

# WWS Task Force Report



**Woodrow Wilson School of Public and International Affairs**

Princeton University

October 7, 2016

*“Creating a space for Princeton in the policy arena”*



## TABLE OF CONTENTS

- I. Introduction
  
- II. Curriculum
  - A. Undergraduate Curriculum
  - B. Graduate Master's Curriculum
  - C. Graduate Doctoral Program
  - D. Challenges and Recommendations
  
- III. Faculty
  - A. Faculty as Researchers and Teachers
  - B. Faculty Engaged in the Policy Arena
  - C. Challenges and Recommendations
  
- IV. Administrative Resources
  - A. Space Planning
  - B. Staff and Information Technology (IT) Support for Faculty
  - C. Business, Facilities and Media Services Office
  - D. Challenges and Recommendations
  
- V. Conclusion

## I. Introduction

This report aims to identify challenges and make recommendations that will help guide Princeton University's Woodrow Wilson School of Public and International Affairs over the next decade.

The report is based on a self-study<sup>1</sup> conducted between 2014 and 2015, which surveyed faculty, students and staff, asking them to reflect on the School's current activities and programs, as well as identify challenges and make recommendations for potential improvements. The report focuses on academic programs, faculty and administrative resources of the Woodrow Wilson School (WWS). The questions that frame the report are: Are the School's academic programs and curriculum as strong as they could be? Does the WWS have the right balance of faculty and practitioners? How can the School build a stronger sense of community? Do the faculty have the support they need to be effective teachers and researchers? Are the academic programs and activities focused on the right areas of policy?

### *About the Woodrow Wilson School*

The Woodrow Wilson School is a major center of education and research in public and international affairs. The School offers three graduate degree programs: a two-year Master in Public Affairs (MPA), a one-year, mid-career Master in Public Policy (MPP) and a Doctor of Philosophy in Public Affairs (Ph.D.). While the MPA and MPP are structured to be inclusive of a broad range of policy interests, the Ph.D. requires a focus on either Security Studies or on Science, Technology and Environmental Policy (STEP). Each year, the WWS enrolls approximately 70 MPAs, 20 MPPs and six to eight Ph.Ds. The School also offers a Joint Degree Program (JDP) in Social Policy for doctoral students in the Departments of Politics, Psychology, Population Studies, Sociology and Economics to enhance their multidisciplinary perspective on problems of economic insecurity and inequality.

The School is home to a multidisciplinary liberal arts major for undergraduate Princeton University students. Once a competitive major that required application, it is now open to all who declare and have fulfilled the prerequisites. With approximately 120 to 150 students declaring each year, it is one of the largest majors on campus. The first class of the reformed major graduated in spring 2015.

Finally, there are two programs designed for specific populations that are administered by the WWS: the Junior Summer Institute (JSI) for rising college seniors from schools across

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<sup>1</sup> For a full list of the self-study committee, see Appendix A.

the country; and the Scholars in the Nation's Service Initiative (SINSI), which supports MPA students working in the federal government for two years as part of their graduate program and Princeton undergraduates seeking summer internships in the government.

A robust faculty provides these students with the analytical tools and in-depth knowledge needed to tackle important policy issues. Eighty-four tenure-track (or ladder) faculty members teach at the School, and all but two have dual appointments with other departments. Approximately 65 visiting professors, lecturers and practitioners from the world of public and international affairs also serve as instructors, on campus and in Wilson programs overseas designed for undergraduate students. Many faculty members are affiliated with one or more of the School's 20 research centers.

The School is led by a dean, who oversees all aspects of the School — academic, resource allocation, operational and development functions. A vice dean oversees the graduate and undergraduate academic programs. Five associate deans manage the administrative functions of the School: finance and planning, the graduate program, the undergraduate program, graduate admissions and public affairs and communications.

### ***Creating a Space for Princeton in the Policy Arena***

The Woodrow Wilson School creates a space for Princeton in the policy arena. We do this in multiple ways.

First, the WWS provides graduate students with a well-rounded education that combines rigorous multidisciplinary studies with field work and interactions with today's policymakers and advocates. These students graduate and go directly into public service in large numbers. Between 2009 and 2013, 55 percent of MPAs and 69 percent of MPPs went into the public sector, and 31 percent of MPAs and 20 percent of MPPs went into the nonprofit sector. The extremely generous funding provided by the WWS allows students to graduate debt-free, giving them more choices about where they work. Even Woodrow Wilson School graduates who go into the private sector tend to work in firms that are service-oriented, often consulting with government and nonprofit organizations. The small size of the program allows students to have direct access to faculty and create tight bonds with their classmates, which translates into an extremely loyal cadre of alumni willing to help new graduates start their policy careers.

Second, while the undergraduate WWS major is not a pre-professional degree, it is designed to leave students with a deep appreciation of service and an ability to think about public policy issues in a broader ethical framework. Students graduate with a host of skills that ultimately serve them in any field they choose: a capacity to think analytically and critically; deliberate collectively; balance competing interests; communicate

effectively; and cultivate initiative, entrepreneurship and leadership.

Third, the School's faculty conducts innovative research that can inform sound public policy. The joint-appointment structure means that WWS professors examine policy issues with a disciplinary lens. They are committed to ensuring their work reaches a broad external audience; in the last year, WWS faculty were cited or featured in close to 4,200 media stories. The School supports this effort by translating faculty research to showcase the policy implications; each year, between 150 and 200 stories about faculty and their work are written, posted on the WWS website and disseminated broadly to the media, policymakers, practitioners and advocates. The goal is to inform policymakers about important faculty research and demonstrate how it can positively affect public policy.

Many of the School's tenure-track faculty members have a foothold in the policy world. Some take advantage of Princeton's public service leave to work in Washington, D.C.; in the last five years, three have served in the White House and several others have served in administrative agencies. Others donate time to in-depth policy efforts such as serving on the President's Council of Advisors on Science and Technology or the Intergovernmental Panel on Climate Change. Still, others are called to D.C. to testify before Congress and administrative agencies or to quietly brief lawmakers. All return to the WWS with a better appreciation of policymaking, which informs their teaching and scholarship.

Finally, the School brings a wide variety of policymakers to campus each academic year. Some come for long-term lectureships, teaching classes and workshops. Others visit as part of the Leadership through Mentorship program, sharing their leadership experiences with small groups of students over a few days. Many speakers visit to deliver large public lectures or smaller lunch-time talks. The WWS also convenes policymakers and practitioners in forums to discuss critical issues that vary widely, such as performance-based pay for teachers, juvenile justice, big data and health, Middle East peace and international development.

### ***Background of the Self-Study***

The Woodrow Wilson School offers robust academic programs and a faculty with cutting-edge scholarship that is relevant to public policy. But to continue to offer students a high-quality multidisciplinary policy education, the School must routinely reflect about ways to improve and remain current. This report envisions new strategies for the WWS to reach its optimal potential throughout the next decade. It is based on a faculty-led self-study conducted between 2014 and 2015 that included input from many different constituencies — including leadership, faculty, staff, students (both graduate and undergraduate) and

alumni — and examined important School-related data.

