the Batten endowment and from increasing undergraduate and graduate enrollments in the Batten School (see pie chart on next page)

- At full implementation, in 2011-12, 44 percent of the Batten School budget will be contributed from the annual distribution on the \$100 million endowment from Mr. Batten.
- Graduate and undergraduate enrollment will increase beyond that currently approved by the Board of Visitors and SCHEV. New tuition will be generated and the Commonwealth has an obligation to increase general fund support for the new in-state students.
- Graduate and undergraduate tuition will be charged at the levels currently assessed to students in the College of Arts and Sciences.
- Funds equivalent to approximately 21 percent of the Batten School operating budget will be generated from incremental graduate enrollment. The majority of the graduate tuition will be returned to graduate students through GTA wages and stipends and graduate fellowships.
- Funds equivalent to approximately 18 percent of the operating budget will be generated from incremental undergraduate enrollment.

- This source for the Batten School budget is net of the estimated Access UVa financial aid cost of the new undergraduates (roughly 10 percent of gross tuition).



- Funds equivalent to approximately 17 percent of the operating budget is projected to come from incremental general fund support to the University based on incremental in-state enrollment. The 150 undergraduates majoring in public policy will be on top of the 1,100 undergraduate student increase planned over a 15 year time horizon.

#### *Financial flows and “look-back” procedure*

- The Batten School budget is designed to be a sustainable one for the University. The School will offer significant benefits to other campus units. For example, many of the graduate students supported by Batten School GTA wages will be College of Arts and Sciences students enrolled in other graduate programs (e.g., economics, psychology, politics).
- The Batten School also offers classes to undergraduate students in the College through the Leadership Scholars Program. Students in the Batten School, in turn, will take some of their elective courses in the College.
- The tuition and general revenues associated with Batten School students will continue to flow to the central administration, which will retain control over annual budget allocations to campus units.
- The Provost’s Office will monitor the operations of the Batten School and evaluate the impact of the Batten School on other campus units. In the third year of the Batten School’s operation, the Provost will conduct a careful study of the Batten School’s financial impact and make adjustments, if warranted. It is the intention of this proposal not to impose significant uncompensated teaching costs on the College of Arts and Sciences.

#### *Contingency Planning*

- The budget includes a contingency reserve for unexpected program expenses.



- In the event the funding plan cannot be met (for example, if state general funds are allocated more gradually to the University or the University's state general fund allocation is reduced), alternative operating plans include, but are not limited to:
  - rolling out new programs at a decelerated pace
  - reducing enrollments in certain programs, or
  - adjusting expenditures to meet available funds, e.g., slower hiring rates for new faculty and staff

### **Request to the Faculty Senate**

Based on the above report, we request (1) approval to establish the Frank Batten School of Leadership and Public Policy, and (2) approval to move the BA/MPP program into the School as its first degree program.

## **Appendix 1: Faculty Study Group White Papers**

## Membership of Faculty Study Groups

### Creation of Public Policy Research Centers

Sarah Turner, Curry and Economics, chair  
Paul Kingston, Sociology  
Timothy Wilson, Psychology  
Charlie Holt, Economics  
David Breneman, *ex officio*  
Eric Patashnik, *ex officio*

### Master of Public Policy

David Breneman, Curry, and Eric Patashnik, Politics, co-chairs  
Ed Olsen, Economics  
Timothy Wilson, Psychology  
Ronald Wilcox, Darden

### Master of Public Leadership Degree Program

Charlie Holt, chair  
Robert Bruner (Ronald T. Wilcox), Darden  
Richard Bonnie, Law  
Maurice Cox, Architecture  
Bill Shobe, Weldon Cooper  
Jeanette Lancaster (Sarah P. Farrell), Nursing  
John Jeffries, Law  
David Breneman, *ex officio*  
Eric Patashnik, *ex officio*

### Undergraduate Majors Program

Ed Olsen, chair  
Anita Jones, Engineering  
Timothy D. Wilson, Psychology  
Carl P. Zeithaml, Commerce  
David Breneman, *ex officio*  
Eric Patashnik, *ex officio*

### Leadership Scholars Program (non-degree undergraduate concentration)

Jim Childress, Religious Studies, chair  
Ed Olsen, Economics  
Andrea Press, Media Studies  
Carl Zeithaml, Commerce  
David Breneman, *ex officio*  
Eric Patashnik, *ex officio*

### Global Affairs/ Foreign Service Degree

Bill Quandt, Politics, chair

Jeff Legro, Politics  
Ruth Gaare Bernheim, Public Health (Medicine)  
David Breneman, *ex officio*  
Eric Patashnik, *ex officio*

Science and Technology Policy  
Anita Jones, Engineering, chair  
Deborah Johnson, Engineering  
Ed Russell, Engineering and History  
Jim Childress, Religious Studies  
David Breneman, *ex officio*  
Eric Patashnik, *ex officio*

Coordination with other Campus Public Affairs Units  
Governor Gerald Baliles, Miller Center, and Larry Sabato (Ken Stroupe), Center for  
Politics, co-chairs  
Bill Shobe, Weldon Cooper  
David Breneman, *ex officio*  
Eric Patashnik, *ex officio*



**Preliminary Report**  
**“Leadership Scholars Program”--Undergraduate Concentration**  
August 24, 2007

**Introduction**

The Study Group on the “Leadership Scholars Program” was asked to imagine an undergraduate program focusing on leadership—perhaps a concentration—that would meet the needs of a fairly large group of undergraduates. In this preliminary report, we offer several draft recommendations, along with the reasons for proposing them. *We expect these recommendations to be further revised in discussion with the entire Committee so that they will fit within the whole set of programs of the Batten School for Leadership and Public Policy. In addition, some of these recommendations will need to be further developed and modified as the new school proceeds to take shape.*

**Recommendation: Change in Title to “Program on Leadership in Public Policy”**

“Leadership” needs to be in the title of this undergraduate program in order to emphasize one of its most distinctive features. However, the Study Group found the title “Leadership Scholars Program” to be overly broad and unfocused. It fails to capture this program’s focus on *leadership in public policy and public service*, and, in addition, could be confused with the new leadership program in the McIntire School of Commerce. Hence, the Study Group recommends a more focused title: “Leadership in Public Policy” or perhaps “Leadership in Public Service.” This title appears to be good, accurate, and compelling, and it expresses well the Batten School’s orientation.

In addition, having had a most fruitful discussion with Tom Bateman, who heads the McIntire School’s LEAD Program, we will now explore ways these two programs can complement and enrich each other. It is not clear yet which arrangements would be the most productive.

**Recommendation: Minor rather than Concentration**

Working on the assumption that undergraduates would like their transcripts to reflect their concentrated studies in “Leadership in Public Policy,” the Study Group proposes an undergraduate minor rather than a concentration.

Several reasons support this recommendation. As we understand it, a concentration in the College—and most of these undergraduates would be in the College—is only entered on a student’s transcript as a subset of a major (e.g., Economics: Financial). Otherwise, a concentration could be recognized by something like a certificate, but not on a student’s transcript. We have been discussing a concentration of 12 hours, while a minor, according to College policy, could have as few as 15 hours (range—15-24 hours). By requiring only three additional credit hours, we could have a formal minor, which would be officially recognized on a student’s transcript. Even if the minor is officially offered through the Batten School, there is precedent for students in the College having formal minors in other schools, including SEAS and Architecture. For all these reasons, an undergraduate minor in Leadership in Public Policy appears to be more appropriate than a concentration.

One goal of the initial plan for a concentration was to reach a large number of students, perhaps more than could be reached through a formal degree program. However, it is hard to predict numbers for these two different programs (concentration and minor). Much depends on whether students want formal recognition of their studies in public policy on their transcript; if so, a minor of 15 hours with formal recognition on the transcript may be more attractive than a concentration of 12 hours with no formal recognition on the transcript. In addition, both UCLA and UC-Berkeley offer very popular undergraduate minors in public policy—these are attractive to liberal arts majors, and UVA’s own minor could be particularly attractive because of its emphasis on “*Leadership in Public Policy*.” Furthermore, even if fewer students than anticipated select UVA’s minor, many undergraduates can be expected to enroll in the large lecture courses that would function as “gateway courses” for the minor (see the next section).

A minor would probably not require substantially greater faculty and other resources than a concentration if (a) both have the same number of required core courses, and (b) the electives include courses offered in several schools.

**Recommendation: Curriculum for 15-credit Minor in “Leadership in Public Policy”**

Believing that a set of core requirements would give some coherence to the minor without unduly limiting its scope and flexibility, the Study Group proposes that the minor in “Leadership in Public Policy” include courses on

- *Leadership* (from several perspectives and angles but with a particular focus on leadership in public policy and public service)
- *Tools for public policy analysis and evaluation* (e.g., economic and other concepts and methods of analysis)
- *Substantive public policy topics* (e.g., welfare, media, education, environment, health care, public health, and science and technology)

Within the 15 credit hours, the Study Group proposes 9 credit-hours of required courses; following are three possibilities that we have discussed:

- *Leadership in Public Policy*: A “gateway” lecture course for the minor.
- *Topics in Public Policy*. A course coordinated by one or two faculty affiliated with the Batten School but involving ten or so faculty from around the university who bring distinctive disciplinary and methodological perspectives to bear on special problem areas in public policy formation and evaluation. It would expose students to different problem areas in public policy, some of which they could then pursue in more depth in their electives.
- *Methods of Public Policy Analysis and Evaluation*. This course would feature methods of analysis and assessment, including methods drawn from economic, sociology, and ethics, among other approaches.

Students would take 6 credit hours of elective courses particularly focused on substantive areas of public policy, such as those noted above. Electives could be drawn from any departments and schools offering undergraduate courses, including new courses in the

Batten School and elsewhere. Some new elective courses could be approved and funded in a competitive application/selection process (similar to that for choosing and funding "Common Courses" in A&S).

All electives would be reviewed and approved by the Advisory Committee for the Minor (see below). They would generally be 300-level courses and higher (exceptions could be approved by the Advisory Committee).

The Study Group recommends efforts to identify and increase opportunities for internships, policy analysis projects, research papers, etc., to enrich the minor for as many students as possible (without requiring or expecting all minors to have one of these experiences).

**Recommendation: Advisory Committee for the Minor**

The Study Group recommends that an Advisory Committee be appointed (initially by the Provost, later by the Dean of the Batten School) and charged to establish and monitor the minor. It would review and approve elective courses from various schools and departments and would work with the relevant parties to identify and structure special programs for the minor, including internships and other opportunities.

Respectfully submitted,

Jim Childress, Chair  
Ed Olsen  
Andrea Press  
Carl Zeithaml

Copies to:  
David Breneman  
Eric Patashnik

**Masters in Public Policy Program**  
**August 26, 2007**

David Breneman and Eric Patashnik (co-chairs), Ed Olsen (Economics), Ron Wilcox (Darden) Timothy Wilson (Psychology)

**Executive Summary**

- Leadership should be the differentiating element of the Batten School Master of Public Policy (MPP) degree.
- The central focus of the degree should be giving students the analytical, organizational, psychological, and other leadership tools required to confront tough problems and build support for effective solutions.
- MPP graduates from the Batten School should possess an analytical skill set comparable to students in leading public policy programs, but *they should possess much greater competency in the tools of effective leadership, including public communications, team-building, crisis management, negotiation, and social entrepreneurship.*
- Specific leadership skills for public policy can be taught with an active learning approach, focused on consensus building, political negotiation, and in-class simulations.
- The two-year Batten MPP should build on the framework of the existing five-year BA/ MPP program, which was carefully developed by a faculty committee after a review of other programs, but it should have a much stronger and more prominent leadership dimension. The curriculum of the five-year program should be brought into conformity with the curriculum of the two-year MPP degree over time, although it may be appropriate to preserve certain differences that reflect the fact that five-year students lack prior work experience and are at an earlier stage of their public leadership development. This decision will require the input of the founding dean of the Batten School.
- In lieu of a traditional organization-based policy analysis project written for a specific client, Batten School MPP students should be required to do a leadership project in their own specific area of interest and expertise.
- The MPP program should be interdisciplinary, building on strengths in key Arts and Sciences departments and in Darden, Law, Medicine, Architecture and other schools at UVA.
- Hiring a talented faculty is the key to a successful MPP program. The faculty must share a common goal: creating effective leaders who can solve important collective problems and build inclusive coalitions for positive change. *The faculty should include economists who are interested in leadership, political scientists who are interested in economics, and sociologists, psychologists, lawyers, historians, and others who are interested in both.*



## Educational Vision

The Batten School MPP should be leadership-oriented and structured to set a standard as the premier two-year MPP degree program in the nation. It would attract students with an average of 2-5 years of work experience who seek leadership careers in the public, nonprofit, or private sectors. The MPP degree must not be a watered down PhD in political science or economics. The core curriculum of the program should provide a coherent set of leadership and policy analytic skills, while giving each student an opportunity to gain substantive knowledge in their particular areas of interest.

All top MPP programs teach economics, politics, and statistics. A few offer courses on public management, or law, or ethics. The Batten School will break new ground by requiring MPP students not only to take standard toolkit classes, but to complete a

- course on leadership,
- course on public and nonprofit management,
- course on legal and moral reasoning, and
- an original leadership project.

The design of the five-year BA/ MPP program was developed after careful study of the curricula of the best programs in the nation. While many of the courses in the five-year program would be appropriate for students in the two-year MPP program, the MPP degree should be adapted to reflect the Batten School's emphasis on training for *leadership*. The curriculum of the BA/ MPP degree should be brought into conformity with the curriculum of the two-year MPP degree over time, although it may be appropriate to preserve certain differences that reflect the fact that five-year students (unlike two-year MPP students) will generally lack prior work experience and are at an earlier stage of their leadership development.

The following changes are proposed to the curriculum of the five-year BA/ MPP degree:

1) There should be a required course on *Leadership*. Topics it may cover include: transformational leadership, the psychology of leadership, public communications, social entrepreneurship, team building, advocacy, negotiation, media relations, decision-making, crisis management, political leadership, the ethical dimensions of leadership.

2) There should be a required course on *Public and Nonprofit Management*. This course will prepare students to run public agencies and nonprofit organizations. It will also help private-sector leaders better understand the policymaking process. Topics may include: budgeting, public sector marketing, production, human resource management, operational management and management of innovation, building networks of capacity within and across organizations. Few MPP programs require students to learn these topics, yet they are essential to successful public leadership careers today.

3) Following the advice of our expert consultant Eugene Bardach, the course on Policy History should be an elective rather than a required course in the two-year MPP program.<sup>8</sup>

4) There should be a required *leadership project*. Most public policy schools require students to carry out an applied policy project in the second year (often group projects are done in the first year). These projects are done for a specific organizational client. One purpose of these projects to teach students to become professional policy analysts who must learn to cope with severe political and organizational constraints. The purpose of the Batten School, however, is not only to train future analysts (although some students may spend part of their careers in this capacity) but to create future leaders who not only will have the ability to “speak truth to power” but to lead transformative change themselves.

Accordingly, in lieu of a traditional, organization-based policy analysis project, second year MPP students should have the opportunity to do a “leadership project” involving a plan to advance progress on some societal problem. Leadership projects would be more entrepreneurial than standard policy analysis reports. Yet they would be far more action-oriented than typical academic studies. They must have defined goals, clear criteria for evaluating failure or success, and they must demonstrate integration of multiple leadership and analytic competencies. Students would be required to present a concrete plan for achieving their goals. Some leadership projects might involve building political support for a given policy solution. Others might involve bringing together key political stakeholders in an attempt to reach consensus on the definition of a problem. Some students might collaborate with a single agency or organization. Other students might work with or through a “policy network” across multiple agencies or groups.

Examples of possible leadership projects might be: resolving a conflict between a local agency and a local nonprofit organization over a funding issue; raising public awareness of a novel issue through media and public outreach; getting a key member of Congress to hold a hearing on a topic or to cosponsor a bill that would clearly benefit her constituents but which drawn fire from party insiders; developing a technically feasible new solution to a local public health problem and finding an agency or nonprofit group that would advocate its adoption. Leadership projects would be developed in the context

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<sup>8</sup>Writes Bardach, “The newly-created BA/MPP requires a one-semester course entitled “Policy History: Traditions and Legacies.” The rationale for this is that “American national policymaking today involves less the initiation of entirely new programs than the recasting of existing ones....The most creative public leaders do not so much start things afresh as fashion new combinations of preexisting interests, institutions, and ideas.” I agree with the general thrust of this reasoning, and with the conclusion that a full semester course in policy history is appropriate for the undergraduate program. Indeed, this could be an area of positive differentiation for UVA relative to the Princeton undergraduate public affairs program. However, it would be a mistake to replicate this requirement for the graduate program. It simply takes up too much student time. The MPP students need to focus more on professional skills development that employers increasingly demand and that UVA students must have to be competitive with graduates of other top programs. Historical understanding is definitely important and can be a differentiating element of the UVA School, but it should be woven into other core courses, such as the field project and the politics class.” Bardach report, p. 13.

of a seminar taught by Batten School faculty. Students would also provide feedback on one another's projects.

### **Goals for the Curriculum**

The ideal MPP core curriculum would orient students to the political, organizational and ethical challenges of leadership and “lay a firm intellectual foundation that would allow them to move easily from social science knowledge and methods to practical solutions, and to integrate concerns about substance, politics and management in their leadership efforts.”<sup>9</sup> In particular, students should learn to

- Assume leadership responsibilities when leadership opportunities or needs present themselves – and do so with entrepreneurial creativity and vision and an eye to “breakthrough” innovations that go beyond incremental change.
- Strategize about how to build a successful coalition behind a proposal, including the sequence with which adherents should be courted.
- Learn how to assess the political feasibility of policy proposals, how to build successful political coalitions, and how to manage the dilemmas of policy implementation
- Learn how to negotiate with adversaries, make decisions under stress, and manage crises
- Learn how to work with and through the media and how to communicate before diverse audiences
- Learn what markets are, how they function, as well as how markets can fail to promote economic efficiency and distributive justice
- Understand the advantages and disadvantages of key policy tools, including taxation, user fees, auctions, and privatization
- Learn how to manage public and nonprofit organizations, including how to manage financial flows, motivate workers, create a positive culture, and build networks of capacity through and across organizations
- Learn how to identify what is known and not known about a policy issue through interviews, web-based research, surveys, and participant observation
- Learn to evaluate the strengths and weaknesses of statistical and scientific evidence and how to engage experts to obtain useful (and usable) knowledge
- See the empirical assumptions implicit in particular ethical judgments and be willing to evaluate their validity.<sup>10</sup>

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<sup>9</sup>Personal communication from Professor Mark Moore, Kennedy School.

<sup>10</sup>Some of the items on this list are drawn verbatim from the Bardach consultant report, pp. 11-12.

**One Possible Two-Year MPP Curriculum:**

The curriculum consists of two years of study and a required summer internship experience.

