



# LEADERS IN GRADUATE EDUCATION

**A LOOK AT  
INNOVATIVE  
PROGRAMS  
& LEADERS**

**10  
LEADING  
SCHOOLS**

**MASTER'S  
DEGREE  
PROGRAM  
DIRECTORY**

**INTERNATIONAL AFFAIRS | PUBLIC POLICY | GLOBAL STUDIES**

"The whole world has gotten more closely connected, and the issues we have to contend with are growing exponentially," says Judith Kelley, dean of Duke University's Sanford School of Public Policy. In this *FP Guide*, you will see how leading deans, professors, and program directors are preparing the next generation of global policy and international affairs professionals to tackle the toughest challenges of our times. For example, you will meet:

- The director of an institute that connects students with grassroots leaders from around the world who are women mobilizing their communities to advance peace, security, and human rights.
- A dean who envisions a new era of global leadership and a new curriculum for global management education based on today's unprecedented developments, from climate change to sweeping technological innovations.
- A Middle East specialist and expert on social change in times of war who helps students think through how to adapt their knowledge and research methods to local situations.

You will see how these and other innovative educators are preparing the next generation of leaders in global health security, climate change, diplomacy, development, and so much more.



**“At Thunderbird, we have a great vision to be the vanguard of the vanguard in global management education around the world.”**

—Sanjeev Khagram,  
 Dean and Director  
 General, Thunderbird  
 School of Global  
 Management, Arizona  
 State University

**Sanjeev Khagram,  
 Dean and Director General  
 Arizona State University,  
 Thunderbird School of Global  
 Management**

“In today’s world, a new era of global leadership is certainly needed in the private sector, and it is also desperately needed in government agencies and international organizations,” says Sanjeev Khagram, dean and director general of the Thunderbird School of Global Management at Arizona State University (ASU). “At Thunderbird, we are committed to training and empowering current and future executives of international enterprises and networks of all kinds.”

Khagram is widely recognized as a transdisciplinary thinker who will reinforce Thunderbird’s traditional areas of global management and leadership. Since joining the school in July 2018, he has been planning curriculum innovations with an eye toward offering students what he calls “the most interdisciplinary global leadership and management education on the planet.”

As a world-renowned expert in global leadership, the international political economy, sustainable development, and the data revolution, Khagram takes an approach to curriculum development grounded in three underlying dynamics he observes in the world:

1. The resurgence of materialism and parochialism in the age of globalization.
2. The challenges of living in the age of Anthropocene—the epoch of significant human impact on the earth’s geology and ecosystems.
3. The challenges and opportunities of the Fourth Industrial Revolution—the recognition that we are on the brink of a technological revolution that will fundamentally alter the way we live, work, and relate to one another.

With these trends in mind, the school anticipates launching a major new program in 2020. Meanwhile, Thunderbird has also relocated from its historic Glendale, Arizona, campus to the ASU campus in downtown Phoenix, which is also home to the university’s Sandra Day O’Connor College of Law; Walter Cronkite School of Journalism and Mass Media; and its schools of nursing, health solutions, social work, and public affairs.

Khagram has taught at Harvard University, Stanford University, Singapore’s Lee Kuan Yew School, and numerous other universities around the world. He has also worked extensively with global start-ups, corporations, governments, civil society groups, multilateral organizations, cross-sectoral action networks, public-private partnerships, foundations, and professional associations across the globe, from the local to the international levels.

Born into a prominent entrepreneurial family of Asian Indian heritage, Sanjeev Khagram was only 6 years old when his family became refugees from Idi Amin’s Uganda. The family immigrated into the United States in 1973, via refugee camps in Italy. The young Sanjeev’s first entrepreneurial venture was in New Jersey, at age 13, when he began setting up gift shops in local hotels.

Even while pursuing his PhD at Stanford University, Khagram exercised his entrepreneurial inventiveness by forming a chain of convenience stores in the Bay Area and bringing family members to manage them. Meanwhile, his graduate work focused on the rise and fall of large dam projects around the world, drawing on his diverse background in engineering, environmental science, economics, and politics. In 1997, Khagram founded the World Commission on Dams to research the environmental, social, and economic impacts of the development of large dams globally.

