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“We believe that change comes from unity, building bridges, celebrating differences, and seeking shared understanding,” says former US Ambassador Lee Feinstein, the founding dean of Indiana University’s Hamilton Lugar School. This FP Guide tells the stories of leading deans, directors, and professors who are teaching the next generation of international affairs professionals to collaborate in tackling today’s most intractable problems. They include:

- A professor with Washington, DC, experience in immigration policy who teaches an intense class about **refugees**, after a decade in which the number of refugees worldwide doubled to almost 26 million.
- As a teenage climate activist is named the 2019 *Time* Person of the Year, a new dean who has worked on **climate change** issues at the United Nations and World Bank and now aims to teach climate change as a “threat intensifier across the full range of international relations.”
- In an increasingly interconnected world economy pocked by **trade wars**, a center director who sometimes uses game theory to help students understand what makes trade agreements sustainable.
- A professor who is preparing nontechnical students to someday help create the international norms and policies that will counter ever-growing **cyber threats**.

See this FP Guide online at <https://fpguide.foreignpolicy.com/2020-leaders-grad-ed>



"I try to get our students to think about concrete problems and how to go about systematically solving them."

—Johannes Urpelainen, Prince Sultan bin Abdulaziz Professor of Energy, Resources, and Environment, School of Advanced International Studies, Johns Hopkins University

Johannes Urpelainen, Prince Sultan bin Abdulaziz Professor of Energy, Resources, and Environment

Johns Hopkins School of Advanced International Studies

Johannes Urpelainen, a top energy policy expert who advises governments, international organizations, and the private sector, aims to teach "action-oriented" classes. As director of the Energy, Resources, and Environment program at the Johns Hopkins School of Advanced International Studies (SAIS), he led a redesign of the program last year, so that students begin with a broad introductory class and then move on to more specialized courses.

"I try to get our students to think about concrete problems and how to go about systematically solving them," explains Urpelainen, Prince Sultan bin Abdulaziz professor. Exercises could include writing policy briefs, memos, or research papers that are "built around addressing a practical problem in a realistic and feasible way."

In a class last year on energy access, the assignment was to select a country that has trouble providing energy to its population because of, say, a shortage of reliable electricity or insufficient access to clean cooking fuel. "I asked the students to come up with some concrete recommendations for how the government could address the situation," says Urpelainen. "So instead of keeping it at a high theoretical level, I made it very concrete."

One student conducted research to understand why the government of Angola had not succeeded with its policies for using solar power to improve energy access in rural areas. The result was "a terrific analysis of the institutional limitations of Angola's energy policy system," says Urpelainen. The student wrote a blog post



based on that analysis, and it was featured on the website of the 200,000-member Energy Central Power Industry Network.

There are 40 to 50 students enrolled each year in the Energy, Resources, and Environment program, and they can study at any of the school's three campuses—in Washington, DC; Bologna, Italy; and Nanjing, China. All three locations offer the same introductory course, to provide a common foundation. Mirroring the overall approach of Johns Hopkins SAIS, the program is interdisciplinary, bringing together elements of science and technology, economics, and politics and governance.

Students gain experience working on projects for major corporate clients, such as BP, ExxonMobil, Google, and Tesla. In Washington, students benefit from the proximity of US government institutions, the World Bank Group, and the International Monetary Fund—all within walking distance.

"That creates all kinds of opportunities for our students, in terms of networking and practical experience," Urpelainen says.

Urpelainen also is founding director of the school's Initiative for Sustainable Energy Policy, which involves faculty and students in practical work on energy and the environment in emerging economies. Started two years ago, ISEP is generating support from foundations, mostly based in the United States and Europe, such as the Stichting SED Fund in the Netherlands. One effort is focused on helping India transition from coal to renewable sources, by working with civil-society organizations to conduct research and develop recommendations for the government.

"The civil-society and government partnerships that we have in India are quite deep," Urpelainen says. "So, they give us a good opportunity to influence policy in a positive way."

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“The aim of the center is to study the institutions of global economic cooperation. There needs to be more dialogue between business, government, and academia to get at the problems and the solutions.”

–Renee Bowen, Director, Center for Commerce and Diplomacy, School of Global Policy and Strategy, UC San Diego

Renee Bowen, Director, Center for Commerce and Diplomacy

UC San Diego, School of Global Policy and Strategy

In an increasingly interconnected world economy pocked by trade wars, redesigning globalization is the ambitious but timely goal of a new center at UC San Diego’s School of Global Policy and Strategy (GPS).

The backlash against globalization stemming from populism means that it is now even more important to finetune the organizations that help countries cooperate economically, says the director of the new Center for Commerce and Diplomacy, Renee Bowen. The center will focus on research into the intersection of public policy and economics, bring together practitioners to think about how to improve cooperation, and train a cadre of future commercial diplomats who will be the foot soldiers of international commerce.