Year 1

<b>Fall</b>	<b>Spring</b>
<i>Leadership: Tools and Strategies</i>	<i>Leadership Practicum</i>
<i>Economic Analysis of Public Policy A</i>	<i>Economic Analysis of Public Policy B</i>
<i>Research Methods and Data Analysis A</i>	<i>The Politics of Leadership and Policymaking</i>
<i>Elective Course</i>	<i>Elective Course</i>

**REQUIRED SUMMER INTERSHIP**

Year 2

<b>Fall</b>	<b>Spring</b>
<i>Public and Nonprofit Management</i>	<i>Legal and Moral Reasoning for Public Policy</i>
<i>Research Methods and Data Analysis B</i>	<i>Leadership Project Seminar</i>
<i>Elective Course</i>	<i>Leadership Project—Thesis Credit</i>
<i>Elective Course</i>	<i>Elective Course</i>



**Possible Electives Courses (to be offered as the program expands)**

The Psychology of Leadership

Political Leadership

Intensive Seminars on Key Public Policy Areas (e.g., health, environment, education, taxation, energy, homeland security, crime, gender and racial issues, community development, to name but a few)

Benefit-Cost Analysis

Learning from History

Policy Experimentation and Program Evaluation

Mobilizing for Political Action

Political Lobbying and Advocacy

Social Entrepreneurship

Mass Media and Public Policy

Performance Leadership: Producing Results in Public and Nonprofit Agencies

Crisis Decision-making

Managing Scientific and Technological Uncertainty

**Issues Requiring Further Study**

The purpose of this memo is to describe a *possible* vision of the two-year MPP program within the Batten School, not to finalize a detailed course offering let alone the content of any specific course. Many issues will require further attention:

--Should Legal and Moral Reasoning be taught within the context of a single course, or should these subjects be covered in two separate courses? *The teaching experience of Richard Bonnie and Jim Childress in the five-year program next year will be instructive.*

--Should all of the core courses integrate domestic and international policymaking, as another faculty study group suggests, or should students be able to specialize in domestic or international policy within some areas of the core curriculum? Should the choice of elective courses be left entirely open to students, or should certain "concentrations" or "tracks" be created (e.g., health policy, energy policy), etc.

**Committee on the Masters in Public Leadership Program:  
Draft Report, August 12, 2008**

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**Executive Summary**

- The central focus of the degree should be on public leadership.
- Leadership training should stress personal and institutional integrity, as well as a philosophical vision and passion for promoting the public welfare.
- Specific leadership skills can be taught with an active learning approach, focused on consensus building, political negotiation, communication, and in-class simulations.
- Case studies and insights from politics, psychology, and behavioral economics can help students avoid bad decisions and judgment biases.
- The mid-career professionals should gain a clear understanding of the role of economic incentives, markets, and institutions in promoting public welfare.
- The capstone for each person would be a visionary “public leadership project” in their own specific area of interest and expertise.
- An aggressive recruiting strategy is needed to establish a cohort of diverse and ambitious mid-career professionals from law, medicine, science and engineering, and public management.
- The committee believes that the only way to attract a sufficient number of successful professionals from “fast track” positions is to structure the program around two summers, with work on the leadership project work done in between, while not in residence.
- A full-time residence requirement for the other courses will maximize joint learning that is made possible from recruitment of a strong cohort of students.
- Some MPL students could be recruited from other nations and their leadership experiences would enrich the international dimension of the program.
- Faculty development is essential, and teaching should largely be “in-loaded” with full-time UVA faculty (joint appointments and new hires).
- The program should be interdisciplinary, building on strengths in key Arts and Sciences departments and in Darden, Law, Architecture, and other schools at UVA.

**Educational Vision**

The Batten Masters in Public Leadership should be structured to set a standard as the premier one-year degree for mid-career professionals. It would attract students from diverse backgrounds (law, medicine, journalism, science and engineering, public service, and management) who seek a broad intellectual basis for advancing into key leadership

positions in public arena. This must not be a “dressed up” version of a standard Masters in Public Policy with a management dimension and a “watered down” analytical component. The MPL program would provide a coherent set of leadership skills, while maintaining flexibility to accommodate mid-career professionals with a wide array of experiences and perspectives.

One of the strengths of the program will surely be a motivated cohort of mid-career professionals with diverse backgrounds and a common desire to have a defining influence on important public policies. Therefore, the students should be in residence together on a full-time basis with a common set of core courses.

The core curriculum should expose the students to a stimulating set of issues and examples of effective solutions, in order to promote teamwork and discussion of novel approaches to the challenges that policy leaders will face in the 21<sup>st</sup> century. We envision a set of courses focused on active learning, e.g. team discussions of crisis public management case studies, in-class simulations of negotiations and strategic decision making, and briefing sessions where “expert evidence” is presented and subjected to careful scrutiny. Students would develop a deep understanding of the political process and the psychology of public decision making, so that they can identify and avoid biases and strategic traps leading to bad decisions. They should have an appreciation for how markets function and for the powerful role of economic incentives in the public arena. Most importantly, the common experience should instill a sense of moral and ethical strength and a historical vision needed to persuade, make, and defend key policy decisions that improve public welfare.

### **Specific Goals for the Curriculum**

Advances in web-based communication and information dissemination technologies make it essential for leaders in the public sector to work closely with teams of employees, consultants, and stake-holders. The days of the command-and-control generalissimo are generally past for most public agencies. Courses should be structured to help the students observe, evaluate, and improve their communications skills in stressful (crisis) situations. Case studies should focus on both success and failure. In-class negotiations and team-based presentations are important. Another theme would be *leadership for change*, how to enact change by identifying and bypassing bureaucratic inertia. Again, specific cases are useful, such as the identification of a pivotal piece of information. For example, the “right on red” law was passed in Virginia after Governor Baliles suggested that analysts calculate how much gas was wasted by motorists sitting at stop lights.

There is generally an imbalance between the extensive effort that goes into policy making and the limited attention given to *ex post* policy evaluation. Students should learn that implementing a policy also involves putting in place a plan for on-going review to correct deficiencies and make key decisions about continuation or expansion. A policy analysis course that stresses internal self-evaluations is essential.

Emerging public leaders will not generally be analysts, but rather, they will be in positions where they must seek out and evaluate evidence that is presented. Most mid-career professionals are a little rusty with numbers; they need practice making presentations and good decisions based on accurate representations of data. A tough but important assignment will be the development of a course that re-introduces reluctant students to statistical tools that are relevant for top managers. These leaders do not need to be analysts themselves, but they need to be able to interpret the results of academic and consulting studies, i.e. to use outside expertise effectively and to ask tough questions about whether the evidence really supports one position or another.

MPL students should develop a deep understanding of the role of economic incentives and institutions, and a good instinct for which services should be provided by public agencies, and which types of allocations are best done by markets. Theoretical presentations of economic concepts will not be effective with this group; it is essential that in-class simulations or "experiments" be used to put the students into the political or economic processes being studied so they can discover for themselves the key theoretical insights. This active-learning approach will increase the depth of learning and the degree to which this learning can be transferred to real world decision-making situations.

Each student would develop a "public leadership project" involving a plan and analysis of a policy designed to effect a major policy redirection in some specific area of their own interest and expertise. These projects would be refined and defended in a small-group seminar in the final semester of the program.

## **Implementation**

Attracting a committed and ambitious cohort of mid-career students dictates a schedule that would work for those with jobs and families. The primary targets should be professionals, e.g. lawyers, doctors, architects and planners, scientists and engineers, who seek to redirect their energies to public policy objectives. The most successful people in this group will not be willing to give up their jobs and relocate families twice, once to Charlottesville and a second time for a new public policy position. The Law School's Master of Judicial Process solved this problem by bringing in judges for two intensive summer sessions, plus a thesis. Similarly, the Nursing school instituted a hybrid program for adult doctoral students with classes in August and December, and on-line learning in between. We believe that this general model would greatly expand the set of highly-qualified applicants who are willing and able to incur the program costs. The alternative of having students in residence during the academic year would require scaled-up amounts of financial aid on the order of \$60,000 plus tuition; this financial aid alone would consume close to 2% of the endowment income for each student. The main advantage of a summer-based program, however, is that it would end up having more impact by appealing to a larger group of highly qualified individuals. A possible disadvantage is that elective courses from other schools would not be available in the summer.



A Masters program could potentially be structured with eight intensive courses divided between two summer sessions, each lasting about 4 to 6 weeks, with some work on the leadership project done on a distance-learning basis in between. A workable schedule would involve taking two courses at a time over a 2-week period, meeting in classes for 5 hours each day. This amount of meeting time is certainly feasible given the active-learning nature of the courses that are envisioned. *The exact length and schedule of the summer program would require careful consideration of the class hours needed to constitute a master's degree program.*

An alternative "Certificate" program could be designed with shorter courses to fit into shorter intervals, but we believe that the value of a degree for someone making a career change is too high to sacrifice. A possible list of courses for the first summer would include: Public Leadership Skills, Political Process and Case Studies, Economic Analysis, and Evaluation of Evidence. Work on a public leadership project would continue during the year, with a mix of project presentations and outside speakers featured in the Leadership Project Seminar for the second summer, along with a course on Ethics and Law, and some electives. The two-year, project-oriented nature of this program would provide a depth and vision for someone making a career change, which would distinguish it from the single-visit summer programs offered by the Federal Executive Institute.

Policy schools are inherently interdisciplinary, and reputation is largely determined by the status of key faculty in their home disciplines. While teaching and scholarship skills are typically closely related, it will not be possible to hire top emerging scholars if attention is restricted to those who already teach leadership and mid-career courses. Faculty development should be a top priority; the teaching should not be done on an adjunct or overtime basis. Instead, committed core faculty and experts in active learning, Socratic teaching, and leadership training from around grounds should be hired on an "in-loaded" basis as part of a standard teaching load. The Darden School has extensive experience in mid-career management-related leadership training, and teaching in the Law School is typically focused on the Socratic method to stimulate and manage discussions in a manner that helps participants discover the key insights for themselves. Faculty interaction with these and other professional schools, e.g. Commerce, is encouraged. For example, a professor who needs to incorporate case studies or the Socratic method could be given a one-semester leave to visit Darden or Law, with office space, class access, and joint participation in leadership seminars arranged in advance. Summer support for curriculum development can provide important incentives, but faculty will also have deep intellectual interests in public policy, and hence, summer research support is also important to attract distinguished professors for the program.

The resources needed to launch this program at the required level of excellence may require coordination with the start dates of other programs, to ensure that faculty and administrative efforts are not stretched too thin. This problem may be mitigated if the program is initially structured on a small, elite scale. These timing and size issues are key decisions that must be faced by a new Dean.

The committee compiled information about other mid-career degree programs, some of which is summarized in the following table, in addition to a narrative description of each of the programs from web-based sources (not included in this report). These summaries may be useful for subsequent planning in terms of target levels of experience, etc. Several of the programs listed in the attached table are especially relevant as models and sources of information for the Batten MPL program as it is currently envisioned. It is worth noting that the Woodrow Wilson School just unveiled plans for new programs that are targeted for specific professions: physicians, lawyers, and Ph.D. scientists. One advantage that UVA will have is the presence of top-ranked professional schools in medicine, nursing, business, and law, and it is critical that the Batten MPL program be configured to take full advantage of local resources. For example, a public ethics course could be usefully combined with a consideration of the legal dimensions of public leadership. The Harvard Center for Public Leadership program is based on the premise that leadership can be taught, but currently there are no tenured faculty members at Harvard who teach these leadership courses. Faculty recruitment takes time, and a quick start based on adjunct faculty would be a mistake.

### A Comparison of Mid-Career Public Policy Programs

	Required Experience	Full or Part Time	Time to Degree	Class Sched.	Program Structure	Financial Aid Available?	Degree
Princeton	7 yrs. of public sector experience	Full	1 yr. + Summer	Day	Flexible (no required courses)	Need-based and merit-based About 90% receive some assistance.	MPP
Harvard	7 yrs.	Full	1 yr. + Summer	Day	Flexible (3 required courses; 5 electives)	Very little available; about 1/3 who request aid receive it.	MPA
Texas	10 yrs. (5 yrs. related to public sector)	Full and/or Part	3 Semesters		Defined (27 credits required; 21 elective credits)	Limited merit-based fellowships, most take loans.	MPA
Minnesota	10 yrs.	Full or Part	1 yr.	Day/ Eve.	Flexible	Offers merit-based aid.	MPA
Michigan	5 yrs.	Full	10 months	Day	(15 credits required; 15 elective credits)	Only merit-based aid available; most take loans.	
George Mason	Not specified	Full or Part	2 yrs. + summer internship		Defined (27 credits required; 12 credits of electives)	Offer need-based and merit-based aid to all Master's students.	MPP
Columbia	Ask for demonstrated commitment to public service.	Part	-	Day/ Eve.	Defined (8 required; 4 concentration electives)	Limited merit-based aid available.	Exec. MPA
NYU	5 yrs. (w/ supervisory experience)	Full or Part			Flexible (2 required; 6 electives + end seminar)		MS in Mgmt.
Syracuse	7 yrs. (w/ some public sector work preferred)	Full or Part	1 yr.		Flexible (3 required; 6 electives)	Small amount of merit-based aid available; most take loans	Exec. MPA

## **Report on the Undergraduate Major in the Batten School**

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This report is intended to assist the Faculty Senate in its deliberations over the creation of the proposed Batten School of Leadership and Public Policy. To this end, it provides a justification for the undergraduate major in the school and a general description of the nature of the major. The report does not attempt to provide the detailed information that the Faculty Senate would need to consider the approval of the undergraduate major itself, for example, the prerequisites for declaring a major, the requirements for completing the major, and titles and descriptions of the courses offered. In our view, the School's initial faculty members should make the decisions about these matters.

To illustrate the types of undergraduate courses that might be offered in the Batten School, this report describes a few courses that are required courses for the undergraduate public policy major at every leading university and several other courses that would, in this committee's opinion, contribute significantly to the mission of the school and distinguish it from undergraduate majors in public policy at other universities. The appendix contains descriptions of the undergraduate majors in public policy at the leading universities with such majors – Princeton, Chicago, Stanford and Duke.

### **Justifications for an Undergraduate Major in Leadership and Public Policy**

Domestic public policies and treaties among nations affect almost every aspect of the lives of the members of a society. In the United States, federal, state, and local government expenditure is more than 30 percent of gross domestic product, and government regulations with modest public budgetary cost such as environmental protection and immigration laws have large effects on the citizenry. The situation is similar in other countries.

Since public policies have large effects on individuals, anyone would benefit from a serious study of them. This benefit is not limited to students who aspire to a career in public leadership or policy analysis or who expect to be involved in public service on some occasions. It even extends beyond individuals who want to make well informed decisions in their capacities as voters. Every person's best course of action depends on understanding how government policies affect the consequences of these actions. For example, the social security program provides a larger monthly benefit to individuals who delay the beginning of the receipt of benefits. Those who have the shortest life expectancy at age 62 are well advised to start receiving payments at the earliest possible time. Those who have the longest life expectancy are usually well advised to delay receipt.

The undergraduate major in leadership and public policy in the proposed Batten School will differ substantially from any current major at the University. Its interdisciplinary nature distinguishes it from almost all existing majors. The Batten School is likely to be similar in the disciplinary composition of its faculty to Princeton's Woodrow Wilson School of Public and International Affairs, the leading public policy school with an undergraduate major. Twenty different disciplines are represented on its faculty. Eighty seven percent are social scientists, and every social science is represented. However, the Woodrow Wilson School also includes faculty members with advanced degrees in biology, chemistry, physics, geosciences, religion, philosophy, engineering, computer science, and urban planning. The Batten School will not have so many disciplines represented on its faculty initially because it will be much smaller than the Woodrow Wilson School for some time. However, it will surely be interdisciplinary from the outset.

The undergraduate major in the Batten School will also differ greatly from the broadest interdisciplinary major at the University that focuses on public policy, namely, political philosophy, policy, and law (PPL) in the College of Arts & Sciences. The undergraduate major in the Batten School will focus heavily, though not exclusively, on the application of social science knowledge to public policy problems. In addition, it will recognize that science and technology have become important elements in many policy decisions, and it will almost surely offer a course or courses to acquaint its students with basic knowledge to aid them in making policy judgments where science or technology is involved. In contrast, the PPL major has a predominantly humanities orientation. The Batten School major will also differ from the PPL program in its focus on the public policy leadership necessary to bring about desirable changes in policy.

In short, the justification for the undergraduate major is that it addresses important societal concerns in ways that do not duplicate the contents of any current major at the University. Indeed, the new major will introduce courses that take an approach to public policy that does not duplicate other courses at the University. The primary focus of its courses will be how to design solutions to public policy problems and secure their adoption.

The demand for such a major is not in doubt. Despite its limited enrollment, the undergraduate major in public policy in the Woodrow Wilson School is the fifth largest undergraduate major at Princeton, accounting for 8 percent of all undergraduates. About 10 percent of all undergraduates in Duke's College of Arts and Sciences have a first or second major in its public policy department.<sup>11</sup> At the University of Virginia, about 80 undergraduates applied for the 30 available spots in its new accelerated BA/MPP program that will begin operation this fall.

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<sup>11</sup> See Dylan Conger, Joseph Cordes, Helen Ladd, and Michael Luger, "Undergraduate and Doctoral Education in Public Policy: What? Why? Why Not? Where?" Paper prepared for APPAM Conference on Charting the Next 20 Years of Public Policy and Management Education, Spring 2006, p. 7.



## **General Description of the Undergraduate Major in Leadership and Public Policy**

This section provides a general description of the undergraduate major. Like the undergraduate majors in Princeton's Woodrow Wilson School and Virginia's McIntire School, undergraduates who wish to major in public policy would transfer to the Batten School after two years in the College of Arts and Sciences or some other school at the University. Like Woodrow Wilson and McIntire, enrollment will be limited. In the case of the Batten School, the limit will be 75 students per year. To put this number in perspective, the McIntire School admits more than 300 students each year.

We anticipate that the proposed undergraduate major will provide a broad education for students who have an interest in public policy but are not committed to pursuing a career in it. This is the general nature of the undergraduate majors in public policy at leading universities. Although the program will not provide the intensive preparation for a career in public service that is ideal for students who are committed to such a career, it will be sufficient to enable graduates to get good jobs related to public policy immediately after graduation. Some will ultimately complete a master's degree in public policy, usually after working for a few years. However, the majority of majors are expected to pursue careers in law, business, medicine, and other fields. This is the experience of the undergraduate majors in public policy at leading universities. In this sense, the undergraduate major in public policy would be like majors in psychology, history, or economics. Few majors in these fields become professionals in them, though it is hoped that the education that we have provided proves useful in their careers and other aspects of their lives. Nevertheless, our expectation is that almost all undergraduate majors in the Batten School will assume leadership roles in public service on some occasions during their lives and some will rise to high positions in government.

Although it would be possible to develop a curriculum that would prepare students reasonably well for careers in public service directly from undergraduate school, the proposed undergraduate major will not be designed for that purpose. Undergraduates who discover in their third year that they want to pursue a public service career will be able to enroll in the accelerated BA/MPP (or BS/MPP) program that allows UVA undergraduates to take core public policy courses in their fourth year while they complete their undergraduate majors and get a master of public policy degree with a summer internship and one additional year of course work. Those who discover later that public service is their calling will be able to prepare thoroughly for it by attending a two-year MPP program.

