



LEADERS IN GRADUATE EDUCATION

INTERNATIONAL AFFAIRS

WINTER 2022

As the global landscape becomes more complex and interconnected than ever before, the need for collaboration, inclusion, and unity has never been greater. This *FP Guide* introduces some of graduate education's most respected leaders. These professors, deans, directors, and alums draw upon their diverse backgrounds and multifaceted careers to help cultivate the next generation of international affairs specialists as they embark on their mission to make the world a better place.

We will meet:

- A former US ambassador and the Department of State's first chief diversity and inclusion officer committed to fostering a diplomatic culture that celebrates and honors differences.
- Co-founders of an innovative new MA program that is producing future global leaders trained to address the increasingly ubiquitous Fourth Industrial Revolution.
- A former vice chair of the National Intelligence Council who infuses a leading international security program with real-world experience and access to professionals in today's most sought-after careers.
- An executive associate dean who continually finds new approaches to interdisciplinary education that address the evolving international needs of today—and tomorrow.
- An author, specialist in international development policy, and founding director of the Scrivner Institute who inspires students to rethink what is possible and disseminate goodwill around the globe.

Photo top: Tufts University, The Fletcher School

JOHNS HOPKINS UNIVERSITY SCHOOL OF ADVANCED INTERNATIONAL STUDIES

Diversity in Diplomatic Corps Fosters Improved US Foreign Policy Making

Former US Ambassador Gina Abercrombie-Winstanley, a 1984 graduate of Johns Hopkins University School of Advanced International Studies (SAIS), recalls the rewards of working on issues in global hot spots, including monitoring elections in the Gaza Strip and coordinating the largest evacuation of American citizens from a war zone since World War II after the outbreak of the Israel-Hezbollah War in 2006. She's had an exceptional career. But as a Black woman, it's been a struggle.

Often she was the only woman and person of color at the negotiating table, pushing back against naysayers who were shocked to learn that she was in charge or questioned her ability to lead. Today she serves as the US Department

of State's first chief diversity and inclusion officer, devoted to cultivating a diplomatic workforce that reflects America's highest values. She is a frequent speaker on diversity and inclusion at schools around the country, including SAIS.

"With the challenge of climate change and more points of disruption worldwide, we need diplomats from different backgrounds and perspectives to resolve these issues," she says. "That's why it's imperative for educational institutions to do a better job of bringing that diversity of thought, experience, and expertise while diplomats are being trained."

The longest-serving US ambassador to Malta, Abercrombie-Winstanley is a seasoned mentor of graduate students and working professionals seeking to advance their careers in diplomacy.

"I think in an unnecessary way we lose a lot of good people, especially people of color, who we shouldn't lose," she says. "We have to work harder to keep them, especially those who are underrepresented in the State Department and other organizations."

Abercrombie-Winstanley makes time in her schedule for what she calls "mentoring moments," when she talks one-on-one with a student or a colleague who seeks career advice. "When you find that area or topic that excites you, run with it. Getting up in the morning with a sense of purpose and understanding the importance of what you're doing is an incredibly satisfying feeling."

LEARNING FROM PROFESSORS WHO ARE PRACTITIONERS ENRICHES GRADUATE STUDENT'S EXPERIENCE

Sasha Stone, a second-year student pursuing an MA in International Affairs, took a course on Congress and foreign policy taught by adjunct

lecturer Charles Stevenson. Guest speakers included professionals who shared tips about working on Capitol Hill. On the advice of adjunct professor Alina Polyakova, Stone applied for and landed a fall 2021 internship

with the U.S. Senate Committee on Foreign Relations. Both professors are well-known practitioners in their fields. "Advice from a professor who's also a practitioner is invaluable," says Stone, who hopes to work on the Hill or at the US State Department after graduation, focusing on issues at the intersection of foreign policy and cybersecurity.