Five questions framed the self-study:

- Are the School's academic programs and curriculum as strong as they could be? This report gives an overview and analysis of the four core programs: MPA, MPP, Ph.D. and the undergraduate major.<sup>2</sup>
- Does the WWS have the right balance of faculty and practitioners? The School strives to make sure that people who have committed their lives to public service share their knowledge and experience with its students and community. However, the School also needs to remain a place that produces strong academic scholarship. What is the right balance?
- How can the School build a stronger sense of community? While the WWS is small by public policy school standards, it is the largest department on Princeton's campus. Ideally, students, staff and faculty feel engaged with the School and identify with its mission. But this is a challenge given that most WWS faculty members have allegiances to other, smaller departments. In addition, many faculty and staff are highly involved in research centers. How does the WWS fit in this scheme?
- Do faculty members have the support they need to be effective teachers and researchers? The School needs to provide professors with the best resources to reach their full teaching potential and immerse themselves in scholarship.
- Are the School's programs focused on the right areas of policy? For example, with the 2007 financial crisis and resulting Great Recession, it became imperative to teach students finance policy; with today's security breaches, they need to understand technology policy. Formal diplomacy still has its place, but nontraditional diplomacy may be needed as state lines blur. And ongoing issues such as equal rights for all still need attention. The School needs to remain vigilant in ensuring that its programs remain current and relevant.

### ***Recommendations***

The School approached the self-study and this subsequent report with its governing mission in mind: to add value to public policy through its teaching and scholarship. The self-study

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<sup>2</sup> Not covered in this report are three other programs: The Joint Degree Program (JDP) in Social Policy, Scholars in the Nation's Service Initiative (SINSI) and the Junior Summer Institute (JSI). These are small niche programs aimed at specific populations. The JSI program will undergo a review during the 2016-17 academic year.

committee reviewed its findings and feedback to draft this report, which was reviewed again by the faculty. The committee's recommendations for growth and improvement center around four areas on which the School should focus its efforts: 1) space, 2) faculty, 3) undergraduate program and 4) graduate programs. Efforts to improve diversity at the Woodrow Wilson School infuse all of these recommendations — whether we are looking at our space, the composition of our faculty, staff and student body and the curriculum. We define diversity broadly, not limiting it to racial, ethnic or socio-economic differences, but as a concept that aims to capture a myriad of views and starting points.

### Space

- Renovate classrooms so they are state of the art and offer opportunities for innovative teaching and learning.
- Redesign space in order to enhance faculty and staff collaboration, communication and community.

### Faculty

- Hire more tenure-track and practitioner faculty — both to ensure the School has enough faculty to teach core courses, particularly in the undergraduate program, and to provide expertise in important and emerging policy areas.
- Continue to provide sufficient resources to ensure faculty remain first-rate, innovative researchers and teachers.
- Continue to implement recruitment strategies to establish a more diverse pool of faculty and administrative staff.
- Enhance the ways faculty engage in international issues and with international researchers and policymakers.

### Undergraduate Program

- Ensure sufficient resources to support teaching, summer internships and other needs of one of the largest undergraduate concentrations at Princeton.
- Ensure the WWS undergraduate certificate programs have the resources they need to remain first rate.
- Monitor the recent reform, ensuring the major's quality is maintained with the increased number of students and the modified requirements of the major.

### Graduate Programs

- Continue implementing recruitment and admission strategies to establish a diverse pool of students.

- Continue to design a curriculum that is both nimble enough to address front-burner policy trends and also is strong in its core so that students learn skills that can be applied to all policy issues.
- Enhance the ways students engage in international policy issues, such as through partnership programs overseas.
- Explore new programs that attract different audiences of learners. This includes executive education programs for policymakers who cannot take a full year out to attend school and joint Ph.D. programs that allow doctoral students to supplement their disciplinary studies with important public policy tools.



## **II. Curriculum**

The Woodrow Wilson School offers an undergraduate major and three graduate programs, all of which have distinctive program design and curricula. In addition, it supports several smaller programs for specific constituencies.

### **A. Undergraduate Curriculum**

#### ***Overview***

The Woodrow Wilson School undergraduate concentration is designed for students who are interested in public policy. The multidisciplinary major enables students to acquire the tools and understanding necessary to pursue policy problems of their choosing. The curriculum is founded upon courses that are relevant to the study of policymaking, policy analysis and policy evaluation.

The undergraduate concentration is one of the largest at Princeton, supporting 240 to 300 juniors and seniors at any one time. This is a considerable transformation: Once capped at 90 students per year and requiring an application and admissions process for second-semester sophomores, the major was opened to all students with proper prerequisites.

#### ***Program***

Beginning with the Class of 2015, the faculty made significant changes in the Woodrow Wilson School's undergraduate program. Now that the major is no longer selective, students declare their major in the same way and at the same time as other departments. The reform of the undergraduate program also established new prerequisites for the major and revised the curriculum. The revised curriculum includes a new core of required courses, a list of elective courses organized into 19 policy areas and a mandate for students to take both a policy task force and a research seminar in their junior year. The program changes also include a requirement for students to engage in a cross-cultural experience for an extended period and to take one language course beyond the University requirement. The School developed a new concentration declaration system in order to confirm the completion of prerequisites, provide guidance to academic advisers about course selection for the following two years and allow a statement of student interest in one of the established policy areas.

For a list of prerequisites, core requirements and other mandatory courses, see [wws.princeton.edu/undergraduate-academics](http://wws.princeton.edu/undergraduate-academics).

The implementation of these program reforms and the need to serve a larger group of enrolled undergraduate students has placed increased demands on the School's staff and

faculty. The expansion required that a new faculty committee be established and charged with course-advising responsibilities, a responsibility that taps a significant number of faculty due to the increased number of students.<sup>3</sup> In addition, thesis advisers need to be found for all WWS students. Advisers come from WWS tenure-track faculty, non-tenure track faculty and tenure-track faculty from other departments. Due to the larger class size, however, students must be more proactive in finding advisers, so the School established a system to encourage students to think about their senior theses earlier and also developed an electronic database that allows students to match their interests with possible advisers.

### *Course Offerings and Requirements*

The new curriculum expands course offerings across a range of disciplines related to public policy. Students must take five core courses; in addition, they must take four electives chosen from a list of 460 approved courses. The electives list permits students to follow their policy interests by taking relevant offerings from across the University. Based on the new requirements and electives, the faculty curriculum committee also established new criteria for departmental honors and a new system to track and calculate honors.

In addition to majoring in the Woodrow Wilson School, undergraduates can earn a certificate (much like a minor at other institutions). Just over 50 certificates are offered by the University. Currently three of these are designed and administered or co-administered by the WWS: Program in Global Health and Health Policy; Urban Studies; and History and the Practice of Diplomacy. For more information, visit [wws.princeton.edu/undergraduate-academics/certificates](http://wws.princeton.edu/undergraduate-academics/certificates).