One common objection to a major in public policy is that it does not provide sufficient depth of knowledge in any discipline. The undergraduate major in the Batten School will resolve the perennial question about the relative merits of disciplinary versus interdisciplinary education by encouraging both. We anticipate that the requirements of the public policy major will be sufficiently modest to enable students to major in a traditional discipline as well as public policy.

In a master's program, it is appropriate to encourage students to have a specialty in some particular area of public policy because students are committed to a career in public service and usually have an interest in a particular policy area. Substantial knowledge of a particular area of public policy will be helpful to these students in getting a job in their area of interest. In contrast, students in the proposed undergraduate program will not typically have such a well defined substantive interest and a broader background in public policy will better serve their interests. They should be encouraged to take courses in a wide variety of policy areas.

## **Standard Core Courses in Undergraduate Public Policy Majors**

To help the Faculty Senate understand the nature of public policy education, this section describes three courses that are required in the undergraduate public policy major at every leading university – economic analysis, statistical methods, and politics.<sup>12</sup> These courses will certainly be in the undergraduate curriculum in the Batten School.

### *Economic Analysis*

Governments affect outcomes and hence the well-being of the members of a society by changing what is possible for them. So, if we want to design government programs to have particular outcomes, we must be able to describe with some precision how government programs change what is possible for an individual and we must have a model of how individuals respond to changes in their circumstances. This is also necessary to understand why existing programs have their observed effects. Economics has the best developed and tested model of this sort. Students in all leading public policy majors are taught how to use this model to understand the qualitative effects of existing and proposed government programs and how to design government programs to have desired effects.

It might be useful to the Faculty Senate to distinguish the level of knowledge of economic analysis that is likely to be required of all undergraduate majors in the Batten School from the level that will be required of students in the more intensive professional training in the our new MPP program. The new MPP program at the University requires all students to complete a two-semester sequence in economic analysis. The first course presents the most basic material for thinking seriously about public policy issues and assigns weekly problems that require students to apply the general theory to new situations. The second covers other material that is important for students who will pursue a career in public policy. We anticipate that the undergraduate major in the Batten School will require only a version of the first course with fewer problem sets.

### *Statistical Methods*

At best, the economic model of individual choice has implications for the qualitative effects of government programs. For example, does public housing lead to better housing for its residents? (If you think that the answer to this question is obvious, you have a lot to learn about the public housing program.) Policymakers are always interested in the quantitative magnitudes of the effects of government programs, in part because almost every proposed reform has some negative as well as some positive outcomes and hence it is important to know which effects are large and which are small. Policy analysts apply statistical methods to data to estimate the quantitative effects of existing and proposed programs. For this reason, students in all leading public policy majors are required to learn the most widely used statistical methods.

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<sup>12</sup> See the appendix for descriptions of the undergraduate majors in public policy at the leading universities with such major.

### *Politics*

Knowledge about the likely effects of proposed policy reforms gained from economic and statistical analysis is a necessary condition for achieving better outcomes. However, it is not sufficient. It is not enough to devise a policy proposal that improves upon the status quo for almost all citizens. Major policy reform requires legislation. Therefore, it is necessary to get a legislator who is a key player in the policy area to introduce a bill and enough key players to devote sufficient effort to securing its adoption. To insure that the resulting legislation maintains the desirable outcomes of the initial proposal, it is important for an analyst to provide information on proposed modifications of the legislation as it works its way through the political process. The initial proposal needs to be crafted and modified with an eye to commanding the support of enough key players to secure passage. This requires knowledge of the motivations of legislators and the constraints that they face and the workings of the political system. A required course in politics provides this knowledge.

### **Proposed Distinctive Courses in the Undergraduate Major in Batten School**

The faculty of the Batten School will determine the skills and knowledge expected of its undergraduate majors and the courses that will be offered to produce these outcomes. Without attempting to spell out in detail these skills and knowledge, this section suggests for the consideration of the school's faculty some distinctive courses that are consistent with the general goals of an undergraduate major in public policy. The descriptions of these courses will give the Faculty Senate a general idea of the types of courses that will be a part of the curriculum of the undergraduate major.

#### *Introduction to Public Policy*

To expose majors to a wide range of public policy issues and approaches to these issues, the Batten School might offer a course co-taught by at least a dozen faculty members from a variety of disciplines. Each would teach one or two courses apiece in his or her policy specialty. This course might be taught to students in their first or second year as a requirement for admission to the major or as a required course in the first semester of the major. It will help students discover at an early stage the substantive topics in which they have the greatest interest and give them an appreciation of what various disciplines have to contribute to bringing about improvements in public policy.

#### *Leadership and Public Policy*

The expectation is that, whatever the primary careers of its graduates, a significant majority of the students who graduate with an undergraduate major in public policy would from time to time assume important leadership roles in public service such as serving as an assistant secretary in a federal agency, on a congressional commission, as a school board member, or as a member of the board of a local public housing agency. It is expected that some will pursue careers in public service, and it is hoped that a few will be in a position to bring about major changes in public policy. To be effective in these roles, all of these students would benefit from leadership training. Some of this training would be of a general nature applicable to all environments. However, to be effective in the

public sector requires some knowledge of the constraints faced by managers of government agencies and the legislative process through which proposed policy reforms are transformed into operating programs. The latter is particularly important for truly transformational reforms. Without a doubt, a course on leadership and public policy with these elements would be an important part of the curriculum.

#### *Experimental Economics for Public Policy*

New public policies often involve implementing incentives, choices, and market rules that have never been tried previously. In this case, laboratory experiments with human subjects can provide the policy maker with the confidence needed to implement a new policy. Laboratory experiments have been used extensively in designing auctions and trading systems for allocating broadcast spectrum, pollution permits, takeoff and landing slots, and limited capacity on outer space platforms. Controlled field experiments have also been used to evaluate the effects of public policies *ex post*. This course would cover the methodology for running laboratory and field experiments that will have persuasive power in policy debates, with attention to specific cases. In addition, the literature on negotiation, voting, and committee-decision experiments provides a practical perspective on some of the processes by which policy issues are decided. Students would participate in simulated voting and negotiation exercises to develop leadership skills and a deeper understanding of the political policy-making process.

#### *Psychology and Public Policy*

Psychological research can inform public policy in a number of ways, such as understanding how everyday human behavior can be changed in beneficial ways. For example, in order to solve environmental problems, understanding how to get people to act in more environmentally friendly ways is critical. In order to improve health, understanding how to get people to adopt healthier habits is important. Another application of psychology is understanding how leaders and policy makers form judgments and make decisions. A course in the applications of psychology to public policy would thus be a valuable addition to the major. The course would have the following objectives: (a) Teach students the relevance of research in social and cognitive psychology to public policy, and make them informed consumers of this research; (b) inform students about specific applications of psychological research to public policy in areas such as environmental policy, health, the law, and judgment and decision making. Similar courses are offered at other universities; for example, the Goldman School of Public Policy at Berkeley offers a course entitled, "Psychology and Public Policy," and the University of Indiana offers a senior seminar entitled, "Psychology and Public Policy Issues."

#### *Natural Sciences and Public Policy*

An important role of a policy school is to provide students who are trained in natural science with the tools necessary to contribute effectively to public policy discussions that have important scientific aspects. However, many others involved in policy development need to have some ability to assess arguments dealing with these issues. Therefore, the faculty of the new school might want to consider offering a course that would give its undergraduate majors some appreciation of the importance of science in policy debates.



This course would be intended to make them educated consumers of scientific knowledge. One possibility is to teach a course with many examples of bad policy decisions that have resulted from an ignorance of science on the part of key players in the policy process. In each example, the instructor would (1) explain the relevant scientific knowledge in terms that could be understood by students with no college course in the area of science involved, (2) describe the misperception of this knowledge that led to the bad decision, and (3) contrast the results of the ill-informed policy decision with the results of a decision better grounded in scientific knowledge. Ideally, these examples would be drawn from many areas of science, and so the course would be taught by faculty from many different natural sciences.

### *Technology in Service to Society*

Many policy issues have as a key dimension the technology that is embodied in the objects, devices, systems and infrastructure that society uses everyday in areas such as transportation, communication, medicine and energy. In order to analyze the merits of alternative policy choices, many public policy students would benefit from an understanding of some basic engineering principles that govern technology and its application. The proposed course would provide an introductory acquaintance with the requisite knowledge and skills, and thus provide the program a distinctive flavor in comparison with almost all older policy programs.

## Appendix

### Mission Statements for Undergraduate Public Policy Majors at Leading Universities

#### Princeton University

<http://www.wws.princeton.edu/ugrad/>

#### Undergraduate Program

##### Welcome

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The Woodrow Wilson School Undergraduate Program is a departmental concentration for juniors and seniors enrolled at Princeton University. Students have the opportunity to study major problems of contemporary public policy by means of an inter-disciplinary program rooted in the social sciences. The program is unique in its emphasis not only on the description of social and political reality, but also in its adherence to its foundational principle that rigorous analysis can be marshaled to enhance the well being of individuals and societies. Thus the program combines the study of "what is" with "what should be" in the context of domestic and international affairs.

Only undergraduates at Princeton University are eligible to apply to the school. Prospective Princeton students, who need more information than is available on this Web site, should contact the Admissions Office at Princeton (609-258-3060), rather than the Woodrow Wilson School. Current University freshmen or sophomores may attend the School's open house during orientation week in September, or the admissions meeting in February.

#### Undergraduate Program

##### General Information

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Each year the School admits 90 students who are selected on the basis of their academic record, strength of preparation, the perspectives and experiences they would bring to the School, and their commitment to the study of public and international affairs. Among the 90 students admitted each year, most will be regular concentrators. A smaller number will be admitted as Certificate students. Certificate students concentrate in the sciences or engineering while enrolled in the Woodrow Wilson School. They have fewer course requirements than the concentrators. Certificate students have come from many other departments including Physics, Ecology and Evolutionary Biology, Chemistry, Engineering, Molecular Biology, Geology, Mathematics or Computer Science.

While there are no specific requirements for admission, it is highly recommended that candidates have taken courses in such disciplines as public affairs, economics, politics, history, sociology, and psychology as well as at least one WWS course. These courses should both reflect the student's interests and demonstrate that they can do well

academically in the social sciences. Such courses also enable prospective School students to learn whether they want to pursue further the kind of courses upon which their study in the Wilson School will inevitably depend.

The most distinctive aspect of the undergraduate experience in the School is the policy task force. The School offers about 10 task forces each term; the juniors enroll in one task force in the fall term and another one in the spring term. In each of these exercises, a limited number of juniors (about eight) work together with a faculty director and one or more senior "commissioners" toward proposing solutions to current problems in public and international affairs. Each junior conducts a piece of research on a topic carefully chosen to shed light upon the larger problem that is central to the group. Topics for independent work are therefore derived from the overall needs of the task force. The tools students employ in their task forces will likewise be a function of the topics to which the group's work is addressed. Woodrow Wilson School students are thus encouraged to use any intellectual discipline or skill that may help solve a problem.

In the policy task forces, faculty directors and guest lecturers provide background information, bibliographic references, and ideas on possible interviewees, but the students are expected to take responsibility for both the organization and the outcome of the exercise. Each junior's paper is read in draft by the faculty director and by other students, presented and discussed collectively, and then re-written so as to form one product of the group's effort. The principle product is a final report with policy recommendations which is drafted after debates within the entire group.

The second major component of the Woodrow Wilson School academic program is the course work. Upon admission, each student prepares a program of study for the junior and senior years in consultation with the program director. Departmental courses should form a coherent program of study, normally combining both techniques of analysis from the social science disciplines and courses that give the student substantive depth in a particular policy area. Areas of specialization typically combine a policy issue (urban education, international trade, security, or environmental policy) and a particular geographic region or nation (Africa, Latin America, Europe, India, or the United States).

For WWS concentrators, the policy task force fulfills the junior independent work requirement of the University. The senior thesis constitutes the independent work of the senior year. The senior thesis is a scholarly paper related to the subject in public or international affairs that is of greatest interest to the student. It is based on extended research and is the major project of the senior year.

The School has several endowments to support summer thesis research for students at the end of the junior year. These funds are designated for any students throughout the University with research topics in public or international affairs.

The School attracts students with a wide variety of interests and students spend their lives after graduation in an equally diverse range of careers. Graduates have worked in

teaching, journalism, law, medicine, business, politics, non-governmental organizations, and many other fields.

### **Undergraduate Program Certificate Program**

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Certificate students typically major in a science or engineering but may major in any discipline except those that are part of the Woodrow Wilson School curriculum, that is politics, economics, history, sociology or psychology. Certificate students will be awarded the Woodrow Wilson School's certificate upon graduation. Certificate students apply to the School in the same manner as concentrators and are considered for admission on the same basis.

The course requirements for certificate students are generally the same as those of regular concentrators in the School except that they take fewer courses.

Certificate students do their junior independent work in their home departments. They also take Policy Task Forces like WWS concentrators and receive course credit for them.

Certificate students fulfill the senior thesis requirement in one of two ways:

1. Writing a senior thesis in their home department that has a substantial public policy component; or
2. Writing a senior thesis in the Woodrow Wilson School.

#### **Stanford University**

<http://www.stanford.edu/dept/publicpolicy/>

#### **General Overview**

Government plays an important, ubiquitous role in contemporary society. Moreover, the growing complexity of public policies, the political processes that give rise to them, and the organizations that implement them have created a need in government, business, and the nonprofit sector for people who understand how government operates.

The Public Policy Program gives students the foundational skills and institutional knowledge necessary for understanding the policy process, and provides an interdisciplinary course of study in the design, management, and evaluation of public sector programs and institutions. The major in Public Policy is useful as preparation for employment as an analyst in government agencies or business: as a foundation for postgraduate professional schools in business, education, law, and public policy: and as

preparation for graduate study in the social sciences, especially economics, political science, and sociology.

The Public Policy Program at Stanford offers both an undergraduate degree and, after Faculty Senate approval on February 8, a Masters in Public Policy. The Masters is only available only to graduate students already admitted into other Stanford graduate degree programs.

### **Programs: Bachelor of Arts**

The core courses in the Public Policy Program develop the skills necessary for understanding the political constraints faced by policy makers, assessing the performance of alternative approaches to policy implementation, evaluating the effectiveness of policies, and appreciating the sharp conflicts in fundamental human values that often animate the policy debate.

After completing the core, students apply these skills by focusing their studies in one of several areas of concentration. The areas of concentration address a specific field of public policy, types of institutions, or a deeper development of the tools of policy analysis. A list of recommended courses for each concentration ([click here](#)) is available on the web and in the Public Policy Program office.

Students who want to declare Public Policy must complete an application, which is available in our offices in Encina Hall West, Room 204. You can also download the application and information on the major here:

- Major Declaration Form
- Concentration Declaration Form [pdf]

### **Required Coursework:**

Completion of the program in Public Policy requires 87 units of course work, as described in the Stanford Bulletin. A summary of the requirements is as follows:

#### **\*44 units of prerequisite courses:**

- Political Science 2
- Economics 1A
- Economics 1B
- Economics 50
- Economics 102A
- Economics 102B
- Management Science and Engineering 180
- Mathematics 51



*A maximum of 10 units may be taken on a satisfactory/no credit basis in the prerequisite courses, with the exception of Econ 50 and Econ 51, which must be taken for a letter grade.*

**\*25-unit sequence of core courses:**

- Politics: Public Policy 101
- Organizations: Public Policy 102
- Philosophy: Public Policy 103A or Public Policy 103
- Economics: Public Policy 104
- Legal Systems: Public Policy 106

*Students should plan to complete the core by the end of their junior year and all core courses must be taken for a letter grade.*

**\*Majors must complete 15 units of course work in an area of concentration.**

The 15 units of post-core course work must be approved by an adviser, who is appointed when the student selects an area of concentration. This usually is done midway through the junior year, and must be done no later than the end of the second week of Autumn Quarter in the senior year.

**\*Seniors are required to participate in one quarter (3 units) of the Senior Seminar (Public Policy 200, must be taken for letter grade only).** Honors students should plan on taking the senior seminar during Fall Quarter, when officered as 200A. Majors also must submit at least one research paper during the senior year and present it before the Senior Seminar. The senior paper may be a term paper for either the senior seminar or another course, or an honors thesis. Public Policy 200B (Winter Quarter) is organized as a practicum in which small student teams analyze real world policy problems faced by Bay Area government agencies, and produce a report for use by the client.

*Students must complete the Public Policy core and their concentration area courses with a grade point average (GPA) of 2.0 or higher.*

The Public Policy Program encourages students to participate in various Stanford internship programs, including those available through the Haas Center for Public Service and Stanford in Washington. Students may also participate in the Integrated Scholar Intern Program, combining directed reading and research with an internship. Information about this program is available in the Public Policy Program office.

**Typical Course Schedule:**

	AUTUMN	WINTER	SPRING
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FROSH	Mathematics Economics 1A Electives	Mathematics Political Science 2 Electives	Mathematics Econ 1B Electives
SOPH	Economics 50 Electives	Pub. Policy 101 Pub. Policy 102 Pub. Policy 103B	Econ 51 Electives
JUNIOR	Economics 102A MS&E 180 Pub. Policy 103A	Economics 102B Pub. Policy 106 Pub. Policy 197	Pub. Policy 104 Pub. Policy 105 Electives
SENIOR	Concentration Course PubPol 200 Electives	Concentration Course Electives	Concentration Course Electives

**University of Chicago**

<http://www.college.uchicago.edu/publicpolicy/>

Public Policy Studies in the College

**Program Description**

Public policy studies offers College students the opportunity to pursue interdisciplinary study of domestic and international policy issues. The primary disciplines among the teaching faculty are economics, political science, and sociology. Course work emphasizes the application of these disciplines to real-world policy issues. The program of study for the Bachelor of Arts degree in public policy studies is designed to introduce students to policy analysis and implementation, equip them to use quantitative and economic techniques and methods, train them in policy research, and give them a command of at least one particular policy area.

Students may focus their interests on domestic policy concerns or on international or foreign matters. Those interested in domestic issues can assemble an outstanding selection of courses from offerings in political science, economics, and sociology. For example, students can specialize in urban problems, the influence of the labor market, the family, and social attitudes on the status of various income and racial groups. As a further example, students can specialize in policy implementation, taking courses in the economics of public management, organizational decision making, and complex organizations, among others.

The program also encourages students to have an internship experience either during the academic year or during the summer. Public Policy 29600 offers academic course credit for students completing an approved, policy-oriented internship. Students may inquire about internship opportunities and requirements through the program's administrative assistant.

## Public Policy Studies in the College

### **Requirements**

- **First Year.** During the first or second year, all students must take either (1) one full year of calculus, or (2) two quarters of calculus plus one other mathematically related class. Courses that meet this second requirement include Statistics 22000, econometrics, or any quantitative-oriented computer science classes.
- **Second Year.** The following three-quarter sequence is required of all students in the program. These courses are usually taken in the student's second year:
  - Public Policy 22100. Politics and Policy
  - Public Policy 22200. Public Policy Analysis
  - Public Policy 22300. Problems of Policy Implementation

Students are also required to take Economics 20000, The Elements of Economic Analysis I, no later than the autumn quarter of their second year and are encouraged to take at least one additional economics course. Appropriate courses include Economics 20100, 20200, 27000, and 27100.

