



Charting a Career Path

in Global Affairs

GRADUATE
EDUCATION
SUMMER 2021

**Creative
Academic
Programs**

**Different
Pathways**

**Top Fields
of Study**

Hands-on learning experiences are popular offerings these days at international affairs graduate schools because they help satisfy employers, which place higher value on real-world know-how.

Top schools featured in this *FP Guide* offer a range of experiential learning: study trips, practicum courses, and internships. Another experience is a lab that places students into cross-disciplinary teams working directly for an organization, aiming to tackle an objective or solve a problem. Another is a fellowship that assigns teams of students to draft policy recommendations for officials in the military or diplomatic government agencies. Topics range from building US leadership in Afghanistan to reviving traditional crafts in the Middle East.

A separate creative curricular approach is requiring that the first course for new students is about race, power, and inequality—to better equip graduates to lead on these issues in an evolving policy landscape.

Other pathways that allow students to chart a fulfilling career path include:

- Offering applied training in key areas: research methods, economics, trade law, and financial institutions
- Giving students the opportunity to gain deep language and cultural expertise, focusing on critical regions of the world

International Commerce and Policy Program Offers Online, In-Person Flexibility



“Even our full-time professors, not to mention our adjuncts, have experience outside of academia in government or consulting. Our faculty understand the world outside of the university very well.”

—Kenneth A. Reinert, Professor of Public Policy and Director of the International Commerce and Policy program, Schar School of Policy and Government, George Mason University



The International Commerce and Policy program at the Schar School of Policy and Government at George Mason University has proven effective at moving students from diverse backgrounds forward in their careers using applied training in key areas: research methods, economics, trade law, and financial institutions.

“It is a fantastic combination that lets our students hit the ground running in both the public sector and the private sector, as well as in international organizations and nongovernmental organizations,” says Kenneth A. Reinert, professor of public policy and director of the International Commerce and Policy program.

The program curriculum focuses on the commercial aspects of globalization, including trade, finance, and investment. Students are encouraged to choose their electives from throughout the Schar School, giving them access to subjects ranging from biodefense to development policy. A robust alumni network and dedicated career services team augment the student experience.

“We are multidisciplinary and focused on developing professional skills,” says Reinert. “Our faculty understand the world outside of the university very well.”

Within the International Commerce and Policy program, there are two specialized graduate certificate programs that may be taken either separately or in conjunction with the master’s program. The first certificate is in strategic trade, an area where there is overlap between the International Commerce and Policy program and the Schar School’s International Security and Biodefense programs. The second certificate is in illicit trade analysis, which looks at illegal practices within global trade, such as human trafficking.

The popular International Commerce and Policy program will include expanded online options in the spring 2022 semester to provide more flexibility and to accommodate non-local attendance. Students will have the option to elect the in-person track, the online track, or a combination of the two. All students will have access to the same course content and curriculum. Schar School graduate programs accommodate different schedules with full- or part-time options and evening classes.

Current students in the program encompass a wide range of backgrounds and experience levels, including both recent college graduates and seasoned professionals. One of the program’s main selling points is its ability to provide robust training in applicable skills for a variety of career paths. Graduates go on to secure competitive positions at federal and international government organizations, such as the US Department of Commerce, World Bank, and International Monetary Fund, as well as at reputable private companies and consulting firms, including Fannie Mae, Honeywell, and Bloomberg.

BUILDING A BRIDGE FROM COMMERCIAL REAL ESTATE TO IMMIGRATION POLICY



Amanda Tran, 42, chose the International Commerce and Policy program to combine her professional background with her passion for immigration issues. She formerly worked in the commercial real estate industry as a research director and then a freelance writer.

After serving as a board member for Lutheran Social Services of the National Capital Area, a refugee resettlement agency, she realized that she wanted a vocation that would directly help refugees. A colleague suggested the Schar School program as a bridge to her new goals.

After graduation, Tran plans to work in refugee policy, focusing on financial inclusion and integration. “This program has allowed me to build on my professional skills, so that I am well-positioned for a career change,” says Tran, of Annandale, Virginia.

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Creating **change-makers**



EXPLORE A FEW OF THE SCHAR SCHOOL'S IN-DEMAND GRADUATE PROGRAMS:

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- ▶ International Commerce and Policy
- ▶ International Security

George Mason University's Schar School of Policy and Government prepares students to be leaders and managers who solve problems and advance the public good in all sectors and levels of government—in the United States and throughout the world.