“There is no better time to be thinking about international trade agreements,” says Bowen, who is also an associate professor of economics. She teaches courses focused on political economic theory, international economics, and international trade agreements—sometimes using game theory to help students understand what makes trade agreements sustainable.

“The aim of the center is really to study the institutions of global economic cooperation,” says Bowen, who worked at the World Bank and received her PhD from Georgetown University.

Her passion is understanding how organizations such as the World Bank Group, the World Trade Organization, and the International Monetary Fund support the global economic order and how they can be improved. “At the heart of this, there needs to be more dialogue between business, government, and academia to really get at the problems and the solutions,” she says.



The Center for Commerce and Diplomacy, which launched in January 2019, aims to accomplish that goal through research, seminars, and public outreach. For example, former Secretary of State Condoleezza Rice was the speaker at the first Global Leaders Forum for the center in 2019.

In addition, the center has helped lead a pioneering teaching approach for the school by jointly creating a course on economic diplomacy with Sciences Po’s Paris School of International Affairs, HEC Montréal, and the Korea University Graduate School of International Studies in Seoul. Students on three continents will take the course simultaneously, using course materials developed by all four schools. This approach is designed to provide a common understanding to future diplomats who could negotiate trade deals together. “They have a common background, they will speak a common language, and will make that diplomatic transition much stronger,” says Bowen. The students will compete for a coveted internship at the Paris-based Organisation for Economic Co-operation and Development.

The Center for Commerce and Diplomacy, Bowen says, is a natural outgrowth for a school that has long focused on China, and more broadly, relationships between the Americas and Asia. One of the school’s program options is a Master of Chinese Economic and Political Affairs.

About 40 percent of GPS degree-seeking students come from abroad. Some return to their home countries after graduation for private-sector or government jobs, such as at the Ministry of Economy, Trade, and Industry in Japan. Other graduates find jobs with private companies such as Qualcomm. Students intern all over the world, including at the United Nations, the Mitsubishi Research Institute in Tokyo, and the US Department of State.



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“We believe that change comes from unity, building bridges, celebrating differences, and seeking shared understanding. That’s an ethos we get from the people for whom the School is named—two gentle giants of American foreign policy.”

—Lee Feinstein, Founding Dean, Hamilton Lugar School of Global and International Studies, Indiana University

Lee Feinstein, Founding Dean Indiana University, Hamilton Lugar School of Global and International Studies

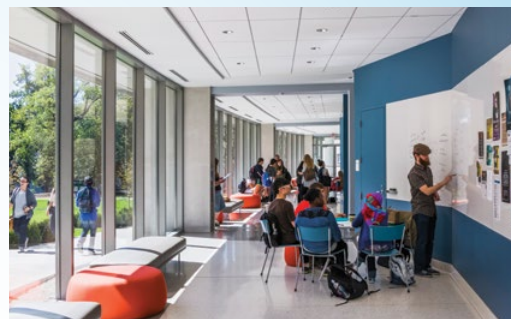
The Hamilton Lugar School’s philosophy is guided by its namesakes, former Rep. Lee Hamilton and Sen. Richard Lugar, who represent a tradition of nonpartisan commitment to principled and pragmatic US global engagement, says former US Ambassador Lee Feinstein, the founding dean of the school. Hamilton and Lugar were foreign policy leaders in and out of Congress, who made their mark in establishing a trajectory for US foreign policy in the period leading out of the Cold War and into the next century.

As much as their intellect and ambition, what distinguished Hamilton and Lugar was a set of values—a commitment to unity, not division, Feinstein says. These values guide the school bearing their names.

“We believe that change comes from unity, building bridges, celebrating differences, and seeking shared understanding,” Feinstein says.

To help its students understand the world, the school offers one of the few programs in international relations that combines the study of cross-border issues with an emphasis on developing area and language expertise. This ensures that students graduate with expertise not only in global affairs, but also the regional cultures, languages, and perspectives shaping the world.

The school’s renowned program in area studies and instruction covers almost every area of the world and is central to the school’s success. It offers courses in more than 80 languages, among the most of any American university, with four Language Flagship programs specializing in



Arabic, Mandarin, Turkish, and Russian. In 2018, 11 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 US Department of Education’s prestigious Title VI program. The program gives grants to universities that improve training in critical foreign languages.

“This gives us tremendous breadth in global research and instruction, and in languages from Arabic to Zulu,” Feinstein says.

The Hamilton Lugar School also emphasizes the skills that students need to be effective leaders in international affairs. With 120 full-time faculty members, whose expertise comes from virtually every discipline, the teacher-to-student ratio is low, allowing students to get personalized education at a large Tier 1 research university.