- **Third\* Year.** In the third year, students may complete the following courses:
  1. At least one course in statistics. Students are strongly encouraged to take Statistics 22000, especially if they anticipate taking several economics courses or the more analytical political science courses. Statistics 20000 is an acceptable substitute for Statistics 22000. A second statistics course is recommended. Students should consult with the undergraduate program director for help in selecting appropriate courses from the many statistics courses offered by the University.
  2. Courses in an area of specialization. Students are required to complete three substantive policy courses that make up a specialization in a public policy field. Students may meet the specialization requirement in one of two ways: (1) by taking three courses that logically connect (for example, courses in urban politics, urban economics, and urban society would count as an urban specialization; or courses in international relations, international finance, and history of the common market might be an international specialty), or (2) by taking three courses beyond the introductory course in one discipline other than public policy. (Common choices here are economics, political science, sociology, and statistics. Two of these courses should be taken in the third year.)
  3. Research practicum. Students must participate in a two-quarter practicum (Field Research Project, Public Policy 26200-26300. This is a group project that exposes students to real-world policy-making questions. Students are given responsibility for particular aspects of the research project, and the final report integrates the findings. In previous years, practicums have dealt with the employment and housing conditions facing Latinos in metropolitan Chicago, juvenile recidivism, and patterns of racial integration and segregation in the suburbs of Chicago.

\*Students planning to do study abroad should plan on taking the research practicum in their 2nd year. Alternatively, students may also complete the practicum in their 4th year of study.

- Fourth Year. Students must write a B.A. paper in the fourth year. Students wishing to graduate with honors should seek a faculty advisor for the project in Spring Quarter of their third year. The instructors of PBPL 29800 serves as the 2nd advisor for the honors B.A. papers and the only advisor for all non-honors B.A. papers.

Further assistance is available in a seminar course (Public Policy 29800) offered in the autumn quarter and required of all public policy students. The seminar informs students about sources and methods of research. During the second half of the course, students offer preliminary statements about the mode of inquiry, sources, and treatment of evidence for their B.A. papers. Students work throughout Winter and Spring quarters with the Public Policy Senior Preceptors revising the B.A. papers. Students may take one or two quarters of Public Policy 29900 (Reading and Research) for general elective credit. These courses receive letter-quality grades.

Courses. Many policy-related courses in political science, economics, sociology, education, and history will count as public policy studies courses.

If you are in doubt about other courses, please consult the undergraduate program director.

#### *Summary of Requirements*

##### General

Education     Math 13100-13200 or equivalent

##### Concentration

- 1 Math 13300 or equivalent
- 3 PubPol 22100-22200-22300
- 1 Econ 20000
- 1 or more courses in statistics
- 3 specialization courses
- 2 PubPol 26200-26300 (research practicum)
- 1 PubPol 29800 (senior seminar)
- Senior Paper

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It is recommended that students take an additional course in economics (Economics 20100 or Economics 20200).

Grading. Students interested in taking a public policy studies course P/F must obtain consent from James Leitzel (undergraduate program director) and the instructor.

Honors. All seniors are candidates for honors. Students will be recommended for honors if their B.A. papers are of substantial quality and their GPA in the major is 3.25 or higher. Students wishing to graduate with special honors must submit their papers to faculty readers by the beginning of the sixth week of the quarter in which they wish to graduate.

**Duke University**

<http://www.pubpol.duke.edu/undergraduate/>

Welcome to Public Policy Studies!

“As a liberal arts major, public policy studies teaches students to read critically, think analytically, and write concisely. Through rigorous coursework in multiple fields, including economics, statistics, political science, history and ethics; through electives in substantive areas; and through a policy oriented internship, PPS students learn how knowledge gained through research can be used to address domestic and international problems.”

– Bruce Kuniholm

Director, Terry Sanford Institute of Public Policy

Choosing To Major In Public Policy

Your Goals

What do you want to get out of college? As you pick a major and courses, try to relate your selections to long-term goals. The 11 classes required for a PPS major make up a substantial portion of the 34 courses Duke students need to take to graduate. The broad intellectual goals of any major should relate in some way to the goals of a liberal arts education. Many schools have recently revisited debates about the nature of a liberal arts education. The *Report on Yale College Education* (April 2003), produced by a committee chaired by Richard Brodhead, listed the skills a liberal arts education should deepen.

The public policy major at Duke allows students to achieve many of the goals outlined in visions of a liberal arts education. Students are forced to draw on skills from multiple disciplines, to learn to write concisely, and to consider the ethical implications of their actions. The topics examined in the major lead one to think in terms of global problems and international relations, to analyze the policies surrounding new advances in science (i.e., genomics) and technology (i.e., intellectual property and the Internet), and to engage in solving important social problems.

Undergraduate Major Requirements

Students Matriculating in Fall 2005 and Later

Pre-requisites courses (1)



Econ 51 - Economic Principles  
or  
55D - Intermediate Economics I

Required Core Courses (6)

- Pubpol 55D - Introduction to Policy Analysis
- Pubpol 114 - Political Analysis for Public Policy\*
- Pubpol 116 - Policy Choice as Value Conflict\*
- Pubpol 128 - Microeconomic Policy Tools *or*
  - One course in economic policy within the Public Policy Department  
List of Pubpol 128 substitutes, for students who have taken Econ 55
- History - Elective, from list designated by the PPS Department
  - List of History Electives that satisfy PPS requirement
- Stats 101 - Statistics and Data in Public Policy
  - You can use Statistics 102, 102b, or 103 to substitute for Statistics 101.

\*Pubpol 55D is the prerequisite for this course.

**Electives (4):** 4 electives at the 100 or 200 level

(one of which MUST be a 200-level course)

Internship and Policy Paper

Prior to starting the internship, a student must have completed all of the following courses: Econ 51 or 55, Pubpol 55D, 114, 116, 128/equivalent, and Stat 101.

A satisfactory policy oriented internship approved by the department and enrollment in either Pubpol 103, Pubpol 161 or Pubpol 190, is required. Upon completion of the summer internship, students must submit a policy paper two weeks after your internship ends. If work is not submitted at this time, a grade of "F" will be issued.

Students Matriculating Prior to Fall 2005

Pre-requisites courses (1)

Econ 51 - Economic Principles  
or  
55D - Intermediate Economics I

Required Core Courses (5)

- Pubpol 55D - Introduction to Policy Analysis
- Pubpol 114 - Political Analysis for Public Policy\*
- Pubpol 116 - Policy Choice as Value Conflict\*

- Pubpol 128 - Microeconomic Policy Tools *or*
  - One course in economic policy within the Public Policy Department  
List of Pubpol 128 substitutes, for students who have taken Econ 55
- Stats 101 - Statistics and Data in Public Policy
  - You can use Statistics 102, 102b, or 103 to substitute for Statistics 101.

\*Pubpol 55D is the prerequisite for this course.

**Electives (4):** 4 electives at the 100 or 200 level

(one of which **MUST** be a 200-level course)

Internship and Policy Paper

A satisfactory policy oriented internship approved by the department and enrollment in either Pubpol 103, Pubpol 161 or Pubpol 190, is required. Upon completion of the summer internship, students must submit a policy paper two weeks after your internship ends. If work is not submitted at this time, a grade of "F" will be issued.

## **The Batten School: Building in an International Perspective**

August 2, 2007

Bill Quandt (chair), Ruth Garre Bernheim, Jeff Legro, David Breneman (ex officio), Eric Patashnik (ex officio)

**1. From its inception, the Batten School should strive to integrate a global/international perspective on issues of public policy into both the core curriculum and school structure.** Many other policy programs in the United States are either almost exclusively domestic in curricular emphasis, or have strong programs to prepare students for careers in diplomacy, but the international track is then quite separate from what other students study. The University of Virginia has a rare opportunity to include an international perspective in the study of all aspects of public policy from the outset, and thereby place itself among the outstanding policy programs in the country. *The recognition of the need to break down the boundary between domestic issues and global perspectives should be present in each substantive course, in the makeup of the faculty, and in choice of the first dean of the school.*

There is no sharp line that separates U.S. domestic public policy from a concern for, and knowledge of, the rest of the world. Virtually every issue today overlaps the domestic/international divide. Whether the issue is health care, budgeting, social security or transportation policy, there is much to be learned by looking at how our policies compare to those of others around the globe. It is essential to understand how events beyond our borders influence virtually all aspects of our lives. And there is also much to understand about the impact of our domestic policies on the policies of other countries.

*A distinguishing feature of the Batten School, therefore, should be that all students take core courses that are built around this global/comparative perspective, as well as at least one elective course that includes a comparative dimension.* In this era of ever more open markets, communications, and cultures, it is imperative that every graduate of a leading public policy school be familiar with how policy issues are dealt with in non-American as well as American contexts, and recognizes the degree to which global forces shape local policy and politics as well as the world outside U.S. borders.

**2. If this perspective is to be built into the new school from the outset, it will have implications for the kind of faculty that we recruit.** *At a minimum, we believe that several scholars should be hired as part of the full-time faculty who have a strong background in comparative public policy and /or international studies.*

**3. Based on our sense of U Va students and faculty, we expect that there will be strong interest in, and support for, an international/global track within the Batten School.**

--We envisage from the outset a program for students with global interests that will involve study of the core competences (policy analysis skills in the first year);

followed by a summer internship with a U.S.-based international organization, NGO, State Department, or an internship abroad.

--Those selecting an international/global concentration would have one or two core courses to take in their second year; expectation of proficiency in one foreign language; and a MA policy project with an international focus.

#### 4. We see several areas of strength at U Va in international/global studies:

--**Security, American foreign policy, IR theory:** The Politics Department is particularly strong in its concentration on International Relations and Comparative Politics. The History Department also offers excellent courses in Diplomatic History and on the history of major regions of the world. In addition, the Miller Center brings speakers to Charlottesville who often deal with major issues of public policy and international affairs.

-- **International Economics and Political Economy:** The economics faculty at UVa has a core group of junior and senior faculty engaged in teaching and research on international political economy, trade, and finance. In 2006, the economics faculty initiated a departmental major concentration in international and development economics, which has already become popular among undergraduate economics and foreign affairs majors. Last year, the undergraduate international trade course alone attracted over 190 students (and still had waitlists), testimony to students' keen awareness of globalization and change. Many of the best third year students subsequently applied to the MPP program for next year.

--**Development and Global Health:** The Center for Global Health is a highly regarded program that attracts broad student interest. Hundreds of undergraduates have applied for Global Health Scholarships, indicating a widespread interest in Development and Global Health. The Darden School of Business and the McIntire School of Commerce also have the capacity to contribute significantly to the understanding of development issues and business activities abroad.

--**International Environmental policy:** The Environmental Science Program has several distinguished faculty with global interests. A program of research and teaching with universities in southern Africa has proved to be a unique asset and has provided many U Va students with an opportunity to do multidisciplinary work on Environmental and Health issues.

--**International Law, Human Rights:** The Law School has many eminent specialists in international law; the Politics Department offers courses on ethics and international relations; the Center for Practical Ethics brings together scholars across grounds who share a special concern for the ethical dimensions of policy.

#### 5. Joint degree programs may be desirable in several areas:

- MBA plus MPP
- LLM plus MPP
- A Masters in Public Health (MPH) plus MPP
- MA in Politics, Economics or Environmental Science plus MPP

6. **At a later date, we may want to consider a separate degree in Global Studies.** A Master of Global Policy, or a Master of Foreign Service, is now envisaged by 2011. We have examined a number of such programs elsewhere and we do not see that U Va should move rapidly toward a large School of Foreign Service, such as Georgetown or Fletcher or SAIS. But Duke, Michigan, Harvard and Princeton all have MAs in Global Studies. Common features that are attractive and could be developed at the Batten School would be:

- Partnerships with overseas Public Policy Programs, summer programs abroad, semester abroad programs.
- Core courses with an international focus taught by Batten School faculty, not just by adjuncts.

In order to develop the idea of a Master of Global Policy degree, *we recommend that an interdisciplinary committee be established to come up with a concrete proposal and program.*

7. **Some examples from peer programs:**

--Duke offers a Global Public Policy concentration (International Development, Trade and Finance; Environment; Human Rights; Security and Humanitarian Intervention.) One core course in Globalization and Governance is required, plus two electives; a summer internship and a Masters project.

--Michigan offers an MPP with a concentration in International Development and Politics. Students take a core course entitled "Foreign Policy and the Management of International Relations".

--The JFK School at Harvard offers an MPA in International Development, with core analytical courses, a summer internship, and a core required course on development, as well as several elective economic development courses. Students may also earn an MPP with concentrations in International Security and Political Economy and International Trade and Finance.

--Princeton offers a Masters in Public Affairs with five basic common courses, plus elective core courses in International Relations, Development Studies, and Environmental Public Policy.



**Creation of Public Policy Research Centers  
Batten School of Leadership and Public Policy**

Sarah Turner (chair), Charles Holt, Paul Kingston, Timothy Wilson, David Breneman (ex officio), Eric Patashnik (ex officio)

The threefold mission of the Batten School is (1) to develop future leaders with the strategic orientation, moral vision, and problem-solving capacities necessary to promote positive change; (2) to foster cutting-edge research on critical public-policy issues; and (3) to apply its research in service to the broader community through outreach and public action. The success of the Batten School will depend on the establishment of a strong research core that connects disciplinary and professional inquiry to the most pressing public policy challenges. The creation of dedicated “centers” of inquiry will serve as vehicle to attract top faculty and policy leaders to the Batten School and the University more broadly. The institutional configuration of a research center generates the critical mass of inquiry necessary to maximize the impact of research innovations of the most pressing problems of policy.

Proposed research centers will serve as a vehicle to attract outstanding faculty and policy leaders to the Batten School. The establishment of research centers as part of the Batten School will also enhance the University’s public visibility and raise its academic reputation in key areas including the applied social sciences. Most importantly, these research centers will foster the School’s educational mission to train future leaders by offering students an unparalleled opportunity to work hand-in-hand with experts to design and implement groundbreaking solutions to societal problems such as poverty, political instability, and environmental degradation.

Because there are no resources directly allocated for research centers in the initial plans for the Batten School, we have the opportunity to pursue an original vision for the type of research core that would form the foundation of the Batten School, firmly anchoring this work in the existing multi-disciplinary context of the entire University. As part of the charge of this committee, we have reviewed successful (and unsuccessful) “centers” at major public policy schools and in other interdisciplinary contexts at the leading research universities. We have also considered the potential for concentrations that represent targets of opportunity at the University and have particularly strong complementarities with other programs at the University.

The founding dean of the Batten School will have the opportunity to select the topics for the new research centers. We have identified four potential unifying foci that could be on the menu of options for the dean: *Equality and Social Relations*, *Decision Making and Negotiation in Public Policy*, *Global Development and Prosperity*, and *Educational Effectiveness and Equity*.

Each of these areas of inquiry would connect well with existing research strengths at the University and could attract external funding. We emphasize that the vision for a research core at the Batten School is not limited to these four proposed centers. We also anticipate the opportunity for the development of concentrations in other areas such as social insurance and environmental policy. We strongly believe that these centers will succeed only if they are established to integrate the activities of areas such as political science, economics, sociology, psychology, ethics, and the natural sciences with the Batten School. The success of these Centers will also depend on additional resources seeded directly in Arts and Sciences Departments and other professional schools, in addition to the Batten School. Creative approaches to complex policy problems require researchers to have both disciplinary support and the institutional latitude to transcend traditional boundaries to collaborate to engage in systemic problem solving.

Following are sketches of the four potential research centers:

- *Equality and Social Relations:* With many of the nation and world's most pressing conflicts rooted in ethnic, religious, and racial differences, the focus of this research program is on understanding the determinants of discrimination and prejudice and generating policies to reduce the divisive impact of these forces and to foster the potential benefits of diversity in social and work environments. Research on equality, discrimination, and social relations draws on the work of psychologists, sociologists, economists and political scientists and a center would serve to bring this work to the frontier of public policy.
- *Decision Making and Negotiation in Public Policy:* Understanding how emotions, intuition, judgment and social attitudes affect decision making forms the basis of the behavioral social science approach and is a necessarily interdisciplinary framework. Field work and laboratory experiments can connect basic research to policy problems such as conflict resolution in political settings, individual decisions regarding risky behaviors, and receptiveness to education and health interventions.
- *Global Development and Prosperity:* Research universities can serve as a platform to strengthen political institutions, to improve educational and health outcomes and to further economic growth in developing countries. A policy-based center would generate synergies through collaborations among researchers, students and policy leaders.
- *Educational Effectiveness and Equity:* Organizational practices, incentives for teachers and students and the structure of regulation and funding at multiple levels of government are the policy levers that determine educational outcomes. The application of research tools to decision-making about complex problems in education policy is imperative improve the quality of education at all levels. Research design, data analysis and the application of results to resource allocation

in educational policy should bring together academic researchers with current (and future) leaders in schools and the policy community.

With these broad areas of inquiry, the Batten Center would serve as the base to develop sustained and genuinely multi-disciplinary research centers. To fulfill the promise afforded by these centers, it will be imperative to generate additional external funding. In promoting these research centers as targets for development activity, we believe that these are ideas can be compelling to many individual donors. Over a somewhat longer horizon, we further anticipate that the establishment of expertise in these areas will generate sustained sponsored research support from funders such as NSF, NIH, the World Bank, and major private foundations. In short, start-up funding for research centers affiliated with the Batten School should be seen as an investment in strengthening the research capacity of the University across academic units and solving the most pressing public policy problems.

While we are not at the stage to present detailed budgets for the proposed centers, the primary budget lines would include dedicated space and administrative staff. Some dedicated faculty hiring in the Batten School combined with additional faculty positions created in other units of the University would strengthen these initiatives. For each Center, the appointment of a director in the start-up phase would serve the important functions of convening and recruiting faculty and research support.

**Center for Decision Making and Negotiation in Public Policy**  
Batten School of Leadership and Public Policy  
University of Virginia

Understanding how people make decisions and formulate judgments is central to the design of effective policies. Bringing together the research initiatives that employ behavioral analysis to assess decision making, conflict resolution, and negotiation as a central focus would be a frontier of leadership for the Batten School. The traditional theory used in the analysis of public policies is derived from classical economics and rational-choice political science, where individuals are assumed to be rational, self-interested and forward-looking. While these assumptions have proven to be valuable in impersonal market settings, they do not provide a complete model of behavior in small group contexts or when information may be quite limited. With insights from psychology increasingly used for the study of individual decisions and the study of small groups, new sub-disciplines of behavioral economics, economic psychology, behavioral finance, law, etc. provide a rich set of perspectives for the study of how public policies actually work or fail to work as planned. The focus of this work is on the processes by which emotions, intuition, judgment, and social attitudes affect decisions made by individuals and groups. To give just a few examples, policy initiatives informed by behavioral research include the presentation of medical choices to patients, the dissemination of information to the public about responses to potential terrorist attacks, and the communication of the risks and associated with global warming.