SCAN ME



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“In international development today, instead of leaders being schooled in certain disciplines, the world requires a broader approach.”

–Filipe Campante, Vice Dean for Education and Academic Affairs, School of Advanced International Studies, Johns Hopkins University



JOHNS HOPKINS UNIVERSITY SCHOOL OF ADVANCED INTERNATIONAL STUDIES

A Newly Flexible Program for a Changing World

In the 76 years since the Johns Hopkins University School of Advanced International Studies (SAIS) was founded, the world has changed immensely.

To reflect that new reality, SAIS will launch a reimagined Master of Arts in International Relations this fall, with more flexibility and interdisciplinary focus and broader access to opportunities and experiential learning.

The original program “consisted of 19 different programs. It was siloed and relatively inflexible,” says Filipe Campante, vice dean for education and academic affairs at Johns Hopkins SAIS. Students chose a concentration and followed a set path of classes, with opportunities such as internships available only within their chosen area.

The new format and curriculum allow students to design a flexible program, with six core classes and ten electives. Three of those electives are in the same regional area (such as Africa) and three are in a chosen functional area of concentration (such as Technology and Culture or International Economics and Finance).

All students, no matter their focus area, now have access to the same opportunities, such as study trips, practicum courses, and internships. These hands-on learning experiences allow each student to better shape their most appealing course of study, with each choosing a capstone, a class-centered group project for a company, or a course focused on a historic battle that ends with a trip to the battle site for a simulation.

“Bringing the experiential part is important in this day and age if we are preparing students for leadership,” Campante says. “We want to break down the barriers between academic knowledge and the professional application of it.”

The hands-on learning helps satisfy future employers, which place higher value on real-world experience, which is especially important as the global competition for jobs increases. “The market demands you come in with some experience in the application of the knowledge you have acquired,” Campante says.

The increased cross-pollination of disciplines also is needed in a world that is not as structured as it was during the Cold War era.

“In international development today, instead of leaders being schooled in certain disciplines, the world requires a broader approach,” Campante says. For example, US–China relations involve more than just military issues; they also encompass cultural, technological, and economic issues. Tackling climate change requires knowledge of science, geopolitics, international development, and economics. The COVID-19 pandemic requires an understanding of science, economics, and politics.

“In this world, you can’t compartmentalize different aspects of global issues,” Campante says.

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Center for Economic and Policy Research, European Climate Foundation, National Democratic Institute

35% PUBLIC OR MULTILATERAL SECTORS

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5% CONTINUE THEIR STUDIES

*Sample employers





JOHNS HOPKINS

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Students Learn Skills Through Immersion in a Real-World Project



“Courses like my practicum are designed to give students an applied, hands-on experience, engaging with everything from community relationships and fieldwork to grant writing, budgeting, and staff management.”

—Shoshana Stewart, Senior Fellow, Jackson Institute for Global Affairs, Yale University

This fall, students enrolled in a year-long practicum at Yale University’s Jackson Institute for Global Affairs will immerse themselves in the “how to” of international development. They will take an in-depth look at the elements of building and running successful projects and spend spring break 2022 in Jordan working with a nongovernmental organization (NGO).

The course will be taught by Shoshana Stewart, a Jackson Institute senior fellow and CEO of Turquoise Mountain. The international NGO works in Jordan, as well as Afghanistan, Myanmar, and Saudi Arabia, to revive historic neighborhoods and traditional crafts, with the goal of creating jobs, skills, and a renewed sense of pride in areas where local culture is under threat.

“Courses like my practicum are designed to give students an applied, hands-on experience, engaging with everything from community relationships and fieldwork to grant writing, budgeting, and staff management,” says Stewart, one of about 20 Jackson Institute senior fellows who mentor and teach students.

“Using the case study of Turquoise Mountain, this is a great opportunity for students to immerse themselves in the practical realities of development work and to explore whether they want to work in the field, start their own NGO, or work with development agencies and organizations in the future,” Stewart says.

Another hands-on option for students is to complete a “directed reading”—an independent-study course that allows them to design a

TEAM RESEARCH YIELDS REPORT ON SYSTEMATIZING GENDER EQUITY

In spring 2021, master’s student Abby Cohen was part of a team that analyzed the role of agricultural extension and advisory service providers in the coffee and cocoa industries. Cohen and other students produced a report for the nonprofit Women Forward International that identified ways in which a third party

could be instrumental in integrating and systematizing gender equity in the providers’ work. The

students’ research was part of a Jackson Institute–directed reading course. Cohen, 28, from Bethesda, Maryland, says the course was an opportunity to learn practical skills that could be applied to a real-world project.