While seeing innovation in the private sector as the driver of the global economy, Khagram also recognizes that innovation in itself cannot solve the great problems of humanity. “ASU’s programs bring the private and public sectors together in a unique way,” he says. “At Thunderbird, we have a great vision to be the vanguard of the vanguard in global management education around the world.”



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**“I want students to think through how to adapt methods to a particular context. They need to get a feel for how research methods work in the field.”**

–Sarah Parkinson, Aronson Assistant Professor of Political Science and International Studies, Johns Hopkins School of Advanced International Studies (SAIS)

## **Sarah Parkinson, Aronson Assistant Professor of Political Science and International Studies**

### **Johns Hopkins School of Advanced International Studies**

“My approach to teaching is centered on the idea that policymaking should be informed by current research,” says Sarah Parkinson, Aronson assistant professor of political science and international studies at Johns Hopkins School of Advanced International Studies (SAIS). “The decisions our students will make in their future careers have the potential to affect policymakers as well as people on the ground in the regions where our graduates will be working.”

Parkinson’s own research examines organizational behavior and social change during and following war. She has conducted extensive fieldwork in Lebanon and Iraq. The catalyst that initially inspired her work dates back to an undergraduate course in Arabic. Parkinson developed a love of the language and a deep interest in the history of the Middle East. That passion eventually brought her to Lebanon as a language student in the summer of 2007. At that time the Lebanese military had launched a campaign against a small militant group that had taken up residence in a Palestinian refugee camp where tens of thousands of civilians were living.

Seizing an opportunity to accompany a journalist on interviews with Palestinian leaders, Parkinson was able to speak directly with them about the issues their communities were facing and recognize the politics at work. Her understanding of those exchanges in the context of the history of Palestinians in Lebanon eventually led to the work Parkinson does today.



Focusing primarily on the Middle East and North Africa, Parkinson uses social network analysis and ethnographic methods to study the ways in which actors such as militant organizations, political factions, and humanitarian groups cope with crisis, disruption, and fragmentation. She is working on a book about the evolution of Palestinian militant organizations and civilian communities in Lebanon throughout the 1980s. It specifically examines factors such as occupation, spying, incarceration, and the role of gender in conflict settings.

In the classroom, Parkinson shares her expertise in qualitative methods and social network theory by examining how a professional such as a consultant or humanitarian worker might use a particular analytical technique or leverage research findings in the field. Her students work through real-world applications of the research they read and analyze as part of their coursework.

“Researchers often apply technical knowledge to situations where local nuances also matter a great deal,” says Parkinson. “I want students to think through how to adapt methods to a particular context. They need to get a feel for how research methods work in the field.”

Johns Hopkins SAIS students have a variety of opportunities for field-based experiences abroad. In addition, by using the classroom as a place where students learn real-world skills, Parkinson’s teaching helps bridge the gap between theory and practice. Her students gain increased understanding of conflicts taking place in environments where it might not be safe for them to travel and where the presence of researchers might seem disrespectful to local populations.

# STUDY WITH PURPOSE

*"It's never been more important to study international relations at a school that understands that truth is elusive but real; that history cannot be rewritten to suit today's preferences; that tradeoffs are inescapable facts of economic life; and that leaders are those who inspire, not those who inflame."*

— ELIOT COHEN, PhD

Director of the Philip Merrill Center for  
Strategic Studies and Robert E. Osgood  
Professor of Strategic Studies



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**“The Josef Korbel School and the Sié Center have been at the forefront of efforts to democratize education by breaking down some of the barriers that prevent knowledge developed in the academy from actually reaching the people who need it.”**

–Marie Berry, Assistant Professor of International Comparative Politics, Josef Korbel School of International Studies, University of Denver

## **Marie Berry, Director, Inclusive Global Leadership Initiative**

**University of Denver,  
Josef Korbel School of  
International Studies**

Graduate students at the University of Denver’s Josef Korbel School of International Studies have opportunities to learn from women leaders who are mobilizing their communities to address some of the most pressing issues of our time. Among them: a Nigerian lawyer and activist working to defend women’s rights, an organizer of the U.S. Women’s March, and a team of media and film producers working to end conflict in the Middle East.