A key aspect of this approach is the use of laboratory and field experiments with people who are making decisions under conditions that are controlled so that the effects of alternative policies can be distinguished from other potentially confounding factors. Among the public policy applications of experiments to design auction formats are projects for the Regional Greenhouse Gas Initiative, an upcoming Federal Communications Commission spectrum auction, and an Irrigation Reduction auction in Georgia. Such experiments, which have a long history in psychology, have been increasingly used in economics and political science (the 2004 Nobel Prize in Economics was shared by an experimental economist, Vernon Smith, and an economic psychologist, Danny Kahneman). There is also a strong tradition of field experimentation in evaluation of public policies and in political science, where social context in field settings is important. This center would provide a forum for presenting behavioral policy research and support for related research projects that are motivated by policy issues.

Most public policy decisions are made by committees, teams, or legislative groups. The study of small group interactions can obviously benefit from a behavioral perspective on emotions, anticipations, and attitudes about fairness and others' well-being. There is an important teaching spin-off from this research, since in-class simulations of negotiation and committee voting can complement or even substitute for abstract theoretical approaches. The center would support the development of classroom simulations and case studies with a behavioral public policy perspective.

The core mission of the center would be to provide research and teaching support, which would include 2-4 postdoctoral fellows each year, summer research support for faculty, and small grants for research projects. An expanded scale would include a computer laboratory for the study of group interactions which could be used by Batten School students in off hours. An even more ambitious program would include a second laboratory for brain imaging, which has had an important role in the developing area of neuro-economics.

The proposed center builds on current strengths at the University in experimental economics and psychology, but the interdisciplinary focus could be enhanced by new hires in related but new areas, .e.g. behavioral politics, behavioral law and economics, and neuro-economics. The university has a core group of psychologists and economists, in the College and the Darden and McIntire Schools, who are national leaders in these areas. For example, Charles Holt is the author of several foundational books including *Experimental Economics* (Princeton Press, 1993) and *Markets, Games, and Strategic Behavior* (Addison-Wesley, 2006). The Department of Psychology has a number of faculty with expertise in decision making, including Gerald Clore, Commonwealth Professor of Psychology, who is one of the world's experts on the role of emotion in decision making; Timothy Wilson, Sherrell J. Aston Professor of Psychology, who has published extensively on the effects of introspection on decisions; and Barbara Spellman, Professor of Psychology, who investigates the nature of causal reasoning, with applications to decision making in the legal profession. Although there have been some efforts to bring these faculty together, their research activities tend to be decentralized and discipline-specific. A center devoted to Decision Making and Negotiation would help break down barriers across departments and schools, fostering interdisciplinary research and pressing the frontier of teaching students to think strategically about decision making and negotiation in policy settings.

**Center on Equality and Social Relations**  
Batten School of Leadership and Public Policy  
University of Virginia

Many of the world's most pressing problems are rooted in ethnic, religious, or racial differences, thus understanding the causes of such conflicts, and how to solve them, is of the utmost importance. Similarly, finding ways of reducing discrimination and increasing equality in the United States is imperative. An interdisciplinary center on Equality and Social Relations could be at the forefront of these efforts.

Research on equality, discrimination, and social relations occurs at several levels of analysis across disciplines. Psychologists study the causes, consequences, and measurement of prejudice at the individual level. Sociologists study discrimination at the structural and group level, such as studies of class and institutions. Economists study discrimination in areas such as wages, housing, and consumer markets. Political scientists study the role of race and gender in voting behavior and public opinion.

Finding solutions to domestic and international problems rooted in discrimination will require collaboration between these different areas of expertise. Basic research has generated a great deal of knowledge about these issues, but often this research occurs in a vacuum without attempts to examine its policy implications. A center that brought together scholars from different disciplines would help promote interdisciplinary solutions to many policy issues in the United States and throughout the world.

*Strengths of Existing Faculty and Potential New Hires.* There is already a core group of faculty at the University of Virginia, across disciplines, who are actively pursuing these issues. Most of these faculty members are in the College. In addition, the Law School has a Center for the Study of Race and Law that examines legal issues concerning race. The addition of new faculty, in the Batten School and/or with joint appointments, would provide a critical mass for a first rate center.

*Potential for Private Fund Raising.* Given the 9-11 terrorist attacks, the war in Iraq, and long-standing conflicts in other parts of the world, issues of ethnic and racial conflict are the top of the agendas of many philanthropic organizations. We believe that there is a vast potential for fund raising in this area.

*Existing Policy Research Centers at Other Public Policy Schools.* Some programs at other universities are broader than what we envision; for example, Berkeley has an integrated graduate fellowship program in Politics, Economics, Psychology, and Public Policy (PEPPP) that "addresses public policy problems while fostering and advancing inter-disciplinary research in the social sciences" (<http://socrates.berkeley.edu/~raphael/IGERT/>). Others have programs that are narrower than what we envision; for example, the Inequality Project at the University of Texas, associated with their School of Public Affairs, is "a small research group concerned with measuring and explaining movements of inequality in wages and earnings and patterns of

industrial change around the world” (<http://utip.gov.utexas.edu/>). Two existing centers are closer to what we have in mind:

(a) The Center for the Study of Poverty and Inequality at Stanford University (<http://www.stanford.edu/group/scspi/>), founded in 2006, focuses on “research, training, and policy analysis on poverty and inequality.” Their website notes that the new center is based on the recognition that “poverty and inequality have become an unprecedented threat and that the great universities of the world must address this threat with all the resources and initiative that we have applied in the past to other major social problems.” Seed funding for the center came from the William and Flora Hewlett Foundation, the Elfenworks Foundation, and the Andrew W. Mellon Foundation. We envision a focus on equality and social relations more generally, without a specific focus on poverty.

(b) The Center for the Study of Inequality at Cornell University (<http://inequality.cornell.edu/>) “fosters basic and applied research on social and economic inequalities, as well as the processes by which such inequalities change and persist.” Their web site lists the center’s major functions as training undergraduates (they offer an undergraduate concentration), hosting symposia and lecture series, and providing research support. We envision more of an interdisciplinary research focus, including postdoctoral fellows.

A research Center on Equality and Social Relations would thus fill an important niche and give the Batten School a competitive advantage. We propose hiring four new faculty members (in the Batten School and/or in existing departments with joint appointments) with active research programs in equality, discrimination, prejudice, or social relations. Their disciplines should vary, but would likely be in psychology, sociology, economics, or political science. We also propose that funds be available for (a) four postdoctoral fellows a year, (b) small research grants for basic and applied research, (c) summer support for faculty, and (d) an annual speaker series.

In addition, the Center might engage in some or all of these activities: (a) Co-teaching interdisciplinary courses in order to train citizens, potential researchers, and potential policy makers to think about these issues in integrative ways; (b) providing fellowships to policy makers to spend a semester at the Center; (c) participating in executive education programs; (d) sponsoring an annual theme relevant to equality and social relations.



**Center for Global Development and Prosperity**  
Batten School of Leadership and Public Policy  
University of Virginia

Using the tools of the expertise of the University to generate and evaluate public policies to foster political stability, reduce poverty, increase educational attainment, and improve health outcomes across the world is central to the mission of the Batten School. A successful Center for Global Development and Prosperity would bring together frontier work in the social sciences, natural sciences, ethics and professional programs with projects and practitioners working in developing countries, while also teaching students through engagement in these research projects.

The building of a top-tier center on global development and prosperity would serve to develop critical research strength to train policy professionals within the Batten School, while also increasing the University's global reach and generating synergies with existing initiatives including work in the social science disciplines and the Center for Global Health, the Miller Center, and Environmental Sciences. While housed in the Batten school, the Center for Global Development and Prosperity would be a university-wide effort, drawing on faculty, researchers, and students from the professional schools and disciplinary departments.

The capacity of the University of Virginia to promote sustainable improvements in outcomes in the poorest countries requires not only strong departmental core strengths but also cross-disciplinary collaborations. [We emphasize that a Center for Global Development and Prosperity is not a substitute for the proposed Development Economics initiative; the two projects are complements and the success of Batten efforts in this area indeed *require* a strong core in disciplinary areas like economics.] A center would afford the scale and synergies necessary to engage in efforts that would link scientific innovations (e.g., vaccine development, clean water initiatives, and hybrid agriculture) with efforts to change individual behavior through program delivery and institutional innovations such as the development of micro-finance programs.

Building research and teaching strengths around a core Center for Global Development and Prosperity would further the interests of students at both the graduate and undergraduate levels at the Batten School, while also enabling substantive research opportunities for students based in other programs around the University. Students are drawn to study at the University of Virginia from all over the world, yet they are likely to have only limited opportunities to "study the world" and this proposed research center would move the bar from "cultural experiences" abroad to engagement with solving problems in some of the poorest and more challenging environments.

A critical mass of core faculty with expertise and research portfolios in developing countries, combined with infrastructure sufficient to convene policy constituencies and launch pilot projects, is imperative for the success of this effort. The few universities with frontier initiatives in development work (Harvard University, University of Pennsylvania) are distinguished by a scale that allows for the execution of

large experimental and survey projects, many of which are funded by outside sources including both governmental agencies and foundations.

The establishment of a Center for Global Development will require start-up resources including seed money for research project, travel support for students, infrastructure costs and potentially additional faculty. Still, such funding should be seen as an opportunity to invest in the University of Virginia: resources put forward today will be offset by increased external funding in the future and a dramatic expansion of the University's reach in fundamental areas of global development. In the long-term, potential sources for external funding include NIH, NSF, and the World Bank, with these institutions often supporting university research in development economics at multi-million dollar levels. Beyond government funding, private foundations such as the Bill and Melinda Gates Foundation have committed substantial resources to problems related to global health and the need to improve financial services for the poor.

**Center for Educational Effectiveness and Equity**  
Batten School of Leadership and Public Policy  
University of Virginia

National economic competitiveness, individual opportunity, and democratic citizenship – all these are held to critically depend on the quality of our educational system. Yet the American faith in the benefits of education has not been matched by the performance of our schools. In response, many would-be reformers have offered a myriad of proposals, often contradictory and most with little rigorous analysis behind them. The result is a system that adopts one faddish nostrum after another to little effect, thereby failing to address its fundamental problems. Neither excellence nor equity has been well served. This Center will produce creative and rigorous research -- not bound by the conventions of established interests – emphasizing implementation and practical application.

While the University of Virginia already has a core of researchers who are addressing issues of educational policy and practice at the levels of basic research and implementation, these efforts tend to be decentralized and do not have maximum impact. The impact of the Center's activities will be maximized by institutional arrangements that draw on a critical mass of researchers, integrating insights from the social sciences, the Curry School and professions such as engineering and business. Through the Center for Educational Effectiveness and Equity, individual researchers at the University would be much better positioned to substantially contribute to this necessary effort.

Making the connection among discipline-based analyses and the pressing policy choices faced by school leaders and legislators is central to accomplishing the objective. Consider, for example, the issue of teacher quality and supply – surely an important matter because nothing in schools makes more difference for student learning than the person in the front of the classroom. Economists can help us understand the labor market for teachers, such as the causes of current shortages and the impact of different pay systems; sociologists can identify the organizational practices that foster the retention of our best teachers; psychologists can specify the attitudes of teachers that facilitate or impede reform; and political scientists can anticipate the array of political forces that will shape which reforms are promoted and how they are implemented.

Interdisciplinary research is necessary to inform education policy on many other important matters, including: access and retention of underprivileged populations in higher education; the impact of various accountability systems; and the design of an effective system of pre-kindergarten education. Indeed, much of the most innovative analysis on these questions in the last decade has been generated outside of schools of education by researchers such as Janet Currie (Economics, Columbia University), Marta Tienda (Sociology and Woodrow Wilson School), and Caroline Hoxby (Economics, Harvard University). Connecting this type of inquiry with the platform for exchange among policy leaders, faculty and students afforded by the Batten School is critical in order to promote sustained and fundamental increases in the effectiveness and equity of education.

The University already has an impressive roster of educational researchers in the College and the Curry School. The Center for Educational Effectiveness and Equity would foster greater interaction among these researchers and encourage them to engage explicitly with policy questions.

Although much can be done with current faculty, the presence of a vital research center devoted to educational policy will also serve to attract talented faculty, in many disciplines, to the University. Some of the new faculty might well have joint appointments in College departments or the Curry School, and others may be suited for a full-time appointment in the Batten School.

With sufficient seed money, the Center promises to generate substantial outside funding. Given the importance of education to the nation's future, education research is relatively well supported in the private and public sectors. To illustrate private sector support: NYU's Institute for Educational and Social Policy has received funding from thirty-two foundations, and the Consortium for Policy Research in Education (Penn, Teachers College, Harvard, Stanford, Michigan, Wisconsin and Northwestern) has been supported by nine foundations (along with a steady stream of substantial federal funds).

Although it is premature to specify their substantive foci, Center researchers will initially concentrate in a few areas where expertise is already in place. By producing high-quality work in particular areas, the Center will establish a national reputation of excellence that will be the springboard for its own institutional growth and its wider involvement in educational reform.

The activities of the Center would include: granting funds for small research projects, especially those that may be scaled up and externally funded; running a post-doctoral program for scholars interested in interdisciplinary research; conducting outreach programs to disseminate research findings to policy makers; and holding speaker series with prominent researchers and practitioners.

The Center will benefit from the advice of an advisory board consisting of national and local policy makers, educators, and policy-oriented academics at other institutions. The role of this board is to help the Center identify significant issues that call for interdisciplinary research and to forge close connections with practitioners.

**Science and Technology Policy**  
Discussion Paper for the Batten School of Leadership and Public Policy  
Implementation Committee

August 5, 2007 Draft

Leadership, Public Policy, and Science & Technology

The March 6, 2007 description of the Frank Batten School of Leadership and Public Policy asserts that the School “will forge a new path in American higher education by helping to prepare public leaders who possess the moral vision, analytical capacities, and strategic orientation to meet the global challenges of the 21<sup>st</sup> century, from economic development to control of weapons of mass destruction.”

Unquestionably, public leaders of the 21<sup>st</sup> century will have to understand science and technology. They will have to create, shape, and implement policies that deploy and constrain the application of science and engineering for a wide variety of local, national, and global social purposes. Almost every domain in which policy leaders will take initiative will involve a scientific or technological dimension, be it education, energy, communication, health, or war. Indeed, many of the most daunting policy issues facing the U.S. and the world today involve science, technology, or both.

We distinguish three categories of science and technology policy issues:

1. *Application of technology to address social opportunities and problems.* In some cases the application of technology greatly improves quality of life, as has widely spread electrification and wireless communication. In other cases the application of technology may induce problems derivative to its use, as does the use of coal to produce electricity and the use of drugs that result in disease resistant viruses. Policy choices should chart a course that optimizes the benefit of using technology.

Examples of subjects in which policy decision makers must have sufficient understanding of science and technology include:

- Safety – assessing the risks of nuclear power production, of drug use, and of genetically modified food
- Energy – reducing reliance on oil for reasons of national security and climate change, and replacing it with alternatives such as hydrogen and renewable forms of energy. Evaluating the prospect of extracting carbon during electricity production and sequestering it permanently
- Flu pandemics – cost-effective preparation for events that may or may not occur
- Privacy – balancing the needs of public and private organizations to access information about individuals and groups against the importance of preserving the individual autonomy and freedom needed for democratic values and institutions – new issues arise in a digital society
- Water – assuring a supply of clean water and distribution to all who need it

- Climate change – analyzing the accuracy and precision of the measurement of environmental changes.

As the list above suggests, the technology aspects of policy issues pertain to issues framed to be local, national and global. Batten School students need to be prepared to address local economic development in a small village in a developing country; issues that span national boundaries such as water management in the Middle East, and global issues that are addressed by multiple nations taking action, such as in the case of vehicle emission standards and harmonizing digital privacy policies.

*2. Stimulation of new science and (engineered) technology to attain competitive economic advantage and to improve the quality of life:* Quality of life in a nation is directly related to its economic strength. In the U.S. 50 to 85 percent of the national's growth in Gross Domestic Product per capita in the last half century is attributed to science and engineering, that is to innovation. Likewise, many of the improvements in health, longevity, and the quality of life have come from technological innovation. There are many elements that contribute to innovation. One is basic, fundamental research. It is a "public good", and as such has been and needs to be supported by the government. It is not the business of business to invest in research that cannot be appropriated, that is exploited to derive a corporation's new products and services. As a result, business conducts only limited, highly selective research. Therefore, it must be government policy that guides an appropriate investment in basic research in order to provide both the new ideas and newly educated technical experts that can exploit those ideas to drive economic productivity and improvement in the quality of life.

*3. Development and use of science and technology in ways that address cultural, religious, and ethical concerns of society.* The development of science and technology does not simply follow a natural sequence or order. Indeed, in democratic societies like our own, cultural, religious and ethical concerns are taken into account and they affect how research is done (e.g., how human subjects are treated, how animals are used in experiments) as well as what kind of research is done (e.g., research using stem cells). Policy makers must take societal concerns into account when it comes both to applying science and technology to opportunities and problems and to investing in specific science and engineering research efforts. Leaders must not simply follow public opinion; they have to make critical judgments. Thus, policy makers of the future must understand science and engineering enough to be prepared to make individual judgments with proper weighting of the cultural, religious, and ethical concerns of society.

To establish itself as a leader among schools of public policy (a leader in producing leaders), it seems essential, then, that the Batten School have a strong emphasis on science and technology policy. To do so is also quite consistent with Thomas Jefferson's lifelong commitment to both science and technology *and* public affairs. As John Casteen remarks in his latest report on the University, Thomas Jefferson "grounded the curriculum in what he called the 'useful sciences'. He believed in teaching practical knowledge that ordinary citizens could use to organize and govern a Republic." The

Batten School has a remarkable opportunity to realize Jefferson's intentions in today's context.

#### What Does this Mean to the Batten School?

The Batten School has the opportunity to rapidly gain the "high ground" in this aspect of public policy education. Few policy schools pay sufficient attention to science and technology policy, and few students with degrees in science and technology enter those schools. There are opportunities for distinctiveness in five areas:

- Faculty
- Students
- Curriculum
- Scholarship
- International perspective
- Placement

#### **Faculty**

The Batten School can become a national leader in research and teaching of science and technology policy with some well-targeted hires. There are several institutions with strength in science and technology policy but none of these schools cover all three categories of science and technology policy mentioned above.<sup>13</sup> The Batten School could quickly acquire visibility and take a leadership role in this area by developing research, and possibly Centers, in specific areas of high national and international importance.

UVa has considerable expertise in science and technology policy and, as best as we can tell, there is strength in all three areas. However, faculty are scattered across grounds in many different schools, including Engineering, Arts and Sciences, Law, and Medicine. Targeted new hires could be made in such a way as to link these experts and establish our leadership in technology policy.