“One of the highlights was doing research with other students who have a shared interest in gender equity, and shaping it into a useful tool for the industry.”



project customized to a particular area of interest. Working closely with a Jackson faculty member, students produce a deliverable of their choice, such as a policy memo or data set. For students, it is a way to enhance their résumé while doing a deep dive into a chosen topic.

The Jackson Institute prepares students to understand the world through academically rigorous courses that are taught by faculty who are prominent scholars and practitioners of global affairs. Small by design, with about 35 students per incoming class, Jackson offers a flexible curriculum that allows students to design individualized courses of study, choosing from classes across the university that best match their academic focus and professional goals.

“With this size, we have the luxury of really crafting a community,” Jackson Institute Director James Levinsohn says. “Our students take a tightly focused core curriculum together and each student develops their own bespoke course of study, taking classes at Jackson but also taking advantage of the intellectual playground that is Yale.”

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Yale JACKSON INSTITUTE FOR GLOBAL AFFAIRS

CHENYUE YANG, M.A. '20:

"I like the freedom of curriculum selection since we can choose whatever courses at Yale besides the three mandatory courses. I took a Yale College seminar on Tibet, which offered quite a different perspective and helped me understand China's position in the world and how the international institutions work."

THE FREEDOM TO EXPLORE

The Jackson Institute's M.A. in Global Affairs prepares students to impact the global community through an academically rigorous, yet flexible interdisciplinary program. Our M.A. program in Global Affairs allows you to design your own path through an individualized course of study. This intellectually demanding and diverse program will provide you with the theoretical foundations, analytical skills, and professional training needed to work within the complexity of today's public, nonprofit, and private sectors worldwide.

Our students take courses in Yale's world-class professional schools, including:

YALE SCHOOL OF MANAGEMENT

YALE SCHOOL OF THE ENVIRONMENT

YALE LAW SCHOOL

YALE SCHOOL OF PUBLIC HEALTH

Every student builds a tailored curriculum to suit their interests and career ambitions.

LEARN FROM OUTSTANDING SCHOLARS AND DISTINGUISHED PRACTITIONERS



Jackson students have access to some of the world's preeminent global affairs experts, including interdisciplinary faculty members from across Yale as well as outstanding practitioners, including retired U.S. ambassadors, former elected officials, journalists, policy advisors, business and nonprofit leaders, and retired military personnel.

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SCHOLARS + PRACTITIONERS: (top row) Arne Westad, Asha Rangappa, John Kerry, Harry Thomas; (bottom row) Emma Sky, Stan McChrystal, Frances Rosenbluth, Sigríður Benedíksdóttir



"SPIA is distinguished by its commitment to public service. Service is central to everything we do."

—Steven F. Petric, Director of Graduate Admissions, Princeton School of Public and International Affairs, Princeton University

PRINCETON UNIVERSITY PRINCETON SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS

Diversity, Equity, and Inclusion are Central to Public Service

In a world where diversity, equity, and inclusion have moved to the forefront of the global conversation, the Princeton School of Public and International Affairs (SPIA) is augmenting its curriculum to give students the tools and training to lead on these issues with confidence.

The school added a mandatory course on race, power, and inequality this year—its second such addition—in an effort to better equip graduates for a policy landscape that is evolving. It will be the first course that new students take when they arrive at the school.

"This allows students to develop the necessary context to think broadly about race, equity, and inclusion," says Director of Graduate Admissions Steven F. Petric. "The goal is to provide a common baseline of understanding. We felt it was important to kick off the program with that baseline."

SPIA offers three degrees: a PhD in Public Affairs (five years), a Master in Public Affairs (two years) and a mid-career Master in Public Policy (one year). Both master's programs allow students to choose among four fields of concentration and three optional certificate programs.

Furthermore, SPIA offers a unique benefit: the school pays the cost of tuition and health insurance for every admitted student. A need-based stipend to cover living expenses also is available. This practice helps make the school financially accessible to students from all communities. "We work very hard to provide financial packages that ensure students can focus on their studies while at SPIA and on their public service careers after graduation," Petric says.

SPIA is distinguished by its commitment to public service, Petric adds. "Service is central to everything we do."