### *Research Seminars*

An innovative reform of the major was the implementation of policy research seminars, which students take during one semester of their junior year. The purpose of this reform was to respond to student feedback that they needed meaningful preparation for the senior thesis. The research seminars are accordingly hybrid courses that consist of three components: a small substantive seminar that provides students with background on a policy topic such as global health or environmental policy;<sup>4</sup> a research methods lab taught by postdoctoral fellows who offer instruction on quantitative and qualitative methods; and the junior independent research paper (JP) that allows students to apply knowledge and

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<sup>3</sup> For example, the new junior-year advising committee has been comprised of 11 to 12 faculty members and three to five recurring lecturers.

<sup>4</sup> Examples of policy research seminar topics include: Money and Influence in U.S. Policymaking; The Politics of the Future: The Economic and Political Effects of Contemporary Technological Change; Maternal and Child Health in the United States; Macroeconomic Prospects and Policies; Informal Governance in World Politics; Foreign Aid and the Politics of Economic Development; Education Policy in Developing Countries; and European Integration.

skills gained from the seminar and lab to their own research project. The policy research seminars strive to provide students with the critical understanding and methodological tool kit they need to engage in social science research about policy questions for their JP and senior thesis research.

### *Task Forces*

During the other semester of the junior year, students enroll in a Policy Task Force (PTF). The PTF was an element in the curriculum before the reforms and has always been one of the highlights of the major for students. In the task force, students closely engage with a policy topic to prepare both a team report for a specific policy audience and to write their own independent junior papers on an important aspect of the topic.<sup>5</sup> The WWS study abroad programs, in which students take a task force as well as courses at the host university, were expanded to respond to the additional number of Wilson School concentrators. Programs are offered in a variety of locations around the world; examples include Paris (Sciences Po), Oxford (Hertford College, University of Oxford), Tokyo (University of Tokyo), Belfast (Queen's University Belfast), Cape Town (University of Cape Town) and Buenos Aires (Argentine Universities Program). Typically, more than 30 junior seminars (task forces and research seminars) are offered over the course of a year.

For a full list of seminars and courses offered in 2016-17, visit [wws.princeton.edu/undergraduate-academics/curriculum](http://wws.princeton.edu/undergraduate-academics/curriculum).

## **B. Graduate Master's Curriculum**

### *Overview*

The School offers a distinctive graduate program that aims to strike a balance between theory and practice. The graduate program for master's degrees consists of 1) a two-year MPA program that annually enrolls roughly 70 students and is designed to instill a lasting commitment to public service; and 2) a one-year MPP program for about 20 mid-career professionals who are rising leaders in international and domestic public policy and who are looking for opportunities to develop and hone their economic, policy and leadership skills.

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<sup>5</sup> Examples of recent policy task forces include: U.S. Policy Toward Counter-Insurgencies in Sub-Saharan Africa; The Role of Cities and States in Alleviating Poverty; Turkey and the Political Evolution of the Middle East; China's New Leadership and the Rule of Law; Debt or Safety Net? Financing Medicaid, Medicare and Social Security; Thinking About the Unthinkable: Managing Major Disasters.

## ***The MPA Program***

The mission of the Master in Public Affairs program is to prepare students for careers in public service, training them to apply analytical skills and substantive knowledge to the world's most important policy issues.

### *Course Requirements*

To earn their degree, MPA students must pass 16 courses. Students must take six core courses in the areas of statistics, microeconomics, macroeconomics, politics and psychology — including WWS 501: Politics of Public Policy and WWS 502: Psychology for Policy Analysis and Implementation. Students must also take a policy workshop, chosen from the seven or eight that are usually offered, which provide students with the opportunity to use the analytical skills they have acquired in the first year to explore complex policy issues for a real client. For more information, visit [wws.princeton.edu/graduate-academics/curriculum](http://wws.princeton.edu/graduate-academics/curriculum).

All other requirements depend on which field of concentration students choose and whether they choose an optional certificate program. Fields I, II and III (international relations, international development and domestic policy) require students to take a politics gateway and an economics field course. Field IV (economics and public policy) requires five economics courses. There are five certificate programs: Demography; Health and Health Policy (HHP); Urban Policy (UP); Urban Policy and Planning (UPP); and Science, Technology and Environmental Policy (STEP). All involve two required and two elective courses with the exception of UPP, which requires a total of five. For more information, visit [wws.princeton.edu/graduate-academics/programs-and-certificates](http://wws.princeton.edu/graduate-academics/programs-and-certificates).

### *Curriculum Reform*

A 2010-11 review of the MPA program identified specific curricular challenges, in response to which the School implemented some reforms.<sup>6</sup>

For example, the core requirement in statistics was increased from one to one-and-a-half courses, and students are encouraged to take more than the minimum. A half-term course in applied econometrics also was introduced. The majority of each MPA class enrolls in the full-term econometrics option, and the half-term course has provided the balance of students an important opportunity to work with applied policy data sets.

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<sup>6</sup> A review is planned for 2016-2017, which will report on the progress made and the challenges remaining since the 2010-11 review. It will also consider joint-degree programs, certificates, financial aid, admissions and possible international partnerships.

Additionally, course offerings in organizational management (typically taught by visitors) have been enhanced, and a faculty search led to the hiring of a jointly-appointed sociology professor with expertise in organizational behavior.

Finally, steps were taken to increase enrollment in disciplines such as sociology, natural sciences and history by adding several popular half-term courses in sociology (on topics ranging from maternal health to immigration policy); policy workshops and science policy (on topics such as weapons of mass destruction and environmental policy); and courses in history (on topics such as leadership, health policy and modern authoritarianism).

### *Policy Workshops*

Introduced in 1997, policy workshops are a high point for the students in the MPA program. Students in a workshop evaluate a policy problem for a client organization, prepare a written report and make a formal presentation to the client. The aim of the workshops is to move from the classroom to the field and devise policy recommendations that respect real-world institutional and political constraints. Each workshop consists of no more than 10 students, a faculty adviser and a client. Policy workshops require up to eight instructors per year, and, because each year's subjects are new, the process of creating workshops and recruiting faculty and clients requires substantial effort. Workshops also require funds for student field travel. Despite the time and cost involved, however, the overall consensus is that policy workshops are well worth the effort.

### *The MPP Program*

The MPP students are offered the same courses as the MPA students during the academic year. The main differences between the programs are: 1) the MPP students are here for one year and only need to successfully complete eight courses of their choosing; 2) they are not required (but can get permission) to take a policy workshop; 3) they complete a six-week summer course before the academic year begins that focuses on economics, statistics, leadership and policy analysis; and 4) unlike the MPAs, they are not required to take qualifying exams to receive their degrees.