Those women are among the practitioners in residence and guest speakers hosted by the Inclusive Global Leadership Initiative (IGLI) at the Josef Korbel School’s Sié Chéou-Kang Center for International Security and Diplomacy. The initiative seeks to fill a gap in the study of gender, peace, and security by concentrating on women working at the grassroots level, in addition to policy leaders.

“Students are included in every activity when these leaders come to campus,” says IGLI Director Marie Berry, assistant professor of international comparative politics at the Josef Korbel School.

IGLI has three areas of focus: innovative research on the role of women and other underrepresented groups in movements for peace and security; coursework and public programs featuring speakers and practitioners-in-residence; and a summer institute for women activists who lead movements to advance peace, human rights, and security around the world. Each year, the institute brings 15 women activists from around the world to the University of Denver for training and discussions on how to use civil resistance to pursue their work peacefully and maximize its effectiveness.

Thanks to IGLI programs, Josef Korbel School students benefit from coursework enhanced by a solid understanding of gender in security and leadership, as well as opportunities to participate in related research projects. About one-third of the school’s 260-plus graduate students are employed as research assistants in these and other research programs.

IGLI’s Micro-Mobilization (MicroMob) Research Project, for example, analyzes photos of protests to identify social dynamics related to gender. Berry also co-directs the Women’s Rights After War (WRAW) Project, which examines international efforts to strengthen the roles of women in post-war societies.

IGLI has hosted visits to the Josef Korbel School campus by prominent activists such as Hauwa Ibrahim, an author and human rights lawyer from Nigeria, and Carmen Perez, one of the national co-chairs of the U.S. Women’s March. Suhad Babaa, the executive director of Just Vision, spoke about the power of strategic storytelling for building peace in Israel-Palestine. In fall 2019, IGLI will host former Syrian radio show host Honey Al Sayed as a practitioner-in-residence. Al Sayed’s radio show drew millions of daily listeners before she was forced to flee her country as war closed in.

In addition to nurturing female grassroots activists, the Josef Korbel School and the Sié Center have received grants from the Carnegie Corporation of New York’s Rigor and Relevance Initiative to ensure that academic research findings enter into policy discussions and work on the ground.

“The Josef Korbel School and the Sié Center have been at the forefront of efforts to democratize education by breaking down some of the barriers that prevent knowledge developed in the academy from actually reaching the people who need it,” says Berry.





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*“I bridged religion & democracy  
in the Middle East.”*

*your turn.*

— Nader Hashemi *Professor*

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**“We brought an incredibly important conversation to campus as a way of engaging with the world.”**

—Judith Kelley, Dean, Sanford School of Public Policy, Duke University

## Judith Kelley, Dean

### Duke University, Sanford School of Public Policy

Within weeks after Yazidi activist Nadia Murad from Iraq received the Nobel Peace Prize, she was on stage at Duke University’s Sanford School of Public Policy to talk about her campaign to end sexual violence in war. Sanford School Dean Judith Kelley drew on her own research on human trafficking to interview Murad, illustrating how Sanford’s faculty members help students probe connections between the global and the local.

“We brought an incredibly important conversation to campus as a way of engaging with the world,” says Kelley. “The whole world has gotten more closely connected, and the issues we have to contend with are growing exponentially.”

Kelley’s work focuses on how states, international organizations, and nongovernmental organizations can promote domestic political reforms in problem states, and how international norms, laws, and other governance tools influence state behavior. In addition to human trafficking, she studies the effectiveness of various approaches to international election observation and of initiatives that seek to advance human rights and democracy.

Such work is an example of the many paths that graduate students can pursue at the Duke Sanford School. Collaborations occur across the university and far beyond. In global health, for example, research spans medical schools at Duke and in Singapore, as well as the Duke Global Health Institute. Sanford’s energy and environment programs collaborate with the Nicholas School of the Environment and the Nicholas Institute for Environmental Policy Solutions at Duke.

Students interested in national security benefit from the American Grand Strategy Program,



which brings high-profile speakers to campus from the security, diplomatic, and military worlds. Previous guests have included former U.S. Ambassador to the United Nations Nikki Haley and Marine Gen. Joseph Dunford, the chairman of the U.S. Joint Chiefs of Staff.