Feinstein has worked in and out of government and in and out of academia, at research institutes and at advocacy organizations, located in Washington, DC, and overseas. “Like people entering the field now, my career spanned different geographical areas and different professional fields,” he says. “That’s the kind of career people can expect and the kind of training we provide, grounded in the liberal arts and supported by knowledge and skills tailored to global careers.”

Hamilton Lugar students work in every field. Many pursue careers in global public health, medicine, and law, both in government and in the private sector. Post-graduate employment ranges from the US Defense, Justice, and State departments to companies including Booz Allen Hamilton, Airbnb, Eli Lilly, and Google, and organizations such as the Council on Foreign Relations and the Metropolitan Museum of Art.

“There’s really no career now that isn’t in some way global,” Feinstein says. “Every one of our students leaves the university with a deeper understanding of the pressing issues facing the world.”



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“There is a lack of individuals who have a conceptual idea of the field of cybersecurity and who can communicate with leaders to develop technically informed policies and strategies.”

—Pano Yannakogeorgos, Clinical Associate Professor and Faculty Lead, MS in Global Security, Conflict, and Cybercrime, Center for Global Affairs, NYU School of Professional Studies

Pano Yannakogeorgos, Clinical Associate Professor and Faculty Lead, MS in Global Security, Conflict, and Cybercrime

NYU School of Professional Studies, Center for Global Affairs

When the US Air Force saw the need to teach its nontechnical employees about the threats and strategies of the cyber world, it tapped Pano Yannakogeorgos to found the new Air Force Cyber College. Yannakogeorgos, then a research professor of cyber policy at the Air Force Research Institute, had led a study for the Air Force’s chief of staff on cyber workforce development. One of the study’s impacts was mandating the creation of the new Air Force Cyber College at Air University. Yannakogeorgos became its founding dean.

Although formally educated in philosophy and global affairs, Yannakogeorgos grew up interested in computers and networks. He managed small business and nonprofit networks and websites in his youth and earned an MA and a PhD at Rutgers University. He was working on his PhD in global affairs when terrorists and nations increasingly began using cyber tools to wreak havoc. The headlines “took my dissertation out of the realm of sci-fi” and heightened the connection between international affairs and cyberspace, he says.

During his graduate studies, Yannakogeorgos recognized that many of his social science-oriented peers were reluctant to delve into the field of cyber and how it was impacting society. “I think that’s a big part of the reason why there is a lack of individuals who have a conceptual idea of the field of cybersecurity and who can communicate with leaders to develop technically informed policies and strategies,” he says.

While Yannakogeorgos was at the Air Force Cyber College, the New York University (NYU) School of Professional Studies’ Center for



Global Affairs (CGA) recognized that leaders in business and government had a need for nontechnical individuals who understood cyber strategy and policy. Building on the success of the 15-year-old MS in Global Affairs, CGA created the new **MS in Global Security, Conflict, and Cybercrime** and recruited Yannakogeorgos. He jumped at the chance to scale up his educational entrepreneurship from the Air Force to a program that could have a worldwide impact.

“What’s different here at CGA is, we’re looking at cyber through a multidisciplinary social science lens. We don’t expect our students to have a technical background,” he says. The new cyber program, which began in the fall of 2019, develops a global student body to provide leadership, management, direction, advocacy, and analysis in support of strengthening the cyber posture of an organization to assure its mission in a contested operational environment.

With students from around the world, that cadre someday will help create the international norms and policies that will counter cyber threats. CGA students have a close relationship with the United Nations, which offers the opportunity for a consulting practicum with the Counter-Terrorism Committee Executive Directorate.

At CGA, in addition to the new cyber program, the MS in Global Affairs offers students a plethora of interdisciplinary concentrations: Environment/Energy Policy; Global Economy; Global Gender Studies; Human Rights and International Law; International Development and Humanitarian Assistance; International Relations/Global Futures; Peacebuilding; and Transnational Security.

CGA’s job-placement rate six months after graduation historically has been about 96 percent, with students landing in places such as the US State Department, the United Nations, and numerous private companies.



PREPARE FOR A GLOBAL CAREER

Shifting dynamics between global powers, the rise of new and dangerous political ideologies, and the evolution of technology into a threat against our everyday lives, are all contributing to governments, countries, and society at large undergoing dramatic and far-reaching transformations. While each issue that arises poses its own dilemma, they are all undeniably intertwined. It is the global professional with the insight and understanding of the complex factors at play, who will be of greatest value.

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–Rachel Kyte, Dean,
The Fletcher School,
Tufts University

Rachel Kyte, Dean

Tufts University, The Fletcher School

“Young people—they see the world differently,” says Rachel Kyte, about what first inspired her to shift gears professionally and become the 14th dean of The Fletcher School at Tufts University and the first woman to hold the position since the school’s founding in 1933.