In 2015, the program underwent a review. The conclusion was that the program is largely fulfilling its mission of training mid-career professionals to help them become leaders in their field. As such, the committee did not think any big changes to the current structure of the program was warranted, including maintaining the cohort size of 15 to 25 students. It did recommend the School hire another full-time faculty member to teach leadership and that the School strive to recruit more diverse students, both from racial and ethnic minorities in the United States and students from developing countries.

## C. Graduate Doctoral Program

### *Overview*

Approximately six to eight students are admitted per year into the Ph.D. in Public Affairs program at the Woodrow Wilson School. Since 2011, the Ph.D. in Public Affairs has focused on two discreet subject areas called “clusters” — Security Studies; and Science, Technology and Environmental Policy (STEP). This two-cluster doctoral program is now in its fifth year. The number of newly enrolled students into the program has averaged about six per year, with the Security Studies cluster adding on average a bit more than three per year and STEP adding a bit fewer than three.

For more information, visit [wws.princeton.edu/graduate-academics/programs/phd](http://wws.princeton.edu/graduate-academics/programs/phd).

### *Curriculum*

The Security Studies cluster combines rigorous social science training in international security politics and national defense policy, with a requirement that students engage in focused study of one or more key regions of the world. Students are required to demonstrate competence in the technical and scientific aspects of contemporary strategic issues, including proliferation, weapons innovation, terrorism, counterterrorism and counterinsurgency warfare. They are required to take a co-taught core course providing an integrated, doctoral-level overview of these topics. In addition to two advanced methods courses, students must demonstrate mastery in the politics and security environment of at least one major region of the world and to take at least two classes that provide significant technical knowledge about some aspects of national and international security.

The STEP cluster applies rigorous natural science, engineering or social science methodology to important policy questions related to science, technology and their impacts on society and the environment, and also emphasizes interactions among natural and social science and engineering in policy analysis. The STEP curriculum requires its students to develop fundamental expertise and analysis tools in a technical field (e.g., atmospheric and ocean science, energy technology, biotechnology, information technology or conservation biology) while simultaneously preparing them to use social science methods to analyze and evaluate potential solutions to pressing societal problems at the science-policy interface. Doctoral research in the cluster takes advantage of broad expertise across departments at Princeton via collaborations with economics, politics, sociology, civil and environmental engineering, mechanical and aerospace engineering, computer science, geoscience, ecology and evolutionary biology and the Geophysical Fluid Dynamics Laboratory.

### *Funding Research and Placement*

STEP doctoral students have been doing well in obtaining outside funding for their research, including the award of competitive fellowships. Awards have included a three-year NASA fellowship, two WWS Scholars Program fellows and travel funds from a variety of sources. Their research is being published in top peer-reviewed journals and presented at conferences around the world. STEP doctoral students have also been obtaining exciting positions post graduation. A collection of current positions includes academic appointments,<sup>7</sup> government positions<sup>8</sup> and jobs at nongovernmental organizations.<sup>9</sup>

The Security Studies cluster is newer than STEP and was carved out of the previously existing and much broader program in Politics and Public Policy. This cluster had always admitted a certain number of students interested in security studies and, since the 1970s, the WWS has awarded doctorates to many who have gone on to distinguished careers in government and education. Graduates include the current deans of the U.S. Army War College and the Pardee RAND Graduate School; the director of the Combating Terrorism Center; the former director of the Central Intelligence Agency; the former head of the Department of Social Sciences at West Point; senior researchers at the International Crisis Group, the U.S. Army's Strategic Studies Institute and the National Defense University; an assistant professor at American University; a former Under Secretary of the Treasury for International Affairs and a former Assistant Secretary of Defense for Asia.

Although it has only existed in its current form since 2011, the Security Studies cluster has succeeded in attracting outstanding students. Of the 17 students admitted to the cluster to date, four are active duty military officers who receive full funding from their service branch on the basis of a highly competitive national selection process. One of these students, an Air Force officer, recently defended his dissertation, making him the first to graduate from the program in its current form. Security Studies cluster students have also been successful in obtaining funding from a variety of sources (including the Stanton and Bradley Foundations) and have begun to publish papers and present their work at professional conferences and other universities. Several students are also involved in collaborative research projects with colleagues at other institutions, including the RAND Corporation and the Center for Strategic and International Studies. Two students were

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<sup>7</sup> Examples include: professor and chair of Global Environmental Health, Imperial College London; assistant professor, Peking University; assistant professor, Emory University; postdoctoral researcher, Columbia University and the Earth Institute; associate professor, Georgia Institute of Technology; assistant professor, Massachusetts Institute of Technology; dean of the Falk School of Sustainability and the Environment, Chatham University.

<sup>8</sup> Examples include: associate director, Council on Environmental Quality and White House Domestic Policy Council; senior energy specialist, World Bank.

<sup>9</sup> Example includes: executive director, Greenhouse Gas Management Institute.

awarded honorific fellowships from the Princeton University Graduate School last spring: a Harold W. Dodds Fellowship and the Charlotte Elizabeth Procter Fellowship. Finally, a student in the program received a National Science Foundation fellowship.

## **D. Challenges and Recommendations**

### *Undergraduate Major*

#### Class Size, Teaching and Advising

Progress has been made in a very short time to meet the needs of nonselective enrollment and to improve training for independent research. The School now actively accommodates roughly 350 to 450 undergraduate students at a time: juniors in seminars and task forces; seniors completing senior theses; and sophomores seeking advice about the major and study abroad options. Moreover, moving from a selective, admissions-based major to a more open enrollment has also meant adjusting to a larger cohort of majors, who arrive with a greater variation of skills, training, policy interests and preparation.

The School should continue to monitor implementation of the undergraduate program closely and have the flexibility to pivot if necessary. Increasing the number of faculty and developing additional sources of revenue will likely be necessary to support a thriving undergraduate program with the exceptional faculty involvement that is the hallmark of a Princeton undergraduate education.

#### Research Seminars and Labs

The faculty has developed several new policy-focused courses, as well as a large number of the new research seminars. The proper integration of the research labs with the seminars remains a work in progress because each semester a different cohort of faculty from across the disciplines teaches varying policy topics and methods. This means that it is a challenge to align the curriculum of the labs with the skills students need to complete their junior independent work. Furthermore, developing seminars that challenge all students, who come with a wide range of methodological interests and backgrounds, can be difficult. The School should remain vigilant to ensure that students receive the best possible training to write effective, policy-focused senior theses.

#### Language and Cross-Cultural Experience

Woodrow Wilson School undergraduate majors are required to have completed their language and cross-cultural requirements by the end of their junior year. There are a few exceptions, and for these students, the time available to complete the fieldwork is very limited; managing this issue continues to be a challenge for the program. Of the list of



options for fieldwork, the largest number of students choose to do summer internships, many of them funded by the WWS. The program should ensure there are adequate internship resources to meet the needs of the larger class and the new field requirements.

For a list of options, visit [wws.princeton.edu/undergraduate-academics/curriculum/field-experience](http://wws.princeton.edu/undergraduate-academics/curriculum/field-experience).