The Sanford School’s flagship graduate degree is the Master of Public Policy. The school’s Center for International Development also offers a Master of International Development Policy for mid-career professionals. Last year, the program drew students from 20 countries.

Sanford’s Global Policy program in Geneva provides summer internship and education options. And an International Master of Environmental Policy program prepares students at Duke Kunshan University in China to address global environmental issues and policies through a multidisciplinary lens.

“There are just so many opportunities for our students,” says Kelley.

To advance constructive dialogue in an era of social divisions, Duke Sanford School courses address issues such as power imbalances and structural inequality. Outside of class, a committee on diversity and inclusion holds brown-bag discussions and provides training. Student groups such as Sanford Pride, the Latin American and Caribbean Group, and Sanford Women in Policy strive to make the campus welcoming to all.

With only 65 to 80 students per cohort, students can have a personalized experience and tailored career counseling. Typically, about 75 percent of graduates are employed within three months of beginning their job search, and 95 percent find jobs within one year.

“With our small program size and collaborative spirit, students can establish career connections that reach across continents,” says Kelley.



# Don't Just Learn. Lead.





“The Duke MPP degree laid the foundation for my career in international relations. At the White House, the U.S. State Department, the United Nations, and the OECD, I've applied the policy analysis tools and negotiation skills I first learned in graduate school. The program and the people I met at Duke changed my life.”

—Will Davis MPP '87, Head, OECD Washington Center

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**“To change the world, first you need to understand it.”**

—Lee Feinstein, former Ambassador and Dean, Hamilton Lugar School of Global and International Studies

## Lee Feinstein, Dean

### Hamilton Lugar School of Global and International Studies, Indiana University

With a new name and several new programs, Indiana University’s Hamilton Lugar School of Global and International Studies builds on a long tradition of excellence in educating principled and nonpartisan global leaders at a time when the world needs them more than ever.

The school’s name reflects the leadership of former U.S. Rep. Lee H. Hamilton and former U.S. Sen. Richard G. Lugar and the university’s commitment to creating leaders who celebrate differences and seek shared understanding. To honor Hamilton and Lugar’s historic work, the school will offer the Global Leadership Scholars Program, supporting full master’s degree fellowships, including tuition, fees, and a living stipend. As Hamilton notes, “This nation is never finished. It has to be recreated in each generation.”

Hamilton and Lugar know the value of a degree from the school in the heartland of America that bears their names. “One learns early on that talent and accomplishments count—but honesty and integrity count more,” says Lugar, professor of practice at the Hamilton Lugar School.

Both Hamilton and Lugar serve as distinguished scholars at the Hamilton Lugar School. They are part of a faculty of more than 100 full-time scholars, including professors in area studies and language, as well as policy scholars who are former ambassadors and senior government officials focusing on global institutions, political economy, and international relations.



The school’s innovative, multidisciplinary programs emphasize cultural fluency and applied social policy, based on the premise that, as former ambassador and Dean Lee Feinstein says, “To change the world, first you need to understand it.”

The Hamilton Lugar School is one of the few that fully integrate global and area studies into the curriculum, ensuring that students graduate not only with expertise in global affairs, but also with knowledge about the regional cultures, languages, and perspectives that shape the world.

In 2018, eleven of Hamilton Lugar’s area studies centers and programs—the most of any school in the nation—were awarded an \$18.8 million four-year grant under the Department of Education’s prestigious Title VI program. In the first year, the school will receive \$4.7 million, including foreign language and area studies awards that will provide Foreign Language and Area Studies (FLAS) fellowships and scholarships to more than 80 students. The school’s renowned program in area studies and instruction in 80 languages cover almost every area of the world and are central to the success of the school.

The Hamilton Lugar School offers an MA and MS in International Studies and supports Language Flagship programs in Arabic, Mandarin, Turkish, and Russian. IU is the only university with four such programs. The MS degree emphasizes data-driven solutions to global challenges.

In area studies, the school offers master’s degrees in East Asian Studies and in its renowned program in Russian and East European Studies. The school also offers master’s degrees in Near Eastern Languages and Cultures and in Central Eurasian Studies, as well as MA degrees focusing on Africa, Europe, Latin America, and other areas.