#### **Students**

A focus on science and technology policy can equip liberal arts students to thrive in a science and technology driven world. Making courses on science and technology policy available would add an important dimension to the education of all students in the School. It would give them an additional perspective that will give them an edge in their future leadership roles.

A faculty member with experience in policy schools estimated that roughly ten percent of students in such schools have undergraduate degrees in science and technology. Based on our experience with the UVa Engineering School, and especially the Policy Internship Program, as well as the MIT's sister program, it appears that many science and engineering students are interested in policy. The Batten School has a unique opportunity train liberal arts students so that they can address science and technology policy issues, as well as to awaken science and engineering students to opportunities to use their special knowledge beyond the bench and factory floor and to gain the communications and

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<sup>13</sup> These institutions include Carnegie Mellon and MIT with programs that connect engineering and public policy; the Kennedy School which has several key and highly visible leaders in the field though no specific focus or program on science and technology policy; Georgia Tech's School of Public Policy; and Arizona State with its Consortium for Science, Policy and Outcomes and a Center for Nanotechnology in Society.



policy skills to work in policy positions. Making science and technology policy a prominent feature of the school would make the School especially attractive to such students.

### **Curriculum**

The curriculum described in the March 6, 2007 document identifies “an understanding of the complex interrelations among science, technology, and public policy” as one of eight areas of instruction for public leadership.” Establishing an appropriate curriculum is the first step in realizing an emphasis on science and technology policy. Some key choices need to be made about how many courses would be offered, and how many would be required at each level. Courses, at various levels, would address all three of the policy areas mentioned above with some focused on problem or issue areas such as energy policy, telecommunications policy, environmental policy; others focused on policies directed at scientific and technological development; and other focused on the cultural, religious, and ethical concerns surrounding science and technology. It is too early to specify particular courses since they will have to fit into the broader curriculum of the various programs in the School.

The science and technology policy courses offered in the Batten School would not train students with the skills to be practicing scientists or engineers, but rather would train them to be effective policymakers. This requires that they understand the methodologies and processes used in the development of scientific knowledge and engineering products sufficiently to reason effectively about technical aspects of policy issues. They must be conversant enough with science and technology to evaluate the reasoning that supports or destroys the argument for proposed solutions.

The number and kind of courses offered will differ in the undergraduate to graduate programs. There might be tracks focused on particular areas of science and technology policy, e.g., environmental policy or transportation policy or health policy. For these tracks, undergraduate and graduate students could be encouraged to take science and engineering courses in other schools at UVa. In any case, case studies at all levels of the curriculum should include the science and technology elements of the issues discussed.

At the **undergraduate** level, students need to understand how an engineer approaches designing and evaluating technical alternatives. They do not need to be able to engineer the technology, but to soundly navigate the analysis. This kind of knowledge can be gained by an acquaintance with concepts such as system analysis (e.g. end-to-end analysis of an infrastructure such as the electric infrastructure) and fault or error analysis (critical to reasoning about safety). They need to understand the scientific method, and they need to know how to interpret scientific results. They need to understand the idea of hypothesis testing and statistics. Science and technology case studies should enrich multiple courses.

At the (masters) **graduate** level, some students should enter with a degree in science or engineering. Such students will already possess both deep knowledge of some technical field. More importantly, they will already possess the discipline and the skills that are

critical to working in both science and engineering. They should be taught policy issues and policy analysis skills, assuming and exploiting the student's technical skills.

The current plan to offer joint degrees with other schools, including MS/MPP degrees, should encourage students to enroll with interests in science and engineering as well as policy. The Batten School faculty should consider whether they want to develop case studies for policy issues that have strong science or technology components for export to other schools – at both the graduate and undergraduate level.

### **Scholarship**

Students are best taught in an environment in which the faculty are developing new ideas and approaches for the future, that is in the context of research and scholarship. The Batten School can achieve a unique position if it establishes research centers that perform ground breaking scholarship by addressing some of the most important technology-based policy issues of our time.

### **Global Perspective**

We believe that a different conception of domestic and foreign policy grows out of starting with problems rather than with national boundaries (i.e. foreign versus domestic policy), and then thinking about how one might address them. Indeed, many of the problems and issues that face the U.S. today cannot be packaged as domestic or foreign. This is in part due to the scientific and technological component but also largely due to globalization (which is facilitated by technology). Returning to the list above serves to illustrate the impossibility of developing sound policy on a variety of issues without considering global dimensions:

- **Safety**—The recent import of tainted wheat gluten from China, and its appearance in a staggering variety of brands of animal food, illustrates that the global economy has created global risks to food safety. Likewise, lead found in toys imported from China require that the government organizations (FDA, USDA, DoC) that protect our society have better means to monitor and evaluate safety of international imports.
- **Pandemics**—Rapid international travel of both people and goods has made it possible for diseases to span the globe in hours. To protect the health of American citizens requires taking into account the ability of a disease like flu that originates internationally to spread to parts of the US. This in turn requires an ability to assay the quality of the practices by which each other nation attempts to deter the spread of disease in the context of specific situations.

Foreign policy is far more than diplomacy, and it is carried out by many more people and agencies than the Foreign Service. Over the past century, science and technology issues have become policy drivers, and they typically are international, not constrained within national boundaries. The Batten School can define a unique position by not making training for the Foreign Service a top priority, but by focusing on problems that go beyond our national borders. Moreover, the policies and policy strategies of other countries are a rich resource for policy lessons (positive and negative) and for alternative policy models. Thus, the international perspective (though not an emphasis on foreign service or diplomacy) should be part of the Batten School and will be essential to a science and technology policy initiative.

**Placement**

Individuals who can link public policy and science and technology are ideally positioned to lead government, industry, and non-government organizations in the 21<sup>st</sup> century. We expect training in this area to make a strong contribution to the marketability of Batten School graduates. The emphasis on science and technology policy in our education program will also be a major contribution to the nation and the world. One can argue that our Congress and Administrations (of both parties) routinely falter when dealing with policies that have a high complement of science and technology. The Batten School can address that shortfall in the nation's capability.

**Prepared by members of the Batten School Implementation Committee: Jim Childress, Anita Jones, Deborah Johnson, and Edmund Russell.**

### **The Batten School and other U.Va. public affairs units**

Governor Gerald Baliles, Larry Sabato (co-chairs), Bill Shobe, David Breneman (ex officio), Eric Patashnik (ex officio)

8/7/07

The Batten School of Leadership and Public Policy complements an existing set of institutes and centers committed to public service and the analysis of public affairs. These existing units range from academic research centers to public service providers but share a common focus on public policy and leadership. Encouraging cooperation between the Batten School and existing public affairs institutes promises to create substantial gains for both.

Public affairs units at the University have developed independently over the years in response to needs, opportunities, and interests at the time. Some units were formed to carry out specific public service functions, largely independent of academic schools and departments. Another typical pattern is for interested faculty in a particular discipline to form a center for research into policy issues related to that discipline.

The Center for Politics, The Miller Center of Public Affairs, and the Weldon Cooper Center for Public Service are all University centers in the area of government and public affairs. These three centers have functions directly related to public affairs and operate outside of the academic units. Other centers with subject areas related to public policy are housed in a wide variety of academic programs. Examples include the Tayloe Murphy Center, the Center for National Security Law, the Institute for Environmental Negotiation, the Center for Transportation Studies, and the Institute of Law, Psychiatry & Public Policy, among others.

However the units were created, they have tended to work in disciplinary isolation with little central recognition of the thematic strand that ties these units together. The establishment of the Batten School can provide an institutional focal point for public affairs units: encouraging existing efforts, drawing existing centers into interdisciplinary conversations or even cooperation, and providing new outlets for the units' work and expertise.

The Batten School will provide a physical and institutional venue around which to organize conferences and workshops. It would provide opportunities for teaching either single topic or interdisciplinary classes. It seems likely that jointly authored research will develop, involving Batten faculty and faculty from other schools and departments. Students will retain connections with individual disciplines but will have the opportunity for exposure to general concepts of policy analysis that cut across disciplinary lines. Opportunities will also develop for jointly sponsored lecturers and visitors. While a large share of policy research and other activities will retain its distributed character, the Batten School will provide an institutional venue for enhancement and expansion of these efforts.

If the establishment of the Batten School will benefit existing public affairs units by providing an institutional framework to support public policy activities, it is equally obvious that the existing units offer very great potential for enhancing the mission and standing of the Batten School. Existing units can bolster the standing of the school through affiliations with established top scholars in the analysis of policy issues in

particular disciplines. These same faculty will form a corps of likely instructors and guest lecturers for the school as well as mentors for research by graduates and undergraduates. It is quite routine for top researchers or nationally recognized leaders to visit public affairs institutes at the University. These visitors can provide great benefits to the Batten School if cooperative relationships are established with existing public affairs institutes and centers. Contacts with public policy makers both at home and abroad enhance the students' experience; create a dynamic learning environment, help raise the public profile of the Batten School and the cooperative relationship among the schools and the centers; and provide a real-world context that supplements classroom instruction and is essential for providing internship opportunities. Many faculty at University policy institutes have served in government and can facilitate placement for internships and employment.

**Recommendation:**

*In order to maximize the gains from cooperation, it is important that the Batten School maintain regular communications with policy-related centers at the University. Regular efforts should be made to identify opportunities for cooperation in instruction, research, and community service. The Batten School will be strengthened by assigning a member of the Dean's staff the responsibility for regular liaison with public affairs centers across the University and by identifying or providing funding sources when collaborative programs require additional financial commitments of the various public affairs centers.*

## **Independent Public Policy Centers at UVA:**

### **Center for Politics**

Promotes political participation and civic education through research, analysis, and education. The center has contacts with political leaders at the local, state, and national level. Its work emphasizes politics and the political process rather than the substantive issues of policy making. There may be an interest in having the Center contribute its expertise in the classroom to enhance student exposure to the political dimensions of policy making. Opportunities exist for joint sponsorship of speakers and conferences concerning the politics of policy making. The Center for Politics also has extensive experience in coordinating student internships in local, state and federal government. These internships are primarily within the offices of elected officials such Members of Congress and within major state and national political campaigns for public office. The Center could offer assistance and advice to the Batten Schools staff who will be coordinating the internships for the Batten students and would assist students with contact information or other such assistance as may be appropriate for them to pursue internships in such offices if approved by the Batten faculty. The Center offers limited financial assistance to students who wish to pursue internships in political offices but lack the financial resources to do so.

### **Miller Center of Public Affairs**

A venue for meetings of government officials, scholars, citizens and the press to engage in nonpartisan research and discussion on issues of national importance. The Miller Center frequently hosts speakers and guests with national and international profiles to discuss important policy issues. Leadership development and scholarly research on policy issues and institutions at the Batten School should provide many opportunities for cooperation in the Miller Center's key activities: scholarship on U.S. governance and the history of presidential decision making; public discussion and debates; and building consensus regarding policy issues.

### **Weldon Cooper Center for Public Service**

A number of the divisions of the Weldon Cooper Center provide specific expertise that will be of value to Batten School researchers. The Demography & Workforce Division provides expertise and access for those needing data on population and workforce both in Virginia and elsewhere. The Center for Survey Research is the University's concentration of expertise on survey methods and has the resources to implement surveys needed by Batten research faculty. The Business & Economics Division collects and disseminates data on Virginia's government and economy as well as data on public policies in other states and other countries. The University Internship Program will be a valuable resource in establishing internships for Batten students.

#### *University Internship Program*

The University Internship Programs (UIP) have been developing and providing summer and academic year internship opportunities to U.Va. students for 30 years. Internship placements are with firms, government agencies, and NGOs. UIP sponsored internships are available in Charlottesville, Washington, DC, a variety of other U.S. cities, and abroad in Dublin, and Paris. The UIP institutional capacity and expertise appear to make it a likely partner, possibly in conjunction with the Center for Politics, in establishing Batten School internship programs.

#### *Division of Business & Economics Research*

This division undertakes research on taxation, expenditures, regulatory policy, and regional development with an emphasis on policies in the Commonwealth of Virginia. It develops data on Virginia government and on the Virginia economy, and collects data for tracking the performance of government programs. The division has an active research program on state policy making processes. There will be numerous opportunities for collaboration in both teaching and research.

#### *Center for Survey Research (CSR)*

CSR is Virginia's premier survey research center. The Center specializes in studies for local government and state agencies, including surveys that measure public preferences and studies that measure policy outcomes or assess needs in key policy areas. CSR offers customized project design, professional interviewing, data collection, data analysis and report preparation. It is expected that the CSR will provide the Batten School with both survey services and expertise on survey research methods on a continuing basis. CSR would be an excellent host for one or more public service internships.

#### *Demographics & Workforce Division*

A data and research powerhouse for Virginia's demographics. The division boasts expertise on state and local population estimates, migration and immigration characteristics, population aging, school enrollment projections, local workforce and employment dynamics, and research in support of the career and technical education. Working with the demographics division on data acquisition and demographic methodology promises significant benefits for research efforts at the Batten School. Also, the division is looking to host a graduate assistantship from the school.

#### *Division of Leadership Development*

The Cooper Center's Leadership Development program provides professional development for local government leaders and managers.



*Sorenson Institute of Political Leadership*

Offers educational programs designed around ethics, public policy, and practical politics for emerging leaders, candidates for office, government officials and citizen activists. The training focuses on local, state, and national policy issues. Coordination between the Batten School and the Sorenson Institute can raise the profile of the Batten School with the next generation of Virginia political leaders, at the same time exposing these emerging leaders to the best thinking in public policy.

Academy for Civic Renewal

The newest unit of the Cooper Center, the Academy for Civic Renewal offers training in the conduct of deliberative public policy forums, sustained dialogue, and civic leadership. In addition, it will periodically assess of the status of civic engagement and social capital in Virginia. These programs equip citizens with the ability to identify and solve problems and to work effectively to strengthen their communities.

**Other U.Va. public policy centers:**

Tayloe Murphy Institute  
Center for Biomedical Ethics  
Center for Children, Families, and the Law  
Center for National Security Law  
Center for Oceans Law and Policy  
Center for Transportation Studies  
Critical Incident Analysis Group  
Institute on Aging  
Institute for Environmental Negotiation  
Institute for Global Policy Research  
Institute of Law, Psychiatry & Public Policy  
Thomas Jefferson Center for Educational Design

**Appendix 2: Prof. Eugene S. Bardach Consultant Report**

Feasibility of a School of Public Leadership and Policy  
at the University of Virginia

Eugene Bardach  
Professor of Public Policy  
Goldman School of Public Policy  
University of California, Berkeley

January 2007

## Executive Summary

**This report assesses the desirability and feasibility of establishing a free-standing graduate-level Frank Batten School of Leadership and Public Policy (FBS) at UVA. The current consensus among faculty, senior administrators, and concerned members of the Board of Visitors about the outlines of such an institution is that: its flagship program would train students in leadership and policy analytic skills that would prepare them to have a significant impact within the public and nonprofit sectors; it would be a focal point for policy-oriented research on the UVA campus; it would focus on domestic policy but would also have a strong foreign policy and international relations component; and that it would not settle for less than excellence. Initially it would have at least a dozen FTE faculty, the majority of whom would be new and full-time appointments, and that the rest would be joint appointments with existing units.**

**The feasibility of successfully launching such a School is very high, provided that substantial additional resources are committed to the undertaking. The School promises to be able to compete well in the markets for: (1) entry-level and advanced professional jobs for its graduates, (2) talented faculty, and (3) high-quality students. UVA is well endowed with a number of existing institutions that could contribute to the success of the School, and the campus has a supportive culture including good communications across departmental lines and a Jeffersonian heritage of public service, leadership, and innovation. In sum, this is a highly ambitious, yet well-targeted, program-building initiative for the university.**

**Creating a successful School depends mostly on financial resources, the intellectual contributions of key existing senior faculty with experience in relevant disciplines and a commitment to the enterprise, and support of the Board of Visitors and the university administration. But it also depends on getting the details right – or at least not getting them awfully wrong. The School would have an opportunity to innovate in curriculum and pedagogy – which would be intrinsically valuable but could also help attract top students. It should also aim to create a community in which teamwork and cooperation nurture high performance.**

## **I. Background**

In October 2006, I was asked by the Office of the Provost to evaluate the proposal for a graduate-level freestanding School of Public Leadership and Policy at UVA, the name of which has now (January 2007) crystallized as the Frank Batten School of Leadership and Public Policy (FBS). The primary audiences would be the Board of Visitors, senior administrators, and faculty who might be interested in contributing to such a School. My qualifications for this task are described in Appendix A.

I visited Charlottesville during the week of November 27-December 1 and talked to some 21 faculty and senior administrators, a member of the Board of Visitors, and six undergraduate students.<sup>14</sup> All of these individuals except the students have been involved for the past year or two in campus discussions about a free-standing graduate school and a joint BA/MPP program aimed at UVA undergraduates. Appendix B contains a list. With UVA faculty, I also interviewed two senior administrators of the Federal Executive Institute, which is headquartered in Charlottesville.

My evaluation covers (1) the desirability and feasibility of the FBS concept and (2) some 17 issues regarding the design specifics of such a school should it come into existence.

## **II. The Current Consensus on the FBS Concept**

Because “the proposal” for an FBS changes in some of its specifics as discussions on campus proceed, I begin by describing the consensus on its broad outlines that I discovered during my site visit and that I find reflected in a number of documents. That consensus has its most recent and most specific embodiment in the December 8, 2006 document “University of Virginia Batten School of Public Leadership and Policy.” However, I also referred to previous proposals, including one dated May 23, 2005, for both an FBS and a two-year joint BA/MPP program open only to UVA undergraduates.

### **Educational vision**

The mission is to educate students for careers pointing towards leadership responsibilities in public service, that is, in the public and nonprofit sectors. This is similar mission of the top freestanding public policy schools in the country (Kennedy School of Government [Harvard], Goldman School of Public Policy [Berkeley], Woodrow Wilson School of Public and International Affairs [Princeton], Michigan, Duke, Carnegie-Mellon, and Chicago), although the UVA School would emphasize leadership development more than all of these with the possible exception of the Kennedy School. The flagship degree would be the two-year Master’s in Public Policy (MPP). But the School would also eventually develop undergraduate major and minor programs in public leadership, joint degrees with some of the professional schools (e.g., MPP/ JD and MPP/MBA), and a new mid-career degree (the Master of Public Leadership, or MPL) for professionals such as doctors, lawyers, and architects.

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<sup>14</sup>I also interviewed another individual by phone some weeks later.

It might also offer extension-type programs for existing leaders in public service lasting from one day to two weeks.

### **Research vision**

The School would be a convener for research activities by faculty and students from the entire UVA campus, a gathering place for scholars from diverse units interested in policy-oriented research. In my interviews, I learned of considerable interest in such research from scholars in economics, political science, sociology, psychology, law, medicine, and engineering. Some individuals from the natural sciences might also be attracted.

The FBS might facilitate and, in an administrative sense, host particular policy research centers, e.g., in education policy, health policy, environmental policy or in US foreign policy. Relative to other top U.S. research universities, UVA has few research institutes that focus on specific policy issues. The FBS could help the university improve its competitiveness on this dimension, which is increasingly important for faculty recruitment and retention in the social sciences and related fields.