### Certificates

While Woodrow Wilson School students can elect any of the certificates offered by the University, currently three are specifically administered or co-administered by the Wilson School. As with all of the School's academic programs, its certificate programs should be regularly reviewed and assessed to ensure they remain innovative, relevant and well-supported.

### *Master's Degree Programs*

### Diversity in the Curriculum

Over the past few years, MPA students have called for additional courses that focus on race, class and gender, as well as an increased integration of these issues into existing policy courses. Therefore, students and faculty have suggested several reforms, some of which have already been implemented, to ensure that the curriculum is inclusive of a wide variety of perspectives.

First, the School could explore adding more courses that specifically address issues of diversity. Second, greater attention could be focused on making these issues of diversity visible in all of the School's core classes. To do so, the School's curriculum planners and faculty could 1) keep these suggestions in mind when designing the curriculum, planning courses and assigning readings and policy problems; and 2) take advantage of opportunities in their courses to discuss the implications of methods, tools and ideas for issues of policymaking, diversity, race and policy implementation in diverse settings.

The Wilson School already has taken action in this area. For example, to properly measure if diversity is addressed in the curriculum, the School has worked with students to add a question about race/diversity to teaching evaluations.<sup>10</sup> Also, it has introduced a newly developed course on Race and Public Policy. Finally, MPA students are able to take classes on inequality that are offered as part of the Joint Degree Ph.D. program.<sup>11</sup>

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<sup>10</sup> Question: Did the readings and discussions incorporate multiple perspectives relevant to the course topic? Please offer any relevant suggestions to expand the diversity and inclusiveness of the topics covered in the syllabus.

<sup>11</sup>The Joint Degree Program (JDP) in Social Policy is a collaborative effort of the Woodrow Wilson School of Public and International Affairs and the Departments of Politics, Psychology, Population Studies, Sociology

### Ethics

Students also want to learn about why certain policy areas deserve attention from an ethical point of view — in contrast to learning about ways to design optimal policies to address such issues. The School has made attempts in the past to add ethics courses to the curriculum and will be adding more. This effort is aided by the addition of a faculty member who has a joint appointment with the University Center for Human Values. As with diversity issues, the School should also examine how to integrate ethics into other courses.

### Organization Management and Other “Professional” Skills

There is agreement that the need for courses on managing organizations is not fully being met, and similar gaps exist in other professional skills areas, such as negotiation and budgeting. The School should continue to look for creative and enduring ways to provide such important courses for the master’s programs.

### Technology Policy

The policy world changes as the world changes. Certainly the role of technology has become much more front and center in the past decade. The School should look for ways to ensure that technology policy receives the attention it should in the curriculum, such as with a stronger partnership with the Departments of Computer Science and the School of Engineering and Applied Science and the addition of faculty to help enrich the WWS curricular and other programmatic offerings.

### Certificates

In order to allow graduate students to specialize in certain policy areas, the School will conduct an in-depth review of the current certificates in conjunction with the 2016-17 review of the MPA program. As part of this review, the WWS will consider whether it is advisable to reform current certificates or add additional certificates to the program based on widespread, sustained student interest and faculty capacity.

### Collaboration with Outside Institutions

A large transformation at many universities is the increasing amount of collaboration with outside institutions. Possible types of collaboration include: exchange programs for students; co-taught classes; online classes; and special relationships/partnerships that facilitate faculty collaborations, such as conferences and visiting positions. Columbia

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and Economics. It follows a “discipline-plus” structure whereby students complete a Ph.D. in a basic social science; the “plus” means that they engage with multidisciplinary perspectives on the problems of economic insecurity and inequality in advanced post-industrial societies and the developing world.

University's School of International and Public Affairs has a global network of programs at which two-year master's students can spend a portion of their second year. Other universities are experimenting with co-taught online classes, such as Harvard University and Yale University's publicized collaboration in computer science. The WWS should consider ways to expand opportunities abroad for faculty and students, such as through collaborative efforts with institutions overseas, as an example.<sup>12</sup>

### Staffing MPA/MPP Courses and Administering the Graduate Program

With a larger undergraduate major, a joint-appointment structure and a large number of centers and programs, the WWS faces unique challenges in staffing the graduate program both in terms of teaching and faculty administration. However, this is a welcome challenge, as the interdisciplinary nature of the faculty and the resulting benefits to students are an asset and a hallmark of a WWS education. The School and University administrations should continue to monitor the size of the faculty to ensure it is large enough to meet the ever-evolving demands. In addition, the School should secure additional funding to allow for greater flexibility of engagement of faculty with non-graduate portions of the academic programs.

### State of the Art Classrooms

It is critical that the classrooms in the School's main building, Robertson Hall, be state of the art. The School should make innovative and flexible investments in its classrooms to ensure that the distinctive needs of both faculty and students are met in a way that optimizes teaching and learning.<sup>13</sup> Part of this effort should involve investing in new technologies to facilitate different ways of delivering content, engaging students in the classroom and even facilitating exchanges with students and faculty in other parts of the world.

### *The Ph.D. Program*

#### Cohort Size

The Wilson School Ph.D. program is small, posing challenges on two fronts.

First, Wilson School students must look for ways to interact with colleagues in order to enhance their educational experience. Since the program is so small, this means finding other doctoral students on campus who share similar interests, particularly those from

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<sup>12</sup> One area in which the WWS is a leader within the University in terms of collaboration is the undergraduate study abroad program.

<sup>13</sup> A classroom committee has been formed for 2016-17 to consider upgrades needed to modernize the WWS classrooms.

science, engineering and politics. For example, when the WWS STEP Ph.D. program has a seminar series, it invites Princeton Environmental Institute (PEI) – STEP Fellows (typically Ph.D. students in Princeton’s science and engineering departments) to participate and present their research, just as the WWS STEP students do. Critical interdisciplinary exchange is facilitated, and a social network is created. It is important for faculty and administrators in the School to facilitate this cross-campus collaboration.

Second, the reduction in size of the doctoral program comes at the same time that the WWS undergraduate program has almost doubled in size. Therefore, the increased demand for Ph.D. students to lead precepts, the small discussion sections that accompany larger faculty-taught courses, comes just as the Ph.D. numbers are on a downward trend and more limited in focus. The School should examine the size and scope of its Ph.D. program in a future review and contemplate ways to shore up the preceptor base.

### III. Faculty

Approximately 150 people affiliated with the Woodrow Wilson School are conducting research, teaching and advising WWS students at any given time. Of those, 84 are tenure-track (or ladder) faculty. The remainder are WWS-affiliated non-tenure-track practitioners, lecturers and visiting faculty from other institutions.<sup>14</sup>

The absolute number of tenure-track faculty has grown over the past 20 years from 53 in 1995-96 to 84 in 2015-16. The composition has changed slightly as well: Faculty in each rank has gone from 68 percent professors, 9 percent associate professors and 23 percent assistant professors in 1995 to, respectively, 75 percent, 8 percent and 17 percent today.