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Want to change the world? First, you need to understand it. This principle guided revered foreign policy voices Rep. Lee Hamilton and Sen. Richard Lugar. Today, it is the founding spirit of the school bearing their names.

The Hamilton Lugar School is a leader in the study of global and international affairs and the languages, cultures, and perspectives shaping our world. We offer instruction on some 80 languages, the most of any American university, as well as funding for more than 80 Foreign Language and Area Studies (FLAS) fellowships.

Hamilton Lugar's FLAS fellows receive generous stipend and tuition benefits. These prestigious awards support the development of cultural fluency and global expertise in nearly every area of the world, including Russia, Asia, Africa, and the Middle East.

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**“We aim to produce graduates who can bridge the gap between science and policy.”**

–Gregory Koblentz, Director, Biodefense Graduate Programs, Schar School of Policy and Government, George Mason University

## **Gregory Koblentz, Director, Biodefense Graduate Programs**

### **George Mason University, Schar School of Policy and Government**

“Today’s world is so interconnected that anywhere in the world is basically just a flight away from any outbreak or biological threat. To be prepared locally, we need to be prepared globally,” says Gregory Koblentz, associate professor and director of the graduate programs in Biodefense at George Mason University’s Schar School of Policy and Government.

With a focus on global health security, the Schar School’s Biodefense programs train students to prevent, prepare for, and respond to the full range of biological threats, from naturally occurring pandemics to deliberate threats from biological weapons and other types of weapons of mass destruction (WMD). The Biodefense graduate programs include the Master’s in Biodefense, PhD in Biodefense, and Graduate Certificate in Biodefense.

“We aim to produce graduates who can bridge the gap between science and policy,” says Koblentz, who also serves as an associate faculty member of the Schar School’s Center for Security Policy Studies and as a member of the Scientist Working Group on Biological and Chemical Security at the Center for Arms Control and Non-Proliferation in Washington, D.C.

The Schar School’s Master’s in Biodefense program, offered on campus and online, provides students with a foundation in microbiology and biotechnology within a broader security and policy context. Through courses in global health security, disaster response, biosurveillance, nonproliferation, and other areas, the program prepares students for influential roles in public health, policy, and scientific endeavors across the public and private sectors.

The Schar School’s graduate programs meld theory with practice. They challenge students to apply rigorous analysis to complex issues and make a positive contribution to the world. The school’s largest program is the Master’s in International Security, which provides a strong background in theories of international relations and strategic thinking. It offers electives on a wide range of topics, from great power competition to terrorism and WMD, as well as nontraditional threats from crime and corruption, cyberspace, food and natural resource insecurities, and more.

Schar School faculty members are internationally recognized for their scholarship and advisory roles in the public and private sectors. Notable faculty members include:

- General (ret.) Michael Hayden, former director of the Central Intelligence Agency (CIA) and the National Security Agency (NSA) and founder of the Schar School’s Michael V. Hayden Center for Intelligence, Policy, and International Affairs
- Robert Deitz, former general counsel at the NSA and senior counselor to the director of the CIA
- Ellen Laipson, former president and CEO of the Stimson Center
- Ambassador Richard Kauzlarich, who served as U.S. ambassador to Bosnia and Herzegovina and to Azerbaijan

The Schar School was ranked third in the country by *U.S. News & World Report* in 2018, thanks to its top-quality program concentrations in National/Homeland Security and Emergency Management. This speaks to the quality of the school’s curriculum in international affairs, national security, public health, and other areas.

The Schar School is located on George Mason’s Arlington, Virginia, campus, in close proximity to downtown Washington, D.C. Classes are offered in the evening, and most programs may be pursued on either a part-time or full-time basis.



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**Johns Hopkins University, School of Advanced International Studies (SAIS)** [www.sais-jhu.edu](http://www.sais-jhu.edu)

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**Duke University, Sanford School of Public Policy** <https://sanford.duke.edu>

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- PhD programs in Central Eurasian Studies; East Asian Languages and Cultures; and Near Eastern Languages and Cultures

*Also offers dual-degree and certificate programs.*

**George Mason University, Schar School of Policy and Government** <https://schar.gmu.edu>

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- Master's in International Commerce and Policy
- Master's in International Security
- Master's in Political Science
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Duke University, Sanford School of Public Policy

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