Because more than 80 percent of graduates choose public-sector jobs, they very likely will encounter structural inequities accompanying issues such as immigration, housing, and health care. Last year, SPIA added a course requirement on diversity, equity, and inclusion that allows students to choose from a menu of options, including classes on "Citizenship, Borders, and In/

Exclusion," "Racial Democracy in America," and "International Migration: Challenges and Policy Responses." Petric says the school will continue to think broadly about how to address these issues across its curriculum.

As he put it, "We are a community in conversation."

STUDENTS HELP SHAPE EDUCATION AND CURRICULUM ON EQUITY AND INCLUSION

As SPIA began to increase its course offerings in diversity, equity, and inclusion (DEI), students and alumni were important participants in that process.

Students Guillermo Herrera Nimmagadda and Yvette Ramirez serve alongside faculty and administrators on a committee that recommends ways to make the school more inclusive.

"The changes adopted by the school are an important step toward equipping students with the skills and knowledge to fully address inequities in and beyond the United States," says Nimmagadda, 26, of Miami.

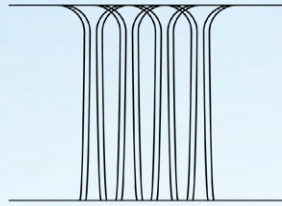


Ramirez, 31, of San Francisco, agreed that the conversation must go global. "Students need support to understand DEI in other contexts and to unpack global inequities. Students with historically marginalized identities, like students of color, are often the first to identify gaps and injustices."



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PRINCETON UNIVERSITY

Hands-On Programs Offer Authentic Public Policy Experiences



“The National Security Fellowship and DiploLab are opportunities for hands-on research experience, where students propose solutions in a format the real world is looking for, outside an academic setting.”

–Daniel Kristo, Assistant Dean of Graduate Enrollment Management, School of Diplomacy and International Relations, Seton Hall University



At Seton Hall University’s School of Diplomacy and International Relations, two programs offer hands-on research experiences that give graduates a boost in the job market.

A National Security Fellowship (NSF) program matches graduate students with US government security projects. Teams of six or seven students are assigned to projects in the military or at a diplomatic government agency, and they draft policy recommendations that are delivered to government officials. In April 2021, the NSF team presented a briefing on counterterrorism to senior staff of the National Security Council. Prior NSF projects have been on topics ranging from building US leadership in Afghanistan to tackling violent extremism in northern Africa’s Maghreb region.

“The NSF is an opportunity for hands-on research experience, where students propose solutions in a format the real world is looking for, outside an academic setting,” says Daniel Kristo, assistant dean of graduate enrollment management. “Many of the policy recommendations have been implemented.”

The US Secret Service, US Army, and US Department of Defense have hired graduates who participated in the NSF.

“NSF students have access to an intimate working environment and are able to take a leadership role,” Kristo says. “Our students are adding diverse voices and perspectives to entrenched foreign policy operations.”

DiploLab is another real-world School of Diplomacy program. Here, students partner with a professor on projects that prepare them for work in government, at nonprofit organizations, or in the private sector. DiploLab research has delved into international relations

issues—from the economy in war-torn Yemen to separatist movements—and has been featured in publications including *Foreign Policy* and *The Washington Post*.

Furthermore, four School of Diplomacy first-year graduate students were selected for the 2021 inaugural class of Public Policy New Voices Fellowship. A collaboration among leading graduate schools, corporations such as Disney, and global strategic advisory firms, the fellowship aims to build diversity in the public policy arena. During the year-long program, fellows will participate in career seminars and networking events and will be able to compete for internships and attend virtual public policy sessions with executives of corporations including AT&T, Walmart, and Netflix.

“The past year has been both good and bad as far as equity and diversity in public policy,” Kristo says. “Remote learning has allowed more access, but we also know we want new voices in public policy. This program allows us to nurture that.”

STUDENT ACHIEVES CAREER GOAL THROUGH REAL-WORLD OPPORTUNITIES



Tamia Wallace, MA '21, served on the National Security Fellowship research team and made policy recommendations on great power competition and counterterrorism to the Department of Defense and the US National Security Council. For academic credit, she interned as a researcher with the US State Department’s Bureau of Oceans and International Environmental and Scientific Affairs. Wallace gained additional experience under a faculty research assistant scholarship. She took advantage of campus leadership opportunities as an organizer for the School of Diplomacy’s diversity, equity, inclusion, and justice initiatives, serving on the DEI Coalition, the Black Diplomacy Student Organization Board, and the Graduate Diplomacy Council Board. These experiences allowed Wallace, from Fredericksburg, Virginia, to achieve her career goal: a job at the Department of Defense.