In addition, most faculty are affiliated with one or more of the School's 20 research centers or programs.<sup>15</sup>

For the sake of the discussion below, unless specifically noted, the term "faculty" refers to WWS-appointed tenure-track faculty at Princeton. Tenure-track includes those who have been granted tenure and those eligible for tenure — essentially professors, associate professors and assistant professors.

#### A. Faculty as Researchers and Teachers

##### *Overview*

The vast majority of the tenure-track faculty at the Woodrow Wilson School is also jointly appointed in a disciplinary department. This joint-appointment model is intended to facilitate and encourage research excellence and strengthen connections between the School and Princeton's other highly ranked departments. According to the U.S. National Research Council's S-rank in 2010, which rates doctoral programs highly if they are strong in the criteria that scholars say are most important, Princeton's economics, politics, sociology and psychology departments stand second, seventh, first and first, respectively,

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<sup>14</sup> For this report, a practitioner refers to people working in the policy arena and taking some time to teach here: specifically, Charles and Marie Robertson Visiting Professors, Diplomats-in-Residence, Weinberg Chairs and those typically still employed by a policy institution and teaching only one class or recently retired from policy positions. A lecturer refers to Princeton-based, non-tenure-track faculty and administrators who teach, often recurrently. A visitor is typically someone who has an academic appointment elsewhere, usually visiting for only one academic year and often affiliated with a research center. Visitors include Princeton Institute for International and Regional Studies (PIIRS) visitors who are short term, but have multi-year appointments, as well as faculty teaching WWS students in task forces in study abroad programs. Finally, Specialized Practitioners in Planning teach at WWS. It is important to note these are not Dean of the Faculty definitions, but rather internal ones used by the School in constructing its teaching staff.

<sup>15</sup> The centers and smaller programs are a decentralized way for the School to handle research priorities. While attached to the School, they are not, however, part of this report. The larger centers undergo their own periodic reviews.

among U.S. doctoral programs. The WWS is the only public policy school to boast four Nobel Memorial Prize winners in Economic Sciences (Sir Angus Deaton, Paul Krugman, Daniel Kahneman and Sir Arthur Lewis).

From 1995 to present, the number of jointly-appointed faculty has increased from 44 of 53 (83 percent) to 82 of 84 (98 percent). This is consistent with a discipline-centered policy and the joint-appointment model for almost all faculty appointments.

The breadth of disciplines represented at the WWS has grown gradually over the last 20 years with WWS faculty representing a robust array of relevant fields. Politics and economics remain the largest disciplines, comprising respectively 43 percent and 38 percent of the School's faculty in 1995 compared to 29 percent and 32 percent today. Both have grown in terms of absolute numbers as well. The School has seen increased numbers of faculty from sociology and the natural sciences, starting with two appointments each and growing to eight and nine respectively (10 percent and 11 percent). Psychology started with one and now has eight appointments. History and "other fields" are smaller. Geography and planning have gone from three to none.

As noted above, WWS faculty members teach in all three programs serving undergraduate, master's and Ph.D. students.

### ***Discussion***

Where does the School stand in comparison to its peer public policy schools in terms of research output and accomplishments? This is an inherently difficult question to answer, in as much as measures of output (such as publication counts or page counts) vary across disciplines, and policy schools differ substantially in the disciplinary composition of their faculties. The self-study committee chose two metrics that are, perhaps, less subject to this critique: memberships in the American Academy of Arts and Sciences (AAAS) and citation count (using ProQuest search in a comprehensive list of databases). Arguably, the standards of excellence for election to the AAAS are comparable across disciplines. And citations are a rough measure of the impact and significance of a publication, and so account for number and length. On these measures, both in terms of AAAS memberships and citation counts, the WWS leads its peer schools. The joint-appointment model affords the WWS first-rate scholars in their disciplines compared to peer institutions.

In terms of teaching overall, the WWS faculty in both the undergraduate and graduate programs is rated quite well in terms of course evaluations; however, regular faculty, practitioners and lecturers typically perform higher than visitors. While teaching seems to be strong at the WWS, it is important for faculty to continue to hone pedagogical skills and practices on an ongoing basis.

In terms of the diversity of the faculty body, the Woodrow Wilson School can and should do better. As noted in the introduction, we value diversity and define it broadly. It is important in the classroom, in administrative decision making and in research to have different voices at the table. Diversity is important at all institutions, but particularly at a school of public policy that engages in the central issues of the day.

## **B. Faculty Engaged in the Policy Arena**

### ***Overview***

What distinguishes jointly appointed faculty members is their interest in policy. Many faculty noted during the course of the self-study that the freedom/imperative to pursue policy-relevant research is the aspect they valued most about the School. Colleagues also valued the opportunity to interact with policymakers, the opportunity to have impact in the policy community and the opportunity to teach about the applications of research to policy. The faculty recognizes the importance of being engaged in the policy arena, working to ensure their research is not only strong academically but can also affect public policy.

### ***Discussion***

As befits a public affairs school, faculty members report significant outreach to the policy world: 81 percent have presented their research to government decision-makers; 75 percent have conducted policy work for public or nonprofit organizations; and 78 percent report a variety of activities ranging from policy-relevant research to consulting to advisory boards. Media engagement, too, is extensive for WWS faculty, especially being quoted, interviewed or featured; from 2015 to 2016, there were 4,200 news clips featuring WWS faculty. Faculty policy and media outreach spreads evenly across disciplines, confirming the WWS' choices of engaged faculty across areas.

The School has an Office of Public Affairs and Communications with writers dedicated to translating faculty research and disseminating it broadly to a policy and media audience, in addition to writing stories about faculty teaching, student experiences and alumni successes. From 2015 to 2016, 155 stories were written for the School's website, most of which were disseminated to traditional and social media. The School's social media presence was robust, with 6,490 followers and 119,000 people on average reached monthly on Twitter; and 8,010 followers and 161,407 people on average reached monthly on Facebook.

## **C. Challenges and Recommendations**

In the course of looking at the role of faculty, the self-study committee outlined several challenges and offered recommendations.

### Joint-Appointment Model

It is not surprising that, among a group of more than 80 faculty members that spans many disciplines and issue areas, there are a range of views on the proper role of the WWS faculty, the proper balance between a strictly disciplinary focus and interdisciplinary interaction and the desired relationship between the WWS and the disciplinary departments. That said, the overriding sentiment is that the joint-appointment model is working well to deliver a faculty of great academic distinction and superior research accomplishments and recognition. The faculty agree that the School should consider WWS-only appointments when it would help fill important gaps in the curriculum but for which there is no natural disciplinary joint department. Such rare appointments will help the School remain current in specific, key policy areas.