Gina Abercrombie-Winstanley

Former US Ambassador, Chief Diversity and Inclusion Officer for the US Department of State and Alum of the School of Advanced International Studies, Johns Hopkins University

"With the challenge of climate change and more points of disruption worldwide, we need diplomats from different backgrounds and perspectives to resolve these issues. That's why it's imperative for educational institutions to do a better job of bringing that diversity of thought, experience, and expertise while diplomats are being trained."

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Landry Signé

Professor and Managing Director at Thunderbird School of Global Management, and Co-Director of Thunderbird in Washington DC/EMAGAM, Arizona State University



"The Fourth Industrial Revolution is blurring technological lines that once existed. We need leaders who can make optimal decisions during this technical disruption."

ARIZONA STATE UNIVERSITY THUNDERBIRD SCHOOL OF GLOBAL MANAGEMENT

Combining Business and Public Policy Shapes Insightful Leaders for Fourth Industrial Revolution

As the world prepares for and adjusts to the emerging post-COVID-19 landscape, leaders must be more agile, innovative, and adept at drawing from a wide range of disciplines than ever before. Such is the mission of a unique, Washington, DC-based program at Arizona State University's Thunderbird School of Global Management known as the Executive MA in Global Affairs and Management (EMAGAM).

"This program is at the vanguard of global leadership training," says Landry Signé, professor and co-leader of the EMAGAM program.

Clinical professor Ann Florini, who co-leads the program with Signé, adds, "It stands out globally.

It is an innovative, professional master's program that teaches how to address large-scale, complex problems."

Florini notes that while many graduate programs focus either on business management or public policy, Thunderbird's EMAGAM program addresses both. "Business, government, civil society—everyone has to work together," she says. "Academic programs have been taking complex problems and tearing them into little pieces to address them. We are bringing people from all sectors together to take all the pieces of these big global challenges and address them in all their complexity."

Such multifaceted problems are tied to the Fourth Industrial Revolution, the tectonic shifts brought about by artificial intelligence, nanotechnology,

Ann Florini

Clinical Professor and Co-Director of Thunderbird School of Global Management in Washington DC/EMAGAM, Arizona State University



STUDENT SEEKS TO ENHANCE CAREER BY STRENGTHENING GLOBAL MINDSET

Martin Keaney's career involved work on supply chain and procurement issues for a health care company. His role was to lead a team in globalizing operations and managing partner

relations. But with the pandemic, Keaney found himself seeking a pivot.

"I knew a refresh in my education and a stronger global mindset would help infuse my career with more confidence and skill," he says.

"I found the

Thunderbird EMAGAM program to be perfect for not only mid-career professionals like me, but also young leaders looking to move up in their careers," he says, adding that the program is helping him better "prepare managers for the global challenges of this still-new century."

genetic engineering, and other breakthroughs. The global pandemic has only intensified the complexity of this revolution.

Thunderbird's program is drawing diplomats and ambassadors, as well as students from developing countries, all of whom seek new approaches to today's challenges.

"The Fourth Industrial Revolution has created an imperative to produce unique leaders capable of tackling the world's greatest challenges through innovative and practical curricula," says Signé. "Students gain a strong core of global business and global policy knowledge."

"Business schools and policy schools have been teaching their disciplines like they are separate tracks," Florini says. "We are going to have a lot of people doing tweaks, but not the deep problem-solving. The tracks aren't separate. The divide between business and public policy is gone."

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- Tarek B. Y., 2020
Tunisia



“ The professors are **super helpful** and worry about your learning process. They are open and request constructive feedback on how they can improve the student experience. ”

- Luciana P., 2020
Brazil



“ You are **never too old, too experienced or too busy** to join the Thunderbird Family. I enrolled in the EMAGAM program 25 years after earning my MA in International Studies from a top tier program. ”

- James E., 2020
USA

Learn more at Thunderbird.asu.edu/DC



UNIVERSITY OF DENVER JOSEF KORBEL SCHOOL OF INTERNATIONAL STUDIES

Reimagining Global Change Through New Approaches to International Development Policy

Naazneen Barma

Director, Scrivner Institute of Public Policy at the Josef Korbel School of International Studies, University of Denver



"It's our moral and ethical responsibility to manifest the public good in as many places as we can, including in developing countries."