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2021 Teacher of the Year, **Sara Bjerg Moller, Ph.D.**, directs the international security specialization at **Seton Hall University's School of Diplomacy and International Relations**. An internationally recognized expert on transatlantic security issues, Dr. Moller has held fellowships with the NATO Defense College in Rome, Modern War Institute at the U.S. Military Academy at West Point, and Security Studies Program at MIT. Fully committed to ensuring student success in and outside of the classroom, she works closely with students to mentor them on internship and career opportunities. In response to student interests, Dr. Moller recently created an innovative new course on nuclear weapons and international security, providing students the chance to interact with technical experts and senior policymakers.

Sara Bjerg Moller is part
of a dynamic, close-knit,
international community that
inspires students to apply
knowledge to contemporary
policy debates and have
a global impact.



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What great minds can do.



SCHOOL OF DIPLOMACY AND
INTERNATIONAL RELATIONS

SETON HALL UNIVERSITY

At the Integration Lab, Practical Experience Is a Must



"We bias toward action. We learn by doing. Instead of talking about a problem, we have to execute a strategy to make a meaningful contribution. All our i-Lab teams learn through active practice."

—Tracy Kijewski-Correa, Co-Director, Integration Lab, Keough School of Global Affairs, University of Notre Dame

The Keough School of Global Affairs was the first new school created at the University of Notre Dame in almost 100 years when it opened in 2014 and welcomed its inaugural class three years later. This presented an opportunity to do things differently.

Founded to provide solutions to timeless global threats such as poverty and disease, the Keough School draws upon nine institutes that focus on disciplines ranging from religion to international business. One unifying thread is the school's Integration Lab, which gathers students from different disciplines to spend a year working with global organizations on real-world problems.

"No problem in the world is ever going to be solved by looking through a single disciplinary lens," says Tracy Kijewski-Correa, co-director of the Integration Lab (i-Lab). "That's the big problem with higher education. We put everyone in a silo by discipline. The Keough School is different. It's a nexus."

The i-Lab is different, too. Rather than writing a thesis, students pursuing a two-year Master of Global Affairs degree can spend a year in a team-based consulting role, completing a project—which includes deliverables—for organizations such as Oxfam and Catholic Relief Services.

The Integration Lab puts students into cross-cultural and cross-disciplinary teams of three and four that work directly for an organization, under faculty supervision. Projects are designed to tackle an objective or solve a problem and often involve data collection and fieldwork outside the United States.



BUILDING A REAL-WORLD TOOL HELPED START A CAREER

When Jenna Ahn McGuire entered the Keough School, she found far more than classes. Through the school's Integration Lab, she joined a team that was developing an assessment tool to better understand markets in human shelter, working for the Terwilliger Center for Innovation in Shelter at Habitat for Humanity International. The tool is still in use by professionals today, and McGuire now works for Catholic Relief Services in Guatemala.

"Joining Catholic Relief Services after the Keough School has been a natural fit, since at the heart of both institutions is a commitment to integral human development," McGuire says. "What helped my transition was learning from so many experienced development professionals at the Keough School, where I was exposed to everything from proposal writing to monitoring and evaluation."

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“The Hamilton Lugar School offers courses in international affairs, regional studies, languages, and hard-skills acquisition. This approach prepares our students for success in careers ranging from academia and business to diplomacy and human rights.”

–Shruti Rana, Assistant Dean for Curricular and Undergraduate Affairs, Hamilton Lugar School of Global and International Studies, Indiana University



INDIANA UNIVERSITY HAMILTON LUGAR SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES

Cultural Fluency a Core Focus of International Affairs Degree

A hallmark of a degree from the Hamilton Lugar School of Global and International Studies at Indiana University is the focus on cultural fluency: fluency in the multitude of languages, policies, and perspectives across the globe.

Across all of its 45 graduate and PhD programs, Hamilton Lugar School students have the opportunity to combine the study of global governance, policy, processes, and movements with the ability to gain deep language and cultural expertise, focusing on critical regions of the world.

The school leads the United States in Foreign Language and Area Studies (FLAS) fellowships, with more than 80 languages offered at the school and Indiana University. The prestigious US Department of Education–funded FLAS fellowships carry generous stipends and tuition benefits and support the development of cultural fluency and global expertise in nearly every region, including Africa, East Asia, Europe, Latin America, the Middle East, and Russia and Central Asia. Graduate students also can improve their language fluency through the school’s Summer Language Workshop.