### Teaching

Since innovation is key to the healthy metabolism of even the most outstanding teaching programs, the School ought to continue to encourage and provide incentives for pedagogical experiments. This would include various forms of team teaching to benefit both the curriculum and to enhance the School's sense of community. There are many areas of teaching that are particularly promising:

- **Cooperative Teaching:** There is considerable potential to enhance existing pedagogical practices by encouraging and experimenting with greater cooperation among faculty in both designing and carrying out the School's teaching program. Teams could be two faculty members from different disciplines or a faculty member paired with a practitioner. Another model is joint planning of courses in areas where small groups of faculty members, organized around a common research and teaching interest, design and possibly teach a course together. These kinds of collaborations not only help the overall quality of the course and the stability of the course year to year, but they also foster cooperation among faculty. Some experimentation is already underway in this area: Keith A. Wailoo, Townsend Martin Professor of History and Public Affairs, has co-taught "Modern Genetics and Public Policy" with Shirley M. Tilghman, President of the University, Emeritus and Professor of Molecular Biology and Public Affairs, for example.
- **Tenure-Track versus Non-Tenure-Track Teachers:** In terms of the overall composition of WWS instructional staff, the current balance between ladder faculty and nonladder faculty seems appropriate. The School should continue to strike an appropriate balance between these faculty types to be sure that it continues to provide a first-rate public policy education.



### Continuing Professional Education

Currently, the WWS does not offer professional education in the way that other schools of public policy do. These continuing educational opportunities are typically aimed at current policymakers and leaders, journalists and other interested parties who wish to “return to school” for short but intensive seminars focused on emerging challenges in public policy. A model of sorts is already being provided by the WWS: The School puts on various policy forums each year that convene policymakers and practitioners to learn about cutting-edge research from its faculty. Typically one-day events, these forums have focused on a wide variety of topics: Middle East peace, juvenile justice reform, big data to improve health outcomes and long-term unemployment are just some examples. Additionally, the School has programs in place that bring in professionals for short-term educational stints, typically through a center or program. However, the question at hand is whether the School should offer longer short-term courses for professionals and whether it has enough faculty resources to do so. Some experimentation is already underway: Professor Jacob N. Shapiro conducted a two-and-a-half day workshop, “Global Security, Information Processing and Leadership,” in early fall 2016 for members of the military and intelligence communities as well as incoming MPP students. The School should thoughtfully consider developing more such programs, at least as an experiment. Of course, any such deliberations should not underestimate the administrative costs of mounting a new teaching program and the opportunity costs involved in substituting this activity for other important ongoing faculty responsibilities.

### Building Community

Fostering a sense of community is an ongoing goal for the WWS. To do so is challenging, due to the character of the School itself — a large, growing and diverse professional school organized around multiple disciplines, fields and research communities. Existing strategies include: faculty forums, where a small number of faculty from diverse disciplines present their work to other faculty; dean’s office lunches where small numbers of faculty from different departments gather to exchange ideas; and annual faculty dinners. Moving forward, the School should try to find other avenues where faculty can exchange ideas, work together and get to know each other as academics and colleagues.

### *Interdisciplinary Activities*

The School should encourage interdisciplinary collaborations such as workshops and small conferences. For example, it could fund “study groups” composed of faculty in different disciplines and fields to work on a critical policy topic.

*Location, Location, Location*

The faculty is now dispersed in several buildings, which hinders a sense of community. As noted below in the Space Planning section of this report, the School should take full advantage of this reorganization to optimize the space available to faculty and staff to foster a greater sense of community and to promote greater collaboration.

## **IV. Administrative Resources**

### **A. Space Planning**

WWS space is primarily spread over three buildings on campus: Robertson, Wallace and Bendheim Halls. In addition, the School has a limited number of offices in Corwin Hall, and some WWS faculty, centers and programs have offices in other campus buildings.

Despite what may seem like a wealth of space, the School faces a number of challenges, such as increased office assignments for a variety of personnel, and the need to utilize space strategically to enhance the sense of community both within and among departments.

With the opening of 20 Washington Road, which will house a number of WWS faculty and some centers, the opportunity to reevaluate and restructure our space is at hand. To address these issues, the School is embarking on an initiative dubbed “Reimagining the Woodrow Wilson School” to examine current space use and future space needs of the WWS. This process is ongoing and will likely result in a renovation of WWS-related buildings, particularly Robertson Hall.

### **B. Staff and Information Technology (IT) Support for Faculty**

#### *Faculty Assistance*

There are 13 WWS faculty assistants who collectively support faculty members, visiting professors and lecturers. For the faculty and visiting lecturers, faculty assistants provide support for all their teaching activities, make travel arrangements, purchase books, process reimbursements and reconcile research accounts and credit card statements. They also manage web pages and work with web-based programs for appointment scheduling, accounting reports, document sharing and other tasks. At times, they draft and edit correspondence, handle large mailings such as student evaluations, assist with research-related activities and provide backup to other WWS faculty assistants and departments.

Faculty assistants who support a center also provide assistance with events and conferences. Those supporting postdoctoral researchers provide assistance with reimbursements and their research account.

#### *Computing*

The Woodrow Wilson School Computing Services Office (WWSCS) supports the computing needs of faculty, staff and students, including center and program staff and visitors. WWSCS provides departmental-specific services to support the teaching and research needs of the

School, often complementing and augmenting what is offered by Princeton University's central Office of Information Technology (OIT).

The WWSCS team has specialized training and access to pertinent information from OIT and provides on-the-ground, front-line support to the School community. Led by a director, the team is made up of eight staff members who offer a breadth of services, including: configuring desktops and mobile devices; troubleshooting software problems; addressing security concerns; facilitating hardware and software migrations; responding to a wide range of general computing questions (topics include remote access, backup, malware, phishing scams and printing); development and support of School-related websites; and development and support of databases.

#### *Business, Facilities and Media Services Office*

The Business, Facilities and Media Services Office (BFMSO) supports the needs of the School's faculty, staff and students across a broad spectrum of administrative services, including: class and conference room scheduling and setups, audio-visual support and troubleshooting, coordination of maintenance issues and services, provision of office supplies, mail distribution, copying and printing, telephone support, event support and furniture and equipment procurement and installation.

The office includes a manager and four full-time staff who work closely with various central University offices — Building Services, Conference and Event Services, Grounds and Building Maintenance and the Office of the Registrar — to ensure that the School's academic and administrative community is well supported.

In any given week, the School plays host to as many as 180 scheduled classes, precepts and workshops; 30 lunch events; and 40 conferences, lectures and meetings. The BFMSO staff ensures each of these events is properly scheduled, set up, equipped, staffed and closed out.

#### *Challenges and Recommendations*

Given the level of investment in these operational areas — together with rapid advancements in information technology and the changing landscape of higher education — the School should take the opportunity to closely examine its current service provision models.

As a first step, the School should evaluate its existing services to better understand which are most important to WWS faculty, students and staff and how such services are currently delivered. This operational assessment should include interviews, focus groups and possibly additional surveys to gain feedback and firsthand perspective on desired services.

The assessment should also take into consideration current service catalogs, organizational charts, position descriptions, procedures, budgets and other related information to inform the current understanding of each support function and to help shape more effective service models in the future. Similarly, the School should consider service models used by other schools and institutions, as well as industry best practices and benchmarks, while still building its own unique service models that are driven by the specific needs of the WWS and respectful of its culture.