Naazneen Barma watched, heartbroken, as Afghanistan fell to the Taliban, illustrating just the perils she has researched and written about.

"We thought we had the right recipe for state building, but things went very differently in the making of it," says Barma, director of the Scrivner Institute of Public Policy at the University of Denver's Josef Korbel School of International Studies and author of *The Peacebuilding Puzzle: Political Order in Post-Conflict States*.

She draws inspiration to find better approaches from teaching the next generation of scholars and practitioners. "I feel like we're at a turning

point," she says, citing "negative outcomes in Afghanistan and Iraq" and, more broadly, the United States' waning role in the world. "It's a moment in which we can think about what new and innovative things are possible."

Barma specializes in international development policy and is the founding director of the Scrivner Institute as it integrates within the Korbel School. She and her students discuss "decolonizing development." To her, that means rethinking a system where Global North development experts have typically

made decisions on what should be done in developing countries in the Global South.

"We have these frameworks we dream up in DC, but when you put them in place in the developing world, it doesn't work." She adds



STUDENTS DISCOVER OPPORTUNITIES TO MAKE A DIFFERENCE THROUGH POLICY

Janet Hernandez entered the Korbel School thinking grassroots development was her future. But taking Naazneen Barma's International Development course in the fall of 2020 opened her eyes to the broader impact policy can engender.



As an undergraduate, Hernandez studied Spanish translation and English. After graduating, an itch to travel led her to South Korea as a Fulbright winner, teaching English for two years

and then staying an extra year to train English teachers from Korea.

"Living for three years in a different country opened my eyes to the international affairs world," says Hernandez, 26. Now she hopes to work in Washington, DC, when she graduates this spring.

that more input is needed from the historically marginalized communities in the Global South themselves. "An ethical perspective is incredibly important, bringing different voices to the table, thinking about how people are affected."

Barma says she is energized by working with young people whose analytical and critical thinking skills are complemented by a good dose of idealism. At the Korbel School they learn about the context of international affairs and public policy.

"It's our moral and ethical responsibility to manifest the public good in as many places as we can, including in developing countries," says Barma, who is of Indian heritage and grew up in Hong Kong as the daughter of a public servant and a community volunteer.

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Ellen Laipson

Director, Master's in International Security, Schar School of Policy and Government, George Mason University



"Directing the Master's in International Security program is a culminating experience for my career, as it is for many of our faculty who are former practitioners. We share our career experiences with a younger generation fascinated by international security issues and incredibly motivated to address some of today's biggest global challenges."

GEORGE MASON UNIVERSITY SCHAR SCHOOL OF POLICY AND GOVERNMENT

Students Gain Hands-On Experience in Addition to Classroom Knowledge

After 25 years of working in government and national security, Ellen Laipson knows what skills and knowledge her students at George Mason University's Schar School of Policy and Government need to effectively tackle real-world problems.

"Directing the Master's in International Security program is a culminating experience for my career, as it is for many of our faculty who are former practitioners," she says.

Laipson is a former vice chair of the National Intelligence Council and led the Stimson Center, an international security think tank, before joining the Schar School in 2017. She also leads the Center for Security Policy Studies, which emphasizes hands-on experience and research collaboration. "Our faculty try to round out students' classroom experience with learning [that diversifies] the quality of their education," she says. Students engage in crisis simulations, organize lectures, and visit military and intelligence facilities.

Many students in the program are working professionals seeking to expand skills or accelerate their career trajectory. Smart and self-motivated, many bring personal experience from tours overseas or in national security agencies. The goal, Laipson says, is to show students that helping to solve global conflicts is central to a career with a larger sense of purpose. Graduates may go on to careers in defense, intelligence, diplomacy, or nongovernmental organizations (NGOs). Among recent graduates, two-thirds work in the federal government and one-third in the private sector.



ACTIVE-DUTY ARMY OFFICER PAUSES CAREER TO EXPAND "INTELLECTUAL LENS" AT GMU'S SCHAR