Popular Hamilton Lugar degrees include master’s and doctoral degrees in international studies, Russian and East European studies, East Asian languages and cultures, Middle Eastern



languages and cultures, and languages such as Chinese and Japanese.

To gain cultural fluency, graduate students are strongly encouraged and given ample opportunity to study and intern abroad.

The combination of courses in international affairs, regional studies, languages, and hard skills is a winning formula for the job market, says Shruti Rana, assistant dean for curricular and undergraduate affairs. “This approach prepares our students for success in careers ranging from academia and business to diplomacy and human rights.”

A new, one-year Master of International Affairs (a joint degree from the Hamilton Lugar School and the Paul H. O’Neill School of Public and Environmental Affairs) offers three concentrations: security, diplomacy, and governance; finance and trade; and global development, environment, and sustainability. Each track is designed to offer students the training and experience needed to pursue competitive careers in the global marketplace.

Training the next generation of leaders committed to global engagement is the central aim of the school, named for former Rep. Lee H. Hamilton and the late Sen. Richard G. Lugar, both Presidential Medal of Freedom recipients and two of the most influential foreign policy voices of their generation.

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TOP FIELDS OF STUDY

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- East Asian Languages and Cultures
- Russian and East European Studies
- Middle Eastern Languages and Cultures





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#1

**FOREIGN LANGUAGE &
AREA STUDIES (FLAS)
FELLOWSHIPS**

#1

**LANGUAGE FLAGSHIP
PROGRAMS IN THE US**

#2

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OF GLOBAL & INTERNATIONAL STUDIES

One-Year Program Offers Intensive Study for Experienced Professionals



"We attract students who can come down to Texas to help repurpose their careers or move up the ladder. The program offers the opportunity of intensive study."

—Professor Gregory Gause, Head of the Department of International Affairs, Texas A&M University



The Master of International Policy (MIP) at the Bush School of Government and Public Service is geared toward professionals who take a one-year pause from the workforce to strengthen their credentials and knowledge base in their field.

"We attract students who can come down to Texas to help repurpose their careers or move up the ladder," says Professor Gregory Gause, head of the Department of International Affairs at Texas A&M University.

Nineteen students have graduated from the program at Texas A&M in College Station, Texas, since the program launched in the 2018–19 academic year. Admission requires at least four years of professional experience in the field of international affairs. A separate Bush School program, the Master of International Affairs (MIA), offers a rigorous two-year degree that is aimed at younger students with less work experience. The MIA includes study abroad, language immersion, and leadership and exchange programs that are not required for MIP students.

Graduates of the MIP program include military officers (both active duty and veterans) and people with business experience or overseas backgrounds who were looking to burnish their professional credentials. The 30-credit, 10-course degree can be completed in 11 months, or through part-time studies over a longer period of time.



To keep the tight program focused on the professional students' career goals, only two courses are required: International Politics in Theory and Practice, and Fundamentals of the Global Economy. Gause says that students have maximum flexibility with the remainder of their courses in one of two tracks offered: National Security and Diplomacy, or International Development and Economic Policy.

Affordability is a key selling point for the program because Texas A&M is a public land-grant university with generous support from donors; therefore, tuition is relatively low compared with competitor schools. The public subsidy for the degree "dovetails nicely with the public service nature of international service, whether it is in the military or as a civilian working in the community," Gause says.

GRAD BRINGS SCHOOL'S PUBLIC SERVICE CREDO TO NEW JOB

A 2021 Bush School graduate, Aaron Rochow's ultimate goal is to work in the US Foreign Service. For now, he is a newly hired program associate at the International Republican Institute, focused on Southern Africa. Rochow, 24, says that in his job he is benefiting from the "incredible opportunities for skills-building" that he had at the Bush School. "Everything there is based on George H.W. Bush's legacy of giving to something beyond yourself," says Rochow, from Kalamazoo, Michigan. While at the Bush School, he worked as a distance education graduate assistant. "I had access to this amazing faculty, and there are unlimited opportunities to stay connected in the field of international affairs, especially with the new DC campus. It was a huge value."

To enhance the convenience of the MIP program, the Bush School in January 2021 opened a Washington, DC, campus geared to mid-career professionals. Many of the students on this campus attend part-time and may have more years of experience than those in College Station. Gause says, "We are looking forward to the kinds of synergies that will develop between our Texas home and our Washington, DC, teaching site."

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