## V. Conclusion

This report is the culmination of three years of work and thinking at the Woodrow Wilson School. It draws on opinions of faculty, staff, alumni and students, and examines curriculum, faculty, operational resources and ways the School can stay current.

When the project began, defining and discussing the WWS “community” was meant to be a subpart of the exercise. What has been striking, however, is how the theme of community has become a common thread that runs through all of the discussions. Community — what it is at the Woodrow Wilson School and how it can be enhanced — provides the School with a way to frame potential reforms going forward.

### *Location, Location, Location*

The School’s sense of community is affected by its infrastructure. As the WWS has grown, so has its housing needs. The School now needs offices in multiple buildings to accommodate its faculty, staff, students and classes.

The opening of 20 Washington Road will provide opportunities to reallocate space. The School’s challenge over the coming years is two-fold: 1) work to ensure that the newly opened space and renovations to existing space are implemented in ways that contribute positively to creating a WWS community; and 2) look for ways to bring faculty together so they can interact outside the office construct.

### *The Joint-Appointment Model and Teaching, Scholarship and Community*

The joint-appointment model is both a strength and a challenge for the Woodrow Wilson School. A somewhat unique structure for a policy school, it enables the recruitment of highly valuable scholars who have an interest in having a disciplinary home as well as a place where they can focus on policy. Moreover, faculty members who have a strong disciplinary focus bring scholarship to the policy debate that is in-depth and lasting — and can serve to effect policy in a sustainable way. That said, the joint-appointment model is not without collateral side effects. Ninety-eight percent of the School’s faculty members have an allegiance and responsibility to a disciplinary department. This affects staffing for teaching and administration of programs on one level, and collegiality and chances to interact on another.

While the School is not considering changing the model, there are a number of options — co-teaching, faculty forums and social gatherings, for example — that can increase interaction. Moreover, the School may decide on rare occasions that there are appropriate instances where a WWS-only appointment is warranted.

That said, while there are 84 faculty members listed as part of the Woodrow Wilson School, it does not have the teaching and services of 84 full-time professors. The School may need to develop creative ways to increase the number of tenure-track faculty who teach at the School and administer WWS programs.

In particular, the reformed undergraduate major has proved challenging in three ways: 1) the size of the class and new requirements of the major have increased demands on faculty for teaching and advising; 2) there's a greater variation in the skills, training and policy interests the students bring to the major; and 3) there's an increased administrative burden of tracking a large number of students to ensure they complete required prerequisites and courses and are matched with policy seminars and thesis advisers.

In order to meet these evolving needs, the School needs to increase the number of tenure-track faculty who teach and administer programs. In particular, it needs to obtain additional funds to help support the expanded undergraduate major, since bolstering the undergraduate program cannot come at the expense of the graduate one. The School should also continue to hire non-tenure-track faculty, when they enhance teaching. The focus should be on hiring specific personnel — policy practitioners, for example — who can add value to a policy school. This is particularly true for policy-focused seminars such as the undergraduate policy task force and the graduate policy workshop.

### *Curriculum*

The self-study also revealed the importance of community for the students. Indeed, for the graduate students in particular, the small size of the Wilson School and the community that the small class size fosters is repeatedly noted as the high-water mark for the program. There is no question that WWS students feel connected to each other.

But it is also important for students to feel connected to the School itself. One way to accomplish this feeling of connection is to offer a curriculum that reflects current issues about which students care deeply. The School should continue to find ways to address student feedback in areas such as diversity and professionally oriented course offerings, as well as to add classes on emerging policy issues, such as technology. The School should ensure that any modifications are implemented creatively, and not at the expense of its core skill-building curriculum. Likewise, the faculty should explore innovative teaching methods while retaining existing, successful ones.

These three themes frame the Woodrow Wilson School's plan for moving forward, starting with these specific recommendations:

### Space

- Renovate classrooms so they are state of the art and offer opportunities for innovative teaching and learning.
- Redesign space in order to enhance faculty and staff collaboration, communication and community.

### Faculty

- Hire more tenure-track and practitioner faculty — both to ensure the School has enough faculty to teach core courses, particularly in the undergraduate program, and to provide expertise in important and emerging policy areas.
- Continue to provide sufficient resources to ensure faculty remain first-rate, innovative researchers and teachers.
- Continue to implement recruitment strategies to establish a more diverse pool of faculty and administrative staff.
- Enhance the ways faculty engage in international issues and with international researchers and policymakers.

### Undergraduate Program

- Ensure sufficient resources to support teaching, summer internships and other needs of one of the largest undergraduate concentrations at Princeton.
- Ensure the WWS undergraduate certificate programs have the resources they need to remain first rate.
- Monitor the recent reform, ensuring the major's quality is maintained with the increased number of students and the modified requirements of the major.

### Graduate Programs

- Continue implementing recruitment and admission strategies to establish a diverse pool of students.
- Continue to design a curriculum that is both nimble enough to address front-burner policy trends and also is strong in its core so that students learn skills that can be applied to all policy issues.
- Enhance the ways students engage in international policy issues, such as through partnership programs overseas.
- Explore new programs that attract different audiences of learners. This includes executive education programs for policymakers who cannot take a full year out to attend school and joint Ph.D. programs that allow doctoral students to supplement their disciplinary studies with important public policy tools.



The Woodrow Wilson School confidently looks forward to rising to the challenges of the next decade without losing its core mission and strength.

## Appendix A

**The WWS Self-Study Committee**

Cecilia Rouse (Chair), *Dean of the Woodrow Wilson School of Public and International Affairs; Lawrence and Shirley Katzman and Lewis and Anna Ernst Professor in the Economics of Education; Professor of Economics and Public Affairs*

Brandice Canes-Wrone, *Donald E. Stokes Professor of Public and International Affairs; Professor of Politics and Public Affairs; Vice Dean, Woodrow Wilson School (July 2015 to present)*

Miguel Centeno, *Musgrave Professor of Sociology; Professor of Sociology and International Affairs; Chair, Department of Sociology*

Jan De Loecker, *Professor of Economics and International Affairs*

Susan Fiske, *Eugene Higgins Professor of Psychology; Professor of Psychology and Public Affairs*

Gene Grossman, *Jacob Viner Professor of International Economics; Professor of Economics and International Affairs; Director, International Economics Section*

G. John Ikenberry, *Albert G. Milbank Professor of Politics and International Affairs*

Peter Jaffe, *Professor of Civil and Environmental Engineering; Associate Director for Research, Andlinger Center for Energy and the Environment*

Harold T. Shapiro, *President of the University, Emeritus; Professor of Economics and Public Affairs, Woodrow Wilson School*

Keith A. Wailoo, *Townsend Martin Professor of History and Public Affairs; Vice Dean, Woodrow Wilson School (July 2013 to July 2015)*

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Jessica Wagner (Staff Support), *for survey design, implementation and analysis, and as web scraping*

## Appendix B

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