### **Policy specialties**

The primary focus of the School would be on domestic policy. However, it would have a strong foreign policy and international relations component as well. In this regard, it would differ from most of the top public policy schools except Harvard and Princeton.

### **Aspiration to excellence**

Everyone with whom I spoke strongly affirmed that an FBS on the UVA campus ought to aspire to the highest standard and a national reputation for excellence in research and teaching. A merely satisfactory School would not be acceptable to UVA. It ought also to be flexible and innovative in its programming and in the way it carries out its teaching mission.

### **Staffing**

The scale of the FBS is ultimately not foreseeable. Initially, though, it would have at least a dozen FTE faculty, the majority of whom would be new and full-time appointments in the FBS. The balance would be current faculty with appointments in existing units. Most of these faculty would have formal joint appointments with the School, but others would offer elective courses designed to serve FBS students as well as students enrolled in other programs and departments.

## III. Overall Feasibility

Can a School of Public Leadership and Policy of this general type be launched successfully at UVA in the next few years? I believe it can be, provided that substantial additional resources are committed to the undertaking. The concept and many of the particulars have already been excellently developed through the work done by a solid group of interested faculty members who appear to be collaborating well on the new Five-Year Program in Public Policy.

### **Competing effectively in three markets**

To achieve its goals of across-the-board excellence, the School would have to compete successfully in three markets: entry-level jobs in the public and nonprofit sectors for its graduates; talented and committed faculty to teach in the various programs offered by the School; and high-quality students to apply and subsequently enroll in the School. To judge by the experience of Berkeley MPP graduates, which I know fairly well, the market for talented graduates to fill entry-level jobs is excellent. About 50 percent of the 1.6 million civilians employed by the federal government will be eligible to retire by 2010, including nearly 70 percent of senior managers, according to the U.S. Bureau of Labor Statistics. In addition, there is growing demand for public leaders outside of government. According to the BLS, professional jobs in advocacy, grant-making, and civic organizations are projected to grow by 21 percent between 2004 and 2014. Many of these positions will be located in the greater Washington, D.C. area, where UVA enjoys a strong reputation.

As for recruiting faculty, there are clearly enough enthusiastic and capable faculty on the UVA campus to staff some of the likely courses and to conduct an intelligent search for a founding dean and another set of new faculty hires. As to recruiting new faculty of talent and stature from the outside, offering market-competitive salaries can help a great deal.

The most difficult market in which the School will have to compete is the pool of high-quality student applicants. Success in this market could take five to ten years. During this period, the size of the incoming class, and perhaps the School overall, might be constrained. Fellowships covering tuition and offering generous stipends can help recruitment greatly in the short run. As with faculty recruitment, with enough funding, it is possible to buy one's way out of problems. And over time, as the reputation of the School grows, and the School learns how to market itself successfully, recruitment will almost certainly improve substantially.

The reputation of the School in the earliest years will likely be well served by the graduates of the BA/MPP program entering the job market beginning in 2009. The UVA undergraduates who will enter this program will be highly selected. Almost 200 students turned out for the first recruitment event for the program, in October 2006.

### **Campus institutional resources**



UVA is well endowed with a number of existing institutions that might in some degree contribute to the success of the School: the Darden School of Business, the Miller Center of Public Affairs, the Weldon Cooper Center for Public Service, the Center for Practical Ethics, the Sorensen Institute for Political Leadership, and the Center for Politics. A successful School of Public Leadership and Policy could also contribute to these institutions.

Exactly how much, and in what way, such mutually beneficial ties would contribute is unclear at this point. My conversations with Prof. James Childress of the Center for Practical Ethics, and John Thomas and William Shobe of the Cooper Center, in particular, indicated great support for an FBS and confidence that synergy was possible. The Cooper Center could offer advice on curriculum and on possible faculty adjuncts. The Center for Practical Ethics has experience in policy analysis. The Miller Center has offered to take the lead on planning the summer retreat for the new five-year BA/MPP program, and the Center for Politics will be directing the internship placement program.

The Darden School of Business is highly supportive and could contribute greatly to the leadership development component of an FBS. Darden is very experienced in teaching leadership development, and their pedagogical approach – case-driven and characterized as “high engagement” by Dean Robert Bruner – is very appropriate. Dean Bruner offered to “charter” 1-3 Darden faculty to help develop the FBS curriculum and pedagogy. This should be a very welcome offer. I would only note here that, while there are generic leadership skills relevant to both the public and the private sectors, public sector leadership is in many ways very different and in some ways more demanding. Of course, these differences would need to be taken into account.

It appears to me unlikely that an FBS would in any way interfere with the mission or capabilities of any of the institutions named above. Indeed, positive synergies are likely to emerge over time as the directors of the various institutes identify opportunities for collaborative activity. It is probably best not to worry too much about identifying these opportunities now. At Berkeley, the Goldman School teams up with the Institute of Governmental Studies, the Survey Research Center and other campus research units when it makes sense for the various parties to do so. This informal approach is probably best in a fluid environment in which each center has a primary responsibility to achieve its own unique mission.

### **The Federal Executive Institute**

Another possible resource for the leadership component of the FBS might be found in the Federal Executive Institute (FEI), one of the major executive education and training centers of the federal government. It happens to be located in Charlottesville. It has been in existence for well over 30 years and has established a solid reputation. It offers a large range of courses and trainings to federal civil servants from middle manager up to the Senior Executive Service. Along with UVA faculty member Eric Patashnik, I met with the FEI Director and Dean to discuss the possibility of FEI

contributing to the leadership development component of an FBS. Although FEI has never attempted to educate graduate students – and we do not expect them to do so directly – their response was enthusiastic. They believed they had a lot to contribute – if by means of nothing else, then, like the Cooper Center, by way of offering advice about curriculum and adjunct faculty candidates. Although the details are unclear at this point, I believe the FEI is a very promising resource.

### **The UVA culture**

By any standard, a School of Public Leadership and Policy of the scope and quality envisioned by the current consensus would be a major step in the evolution of UVA. UVA seems well positioned to take such a step. Most of the individuals I interviewed said that the administration was interested in programmatic innovation and that faculty, deans, and department heads most likely to be involved could work well across unit boundaries. The Jeffersonian heritage of public service, idealism, and experimentation is also a definite asset.

Fulfilling the research vision for an FBS (see above) would probably have spillover benefits to UVA as an institution that will only slowly become apparent and will further augment the current level of enthusiasm. UVA has made its reputation largely in the humanities, undergraduate education, and professional education. To move into the top ranks of world-class research universities, UVA will need to boost its natural and social sciences. My understanding is that the University has begun to implement a major initiative to improve key science departments. The social sciences could also use a boost, however, particularly from the more empirical wings of the disciplines. With a School of Public Leadership and Policy on the campus, the number of empirically- and practically-oriented social scientists would noticeably increase, and their intellectual influence would be broadly felt. In the long run, this development would significantly elevate UVA's intellectual standing and graduate rankings without sacrificing existing strengths or its highly desirable commitments to liberal education and high-quality undergraduate teaching.

## IV. Issues and Recommendations

Creating a successful FBS depends mostly on financial resources and the determination of current senior faculty and administrators. But it also depends on getting the details right – or at least not getting them awfully wrong. In this section I discuss what I take to be the most important such details.

### **Implementation: scale and timetable**

Assuming that an FBS were to be authorized, and that authorization were to occur in the spring of 2007, how should UVA proceed to staff up and to prioritize among the many teaching, research, and outreach activities that it might eventually choose to undertake?

One should note that by fall 2007 the progenitors of an FBS faculty will already be in place, poised to teach the BA/MPP program slated to begin then. There will also be a Director (Dean David Breneman, Curry School Education) and Associate Director (Prof. Eric Patashnik, from Politics). This “nuclear group” will surely be – and ought to be – directly involved in the selection of a permanent FBS Dean and new faculty.

*Finding the first Dean.* Given the variety and magnitude of the challenges of the job, the first Dean will need to be a person of many talents. Prior experience in university teaching and administration is highly desirable, perhaps essential. The individual should merit the broad respect of the faculty, whether by virtue of a research record or distinction in the world of practical policy-making. He or she must have the ability to attract top professors from the two disciplines that must play the central role in the School (economics and political science) and recruit them away from other institutions. Certainly it is essential that the individual be creative and understand how to motivate faculty teamwork and commitment to the teaching enterprise. The Dean will also need to inspire confidence from the donor community and the UVA administration.

Aaron Wildavsky, the founding dean of the Goldman School of Public Policy was, at the time of his appointment, one of the most distinguished political scientists in the world and had been a highly effective chair of Political Science at Berkeley. His appointment was seen as a strong signal that the new public policy school would be an intellectually impressive and exciting place. Donald Stokes, the first dean of the Woodrow Wilson School (Princeton) to oversee its transition to its present incarnation as a policy school (as opposed to public administration and political science), was also a world-class academic star, a leading student of voting behavior, elections, and public opinion. Graham Allison, the dean of the Kennedy School when its growth took off in the late 1970s, though quite young when appointed, had already made his mark at Harvard as a pioneer in trying to bring social scientific tools to the study of foreign policy and had served as an adviser to the Pentagon. These and others of the 1960s-1970s founding generation of public policy school deans were respected leaders, and there is no doubt that much of what their institutions achieved was due to their leadership.

All personnel decisions are subject to error. This one is especially so. The biggest pitfall may be the lure of a star name who will fail when it comes to motivating teamwork, building the School’s reputation, raising funds, administering programs with efficiency and equity, and inspiring commitment from faculty who have strong incentives to focus on their own career goals at the expense of achieving the larger mission of the School. The normal Outside/Inside division of labor between a Dean and an Associate Dean can lessen the risks of getting either of those appointments badly wrong. However, at least in the early years, I do not think that the Dean can afford to be very distant from the internal creative processes of the School while attending to fundraising and external relations.

Because the School’s long-term success hinges to a large degree on having the right initial leadership team, it is crucial that the selection of the founding Dean be made with an even greater degree of consultation and deliberation than normally accompanies

dean searches. An expert committee should be established to offer advice into the process. Some members of the committee would logically be drawn from the nuclear faculty group and the pool of existing UVA deans. The committee should also have representation from the Board of Visitors. One or two senior academics experienced in the running of other top-flight public policy schools – such as sitting or retired Deans, perhaps – would also be very useful. Ordinarily, one might wish for some student involvement in the selection process; but that is inadvisable in this case because there are no current PSP students and therefore no students who have been socialized into what to look for or how to do it.

*Finding faculty.* Whether or not the Dean is a star name, two or three of the newly recruited core faculty ought to be. The School will have to be prepared to pay top dollar. My sense based on salary data I have reviewed is that UVA normally does not do this for social science faculty, but it is critical.

Hiring faculty, especially at the senior level, can be a lengthy and time-consuming process. The process should not be rushed. Two or even three years is an acceptable time-frame. It would have the merit of giving the School a chance to explore a larger market than would appear within a one-year time-frame.

A graduate school dedicated to the development of policy professionals and leaders has to offer excellent teaching – not only for the public interest but also for the practical objective of attracting first-class students. The teaching quality in the top policy schools is generally very good, and top students will not consider coming to UVA if its reputation in this dimension is lower than that of its competitors.

In the normal course of things, faculty hiring at a research-oriented institution like UVA would focus primarily on past and predicted research quality and productivity. Candidates who look like unsatisfactory teachers would probably not be hired. But the ability of hiring committees to discern teaching quality, and to discriminate between the merely satisfactory and the excellent, would not necessarily be very good. At least, that is our experience at the Goldman School. Only recently have we tried to improve our discernment in this regard, by instituting a teaching demonstration required of all candidates in addition to a research seminar.

I shall not propose here any particulars about how to select for teaching skills, as I do not have special confidence in particular indicators or approaches. I wish merely to point out that it would be worthwhile for the FBS to make self-conscious, and earnest, efforts to go improve on the conventional faculty hiring approach.

*Scale.* Scale issues have two dimensions: the variety of degrees, certificates, and programs that are offered, and the size of any of these, particularly the flagship MPP program.

In the long run, the size of the MPP and undergraduate major programs will probably be the most important determinant of overall scale as measured by number of

ladder faculty employed. In turn, the long-run size of these programs will probably be determined primarily by financial constraints on faculty hiring. But in the short and intermediate runs (3-7 years), the main upside constraint on scale ought to be the reluctance to letting student quality drop below some minimum (but reasonably high) level.

Scale needs to have a downside constraint as well, both in the short and in the long run. A rough minimum of five full-time and five part-time faculty would be needed to offer the bare bones of a respectable two-year MPP program, given the variety of courses that would need to be offered. With regard to students, a class smaller than about 25 students might produce claustrophobia over the course of two years. In its first 2-3 years, a reasonable target for the first-year class might be 30. Sixty students might be enrolled, therefore, at any given time. This might not be quite enough to keep faculty fully occupied. However, given that this same faculty will also be engaged in curriculum and pedagogical innovation, and staffing most of the BA/MPP courses as well, I see no risk of faculty idleness.

#### **The vision – how “distinctive”?**

I see in the background documents and in some of my interviews a desire for an FBS at UVA to be “distinctive” in some fashion if not “unique.” It ought not simply “add capacity” to a large and healthy public policy education and research “industry.” This desire is understandable and in most respects very commendable. However, it can be carried too far and must never be allowed to crowd out general excellence.

Most existing schools of public affairs share the emerging UVA vision to some degree, but they differ somewhat in which elements they emphasize. UVA would certainly differ from most of the older schools of public administration that stress training in nuts and bolts administrative skills like budgeting and personnel management and do not stress leadership development to the same degree. UVA would look more like the top four policy schools (Harvard, Berkeley, Princeton, Michigan) with regard to the analytic skills and competencies. It would look most like Harvard and Princeton in its offerings in the international relations area; like Princeton in its desire to run a top-flight undergraduate majors program; and like Harvard in its explicit dedication to leadership development, though UVA would be unique in offering the MPL degree. The MPL degree is an area where UVA could be a real innovator and go beyond the offerings of Harvard, but the content of this program (as of the December 8, 2006 proposal) has not yet been fleshed out in detail. At this point, it is therefore difficult to say how successful the MPL program will be, only that it is very interesting and appears to have substantial potential.

For the moment, then, I think it is fair to say that the emerging UVA vision of building public leaders and the Harvard vision overlap substantially. Concerning vision, therefore, UVA would not be completely distinctive or unique. However, it seems to me unreasonable, if not self-defeating, for UVA to eschew a worthwhile undertaking just because Harvard is already doing it. Indeed, it is interesting to note that UVA and

Harvard already have a longstanding pedagogical linkage in professional education. The UVA Darden School and the Harvard Business School are among the leading exponents of the case study method of business administration training. Assuming success in the undertaking, it should suffice that UVA would be keeping very good company. But what is far more important is that the UVA program be excellent and that other programs and schools in the same line of work eventually look to it for leadership and inspiration. This is far more significant not only for UVA but for the nation at large. As School of Medicine Dean Arthur Garson observed, the only way in which he cares about the doctors he trains being different is that they should be truly, truly excellent.

Concerning curriculum and pedagogy, there may be some elements that will prove genuinely distinctive and path-breaking. The notion of extracting more educational value out of the internship experience is one such element. Using laboratory-type experiments as a vehicle for teaching microeconomic concepts is another. These are very promising ideas, but much will depend upon the quality of their implementation.

### **Curriculum and pedagogy**

*What skills, competencies, and sensibilities should be taught?* Inevitably, the various planning documents currently in circulation speak about curriculum in terms of courses and units, e.g., two semester courses in microeconomics, one course in ethics. When an individual faculty member responsible for a particular course gets down to designing the course syllabus, the typical approach is to begin with a list of “topics to be covered,” followed by a list of readings associated with each topic, and all this to be followed, ideally, by a compendium of larger and smaller out-of-class assignments of various types.

All these are references to what might be thought of as “inputs” to instruction. But it makes no sense to think about these prior to careful articulation of the “outputs” or “outcomes” the instructor is seeking to produce. As examples of outputs and outcomes, one might, for instance, say that students, after graduation and working on the job, should be able to:

- Reason about which interests are likely to favor or oppose a particular policy proposal.
- Assume leadership responsibilities when leadership opportunities or needs present themselves – and do so with entrepreneurial creativity and vision and an eye to “breakthrough” innovations that go beyond incremental change.
- Strategize about how to build a successful coalition behind a proposal, including the sequence with which adherents should be courted.
- Estimate in quantitative terms the likely impacts of a governmental action, calibrating the uncertainty around these projections.
- Estimate in monetary terms the benefits and costs of a proposal to the extent they can be monetized.
- Use analogical reasoning to extrapolate from what has been studied in one domain to uncertain projections made in another domain (e.g., if professional licensing

has such-and-such effects on architects, it might have effects on nurse-midwives that are similar in some ways but dissimilar in others).

- Define the ethical issues presented by a proposed course of action, and face up to ethical tradeoffs should they exist.
- See the empirical assumptions implicit in particular ethical judgments and be willing to evaluate their validity.

Articulating such instructional objectives is the logical starting point for two important planning decisions. First, it forces faculty to confront the fact that educating students to actually be able to **act** effectively and ethically is a far different thing than getting them to do well on tests and problem sets. It normally takes more time, more repetition, more creative forms of experiential learning. Secondly, because student time on out-of-class assignments and study is the most constraining resource in educating MPP students, faculty must **budget** student effort across all the competing instructional demands. This will force faculty to set priorities more intelligently and more responsibly.

*Courses versus modules and projects.* The standard educational service unit in a university is the course. The course is also the standard workload unit for faculty. Unfortunately, the deeper logic of professional school education is not always compatible with such standardization. For instance, students might profit from less-than-semester-long modules in which they learn particular nuts-and-bolts skills, like negotiation, meeting management, the preparation of visual aids, public speaking, and reading governmental budget documents. Alternatively, some learning vehicles might be projects that continue for more than a single semester and incorporate learning objectives drawn from discipline-based courses that otherwise might be defined independently, e.g., economics and quantitative methods.

In any case, if the FBS is to improve at all on the traditional course-based chunking of student and faculty effort, it would help immensely to lay the foundations **before** the School hands out its first teaching assignments and receives its first students. Once course-based chunking is in place, interest in its maintenance crystallizes, and change becomes exceedingly difficult.

*The teaching of ethics.* At the Goldman School we strongly believe in instilling professional ethics in our students and in teaching them about the variety of moral frameworks for evaluating policy. (The default moral framework which pervades almost all the top policy schools is social utility maximization, which guides most of the economics courses. It does perfectly well for the majority of policy issues but needs serious modification and supplementation in some cases.) However, we do not offer an explicit course in professional or policy ethics. We attempt to embed the teaching and learning of ethics in other courses and in the overall culture of the School.

Our own decision has been greatly affected by the desire not to require yet another core course, and by the fact that we have a Law and Public Policy course that is a ready vehicle for at least some of the concepts and sensibilities we care about. I am not sure we are very successful. But nor am I sure how successful stand-alone courses are at

other institutions. The founding faculty of an FBS at UVA should invest time and energy in designing a delivery vehicle that is appropriate for the UVA context. The process could profitably include a survey of other public policy and similar professional schools.