Kyte was working as the CEO of a United Nations clean-energy initiative and a special representative of the UN Secretary-General when she began considering the next steps in her global career. Her previous experience included serving as a World Bank Group vice president and special envoy on climate change.

Kyte also had been helping guide master’s and PhD students at The Fletcher School, analyzing global climate negotiations and advising them in their studies and career plans, as a professor of practice at Fletcher’s Center for International Environment and Resource Policy. She often recruited these bright, innovative students to serve as interns at the UN.

These students’ enthusiasm and entrepreneurship, and their determination to build a better global future, drew Kyte to the job of dean. After assuming the role in the fall of 2019, Kyte spent her early weeks on the job meeting with faculty, students, alumni, the board, and the larger Tufts family to hear their ideas. This input contributed to her vision for building on the school’s strengths and its reputation for setting the bar in preparing future leaders for the enormity of the global challenges they will face.

As an example, consider Kyte’s area of expertise: climate issues. The Fletcher School looks at climate change not only in terms of traditional



impacts on oceans and agriculture, but also in terms of how it affects security, tactics on the battlefield, economies and business, or migration flows.

That combination of complexity and the global nature of the biggest issues facing today’s world was another motivator for Kyte to take the helm of The Fletcher School, she says. She aims for the school to teach climate change as a “threat intensifier across the full range of international relations.”

One distinguishing feature of Fletcher is that it has no strict core curriculum, but rather provides “a highly customizable curriculum across more than 20 fields of study,” the new dean explains. She cites the “constellation of faculty and teaching” focused on fields such as gender and conflict, human security related to migration and refugee issues, international law, development economics, and international politics.

“The interdisciplinary nature of Fletcher matches the intersectional nature of the world as we see it today,” Kyte says, adding that employers have noted that the school’s graduates possess a holistic view of the world and the challenges its citizens must confront.

Kyte sees the school’s location in Boston as a virtue for international affairs students, offering an extraordinary academic environment and a vibrant economy in finance, biotechnology, and health, with an innovative, start-up culture.

The new dean also aims to extend the progress The Fletcher School has made in the past decade in diversifying its faculty.

“The faculty and the student body need to reflect the world we live in and the very different perspectives that come from that diversity,” she says.

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PROGRAM DIRECTORY

GRADUATE DEGREE PROGRAMS IN INTERNATIONAL AFFAIRS

Johns Hopkins University School of Advanced International Studies <https://sais.jhu.edu>

- Master of Arts (MA)
- MA in European Public Policy
- MA in Global Policy (for experienced professionals)
- MA in Global Risk
- MA in International Affairs (MAIA)
- MA in International Economics and Finance
- MA in International Studies
- Master of International Public Policy (for experienced professionals)
- Diploma in International Studies
- Doctor of International Affairs
- Doctor of Philosophy (PhD)
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UC San Diego, School of Global Policy and Strategy <https://gps.ucsd.edu>

- Master of Chinese Economic and Political Affairs
- Master of International Affairs
- Master of Public Policy
- Master of Advanced Studies in International Affairs (executive degree)
- PhD joint program, International Relations and Political Science

Indiana University, Hamilton Lugar School of Global and International Studies <https://hls.iu.edu>

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- MS in International Studies
- Area studies MA degrees in East Asian Studies; European Studies; Japanese; Latin American and Caribbean Studies; Near Eastern Languages and Cultures; Russian and East European Studies; and more
- PhD programs in Central Eurasian Studies, Chinese, Japanese, and Near Eastern Languages and Cultures.

The school also offers dual degree and certificate PhD programs.

NYU School of Professional Studies, Center for Global Affairs www.sps.nyu.edu

- MS in Global Affairs
- MS in Global Security, Conflict, and Cybercrime

Tufts University, The Fletcher School www.fletcher.tufts.edu

Two-year degrees:

- MA in Law and Diplomacy
- Master of International Business
- MA in Transatlantic Affairs

One-year degrees:

- Master of Arts (mid-career)
- Master of Laws in International Law
- Global Master of Arts (mid-career)
- Master of Global Business Administration (mid-career)
- MA in Humanitarian Assistance
- MS in Cybersecurity and Public Policy
- PhD in International Relations
- Joint PhD in Economics and Public Policy

The school offers additional dual and joint degree programs.

See these schools and more at <https://fpguide.foreignpolicy.com/2020-leaders-grad-ed>

- **University of Kent, Brussels School of International Studies**
- **Columbia University, School of International and Public Affairs (SIPA)**
- **University of Texas at Austin, LBJ School of Public Affairs**