*The role of historical understanding.* The newly-created BA/MPP requires a one-semester course entitled "Policy History: Traditions and Legacies." The rationale for this is that "American national policymaking today involves less the initiation of entirely new programs than the recasting of existing ones....The most creative public leaders do not so much start things afresh as fashion new combinations of preexisting interests, institutions, and ideas." I agree with the general thrust of this reasoning, and with the conclusion that a full semester course in policy history is appropriate for the undergraduate program. Indeed, this could be an area of positive differentiation for UVA relative to the Princeton undergraduate public affairs program. However, it would be a mistake to replicate this requirement for the graduate program. It simply takes up too much student time. The MPP students need to focus more on professional skills development that employers increasingly demand and that UVA students must have to be competitive with graduates of other top programs. Historical understanding is definitely important and can be a differentiating element of the UVA School, but it should be woven into other core courses, such as the field project and the politics class.

*Teaching leadership in an academic setting.* It is certainly true that leadership skills can be taught, at least up to a point. But teaching them in an academic setting presents challenges. What, for instance, would be the mode of demonstrating student accomplishment during a leadership course? Should grading reward the value-added during the course or the native talent that an already good leader brought to the course in the first place?

Academics can be quite good at teaching what leaders do and how they do it – at least to the extent that the research literature provides guidance on these points or they are willing to improvise based on "common sense" or folk wisdom. They can also be very good at teaching conceptual frameworks. But they are not normally well equipped to teach students the affective aspects of leadership, e.g., how to inspire followers, how to balance boldness and prudence, how to be courageous in the event of (inevitable) backlash from followers. An outstanding exception to this is Prof. Ronnie Heifetz at the Kennedy School, who is trained as a psychiatrist. Dean Robert Bruner indicates that the leadership development courses at the Darden School are inspired to some extent by Heifetz's approach; and potential collaboration between Darden and FBS therefore augurs very well for the FBS leadership component.

Two other solutions are possible as well. One is to bring into the classroom successful leaders from the world of practice. They can be used to offer inspiration and to serve as role models. I have also used them to participate in the discussion of teaching cases (and paid them an honorarium to increase the odds they would read the cases and come prepared for discussion). The other solution is to make use of professional leadership trainers who have long experience in trying to teach leadership skills outside the academic framework, e.g., the Federal Executive Institute mentioned above, or the



Center for Creative Leadership, which is based in North Carolina, or the Coro Foundation, which has a long and successful history in managing leadership development through internship placements.

*Developing leaders for high positions.* Leadership is not limited to formal positions of authority and power. Nor is it limited to the exercise of vast power and authority. The sort of leadership that UVA ought to be developing is entrepreneurial; and entrepreneurial leadership can occur anywhere at all, from lowly field-level interagency teams to the domains of cabinet secretaries. But among the persons I have spoken with, there is clearly also a desire to have FBS graduates emerge as leaders occupying formal positions of significant responsibility. How might a UVA School of Public Leadership and Policy educate students in the present for positions they are not likely to occupy for another two decades?

It is necessary to be clear about how such long-term career paths are structured. First, there is no career ladder with lower rungs labeled “Leadership I,” “Leadership II,” and so on. Positions of significant formal leadership responsibility are approached only indirectly. Secondly, there are a variety of plausible career ladders. Entry-level jobs into what might be thought of as a “political stratum” in the society are extremely varied, including personal aide to influential individuals, budget analyst in the mayor’s office, and grassroots organizer for a community-based organization, to suggest just a few. Training students in analytic methods and general problem-solving competencies will enable them to get good entry-level jobs and to perform well in them. Good performance in such roles is not the only route to formal leadership positions, but it is an important route.

In any case, whatever education students receive only modestly contributes to their progress up the ladder of power and influence. Talent, motivation, connections, and luck are probably more important. Luck aside, recruiting students who appear to be well endowed with these might also make sense. Probably the best evidence of such endowments is that applicants have already demonstrated leadership in some way. Certain business schools, e.g., Harvard, incorporate an elaborate assessment procedure in their MBA applications; an FBS at UVA could survey these applications looking for practices that might be imitated or adapted.

### **Building community**

The best institutions are more than the simple sum of their parts. At the Goldman School we have discovered that community-building and teamwork, among students, faculty, and even staff has significant positive payoffs. This ethos is unusual in the highly individualistic and competitive world of academe. I hasten to add that the Goldman School communitarian ethos is far from complete and that there are negative aspects to such an ethos as well.

*Students can and should learn from each other.* In some respects, students learn more from their peers than from any other source. Such learning can be facilitated by

group projects; informal study groups; assignments in which students are required to act as peer reviewers and “buddies” to other students; faculty cues that cooperation is desirable; a grading system that recognizes individual achievement but does not penalize cooperation; and a structured opportunity for students to evaluate other students on their performance as team members.

*Student participation in institutional “ownership.”* “Ownership” in this context has many dimensions: responsibility, influence, affection, loyalty, candor, and more. A few examples of how ownership is created at the Goldman School will have to suffice.

- We give responsibility for running the week-long orientation session for first-year students to the second-year students. The second-years appreciate the trust and the responsibility, and the first-years appreciate getting the straight dope from their peers.
- Each student cohort has its own class representatives, and the Dean or Assistant Dean meets with them regularly. Matters affecting student life – such as exam schedules and norms governing use of laptops in class (to discourage web surfing instead of attending to the lecture or discussion) – are turned over to the class reps to the extent possible.
- The students have the power to invite speakers, arrange forums of dignitaries, sign up for meeting rooms, and so on. A budget is provided them for such purposes.
- There are occasional “town hall meetings” of the Dean, faculty, and student body, especially if there are community-wide problems (which are infrequent but typically involve race or gender issues when they do occur).
- Current students help to recruit future students. They host visiting applicants in their living quarters, attend receptions, call accepted students, etc. They are a very effective sales force.
- For its part, the Goldman School serves a lot of free food to the students (at least, when the fiscal situation permits).

*The culture of “professional development” in an academic setting.* The social and behavioral sciences – mainly economics, political science, sociology, psychology, and anthropology – are the principal intellectual resources on which public leadership development would rely. But there is currently an intellectual gap between the social-scientific disciplines and these “professional” fields. To oversimplify somewhat, social scientists are interested in general truths, phenomena that either exist now or have existed, and models of elegant simplicity. Policy professionals, on the other hand, want insights into **particular** problems; predictions of future phenomena; and models that omit no detail of possible political or technical relevance to policy success, including the personalities and decision-making styles of individual leaders. There is also the gap between the teaching style appropriate to case-discussion and workshop-type projects, both being important vehicles for professional education, and the style appropriate to the

traditional lecture hall or seminar room. In the traditional context, all parties are constantly aware of the knowledge and authority gap between teacher and students; but in the (well-designed) project context, the teacher is like a coach, one of the team: it's students and teacher together against the problem.

Because policy problems and crises are contingent on contextual factors and rarely have easy, "off-the-shelf" solutions, the ethos of the School as a whole should logically tilt towards the professional and pragmatic side. This implies norms of less formality between teachers and students than would normally be the case, more faculty participation in student-sponsored social events and policy forums, and the like. I acknowledge that my views on these matters are partly shaped by personal preference and, very probably, by the less formal social environment of the Bay Area. Nevertheless, I think the ethos of faculty and students sharing a common labor of solving problems and creating public value is a very effective environment for student (and faculty!) learning and maturation. Even if FBS graduates go on to work in much more formal and hierarchical professional settings, the graduate school experience could profitably be of a different sort.

*Faculty teamwork.* The teaching mission cannot be fulfilled well without faculty synergy on the curriculum/pedagogy front and mutual respect – even intellectual cooperation – across interdisciplinary lines. Norms about these matters should be established at the outset and reinforced at every opportunity. Leadership by the Dean is critical.

*Joint appointments.* Some public policy schools (the Kennedy School, for instance) have no joint appointments, while others rely on them extensively (the Woodrow Wilson School). Michigan and Chicago started their public policy programs only with joint appointments but in the last 10-15 years have hired faculty whose appointments are exclusively within public policy. The Goldman School, for its first 20 years or so, hired exclusively within the school, but we now have about one quarter of the faculty who hold joint appointments.

The advantage of an exclusive appointment is that the hiring unit can lay claim to 100% of a faculty member's time and energies devoted to institutional service of one type or another. The advantages of joint appointments are that it links the unit a little better to the intellectual life of the rest of the campus and makes faculty recruitment easier in some cases. There is a clear consensus that the FBS should have a mix of full-time and joint-appointment faculty, and this seems to me wise. I would only note that joint appointments raise a great many problems at the junior faculty level, most importantly that of subjecting individuals to inter-departmental conflict regarding the requirements for tenure. It is almost certainly best to restrict joint appointments to senior faculty.

*Experimentation and continuous improvement.* A UVA School of Public Leadership and Policy will be able to learn from the startup experiences and growing pains of a half dozen or more similar schools and programs. Nevertheless, mistakes are inevitable, as is the emergence of opportunities to do things better. Much is to be gained

by an attitude of flexibility and a strategy of experimentation and continuous improvement.

Campus administrators and the FBS Dean should recognize, though, that the costs of such a strategy to faculty are high. Evaluation, discussion, planning, and executing changes consume weeks and months. The School should be prepared to pay faculty for the time they invest in these activities, especially during the critical start-up years.

Although the usual academic norms of instructor autonomy (at least, at major research universities) give individual faculty members almost unchallengeable power over their own classrooms, these norms may work against continuous improvement, at least in the core courses. Once a faculty member has invested in designing and delivering a course or module, he or she is naturally reluctant to throw it out in favor of something new. A more appropriate norm for an FBS enterprise, especially in its formative years, is that the FBS faculty as a whole (or the Dean and faculty?) have prerogatives roughly equal to those of the course instructor to say what the course should contain and how it should be taught.

### **Physical quarters**

The School's physical quarters should support its community-building efforts. The founding Dean of the Goldman School, Aaron Wildavsky, would not agree to proceed with the School until the campus administration found space that would support his own vision of how to build a community. It was an old fraternity house on the edge of the campus. It contained all the faculty offices, a lecture-type classroom space for 40 students, a large living room used as a lounge and for social functions, a kitchen, and administrative offices. There is no question but that the physical space contributed to the sense of community and teamwork that the School enjoyed from the beginning and enjoys today to an even greater degree.

Some 6-7 years ago the Goldman School tore up the parking lot in front of the fraternity house in order to site a second building and to create a grassy courtyard between the existing and the new structures. The new building has some faculty offices, two classrooms seating up to 97 persons apiece, a seminar room for up to 20 or so, and our student services staff. (One of the two large classrooms is exclusively reserved for the Goldman School, and the other is used by the campus as general-assignment space.) It also has a small lounge area for students, though it is not nearly as welcoming a space as the living room in the old building (and was not intended to be). The new classrooms were designed with a lot of care, in order to make it comfortable for students to have eye contact with one another as well as with the instructor. One of the pleasant surprises of the new addition is that the courtyard has come to serve as an outdoor lounge and meeting place for students. Study groups and informal lunch gatherings abound. Berkeley's mild climate makes all this possible year-round.

During the course of my UVA visit, I was led to understand that a new building was also envisioned for an FBS. This seems appropriate, of course. I want to raise here only the issue of what is to be done between the time the School would admit its first

students, and recruit its first new faculty, and the time the new building would be available. This could be 1-3 years. It is essential that, during this interim period, space be found that would permit the community-building aspect of the FBS to firmly take hold.

## Appendix A. Qualifications of the Author

The following material was circulated by the Provost's office, prior to my visit to the campus, to individuals with whom I was to meet:

Eugene Bardach is one of the leading experts in the United States on applied education for public service leadership. He is Professor Emeritus (as of 2006) of the Goldman School of Public Policy, University of California-Berkeley. Professor Bardach taught at the Goldman School from 1973 to 2006. When Bardach joined the Goldman School faculty after three years as an Assistant Professor of Politics at Brandeis University, public policy was an inchoate field. It was not obvious that one could teach it effectively or to contribute meaningfully to a coherent body of specialized knowledge or understanding that would be useful for the preparation of future public leaders. Bardach played a major role in developing a novel curriculum and pedagogy at Berkeley that is widely recognized for its excellence. *US News and World Report* ranks the Goldman School the top policy analysis program in the nation, due in no small part to Bardach's intellectual contributions. A major innovation of Bardach's is the development of a workshop class in which students work on consulting-style projects for real organizational clients (e.g., federal and state agencies, NGOs, etc.). Bardach has been continually involved over the past three decades in improving the quality of public policy education. In 1999, he chaired a major curriculum review at Berkeley that made important changes to the course of study to provide even better preparation for public leadership in today's dynamic job market.

Bardach's expert knowledge about public service education has also been shaped by his leadership in the profession. He is past president of the Association for Policy Analysis and Management and has been involved with curriculum development seminars and conferences for the last thirty years. Bardach has written teaching cases in the area of public and nonprofit management. He has also published a "manual of practice" on public decision-making (*A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, CQ Press) that enjoys wide use in academia and government.

**Appendix B. Individuals Interviewed (in order of which the meetings took place)**

Edward L. Ayers, Dean of the College and Graduate School of Arts & Sciences

Karen L. Ryan, Associate Dean for the Arts, Humanities, and Social Sciences

Charles A. Holt, A. Willis Robertson Professor of Political Economy

Sarah E. Turner, Associate Professor of Education

Edgar O. Olsen, Professor of Economics

John P. Thomas, Director, Weldon Cooper Center for Public Service

William M. Shobe, Research Director, Weldon Cooper Center for Public Service

Anda L. Webb, Associate Provost for Management

Gene D. Block, Vice President and Provost

John O. Wynne, Board of Visitors Member

Richard J. Bonnie, Professor of Law

Dr. Arthur Garson, Jr., Vice President and Dean, School of Medicine

William B. Quandt, Edward R. Stetinius, Jr., Professor of Government and Foreign  
Affairs

James F. Childress, John Allen Hollingsworth Professor of Ethics and Director of the  
Institute for Practical Ethics and Public Life

Jeffrey W. Legro, Professor of Politics

Paul W. Kingston, Professor and Chair, Sociology

Timothy D. Wilson, Sherrell J. Aston Professor of Psychology

Eric Patashnik, Associate Professor of Politics

Deborah G. Johnson, Olsson Professor and Chair, Department of Science Technology,  
and Society, School of Engineering and Applied Science

The Honorable Gerald L. Baliles, Director of the Miller Center for Public Affairs

William R. Johnson, Professor of Economics

David W. Breneman, Dean, Curry school of Education

Robert Bruner, Dean, Darden School of Business



### **Appendix 3: Agenda, Public Service Retreat**

**STUDENT RETREAT  
MASTER'S PROGRAM IN PUBLIC POLICY**

— A G E N D A —

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**Wednesday, August 22**

- 2:00 pm – 2:30 pm**    **COFFEE AND OPENING REMARKS**
- Gerald Baliles, Director of the Miller Center; Former Governor of Virginia*  
*David Breneman, Director, UVa Public Policy Program*  
*Eric Patashnik, Associate Director, UVa Public Policy Program*  
*Taylor Reveley, Assistant Director for Policy Programs and Planning, Miller Center*
- 2:30 pm – 3:45 pm**    **CAREERS IN PUBLIC POLICY: PANEL DISCUSSION**
- Diane Cherry, Manager of Policy Initiatives, Institute for Emerging Issues*  
*Dale Miller Hill, Consultant, Individual Evaluation Group*  
*Diane Rogers, Chief Economist, House Budget Committee*
- Moderator: Edgar Olsen, Professor, UVa Economics Department*
- 4:00 pm – 5:15 pm**    **SEMINAR: LESSONS FROM HISTORY – MILLER CENTER PRESIDENTIAL RECORDINGS AND ORAL HISTORY PROGRAMS**
- Paul Martin, Assistant Professor, Miller Center Presidential Oral History Program*  
*Guian McKee, Assistant Professor, Miller Center Presidential Recordings Program*  
*Marc Selverstone, Assistant Professor, Miller Center Presidential Recordings Program*
- 5:30 pm – 7:15 pm**    **DINNER AND KEYNOTE CONVERSATION ON LEADERSHIP AND PUBLIC SERVICE**
- Gerald Baliles, Director of the Miller Center; Former Governor of Virginia*  
*Lowell Weicker, Former Senator and Governor of Connecticut*
- 7:30 pm – 8:15 pm**    **ICE CREAM SOCIAL**

**Thursday, August 23**

- 8:00 am – 9:00 am**    **WELCOME AND CONTINENTAL BREAKFAST**
- Gerald Baliles**, *Director of the Miller Center; Former Governor of Virginia*
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- 9:00 am – 10:15 pm**    **OFFICIAL WASHINGTON: PANEL DISCUSSION**
- Scott Mulhauser**, *Senior Advisor and Counsel to Sen. Frank Lautenberg*  
**Logan Sawyer**, *Former Associate Counsel to the Homeland Security Council*  
**Shelley Sawyer**, *Former Homeland Security Policy Advisor*  
**Reanne Shane**, *Congressional Affairs, Nuclear Regulatory Commission*
- Moderator: Paul Martin**, *Assistant Professor, Miller Center Presidential Oral History Program*
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- 10:30 am – 11:45 am**    **PUBLIC SERVICE OUTSIDE OF GOVERNMENT: PANEL DISCUSSION**
- Kevin Huffman**, *Chief Growth and Development Officer, Teach for America*  
**Mike Mallory**, *Executive Director, Ron Brown Foundation*  
**Greg Principato**, *President, Airports Council International, North America*  
**Bridgett Wagner**, *Director of Coalition Relations, Heritage Foundation*
- Moderator: Eric Patashnik**, *Associate Director, UVa Public Policy Program*
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- 12:00 pm – 2:00 pm**    **WORKING LUNCH WITH BREAKOUT SESSIONS**
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- 2:00 pm – 3:15 pm**    **STATE AND LOCAL PUBLIC SERVICE: PANEL DISCUSSION**
- Matt Gandal**, *Executive Vice President, Achieve, Inc.*  
**Justice Elizabeth Lacy**, *Virginia Supreme Court*  
**G.C. Morse**, *Speechwriter; Editorial Writer, Hampton Roads Daily Press*
- Moderator: Guian McKee**, *Assistant Professor, Miller Center Presidential Recordings Program*
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- 3:30 pm – 4:45 pm**    **INTERNATIONAL PUBLIC SERVICE: PANEL DISCUSSION**
- Matthew Burton**, *State Department Attorney posted to Iraq*  
**Justin Higgins**, *State Department Foreign Service*

**Alex Shtogren**, *Director for Sales and Marketing, CG/LA Infrastructure LLC*

**Moderator: Marc Selverstone**, *Assistant Professor, Miller Center Presidential Recordings Program*

**5:00 pm – 6:15 pm**    **CLOSING REMARKS AND RECEPTION**

**Gerald Baliles**, *Director of the Miller Center; Former Governor of Virginia*  
**David Breneman**, *Director, UVa Public Policy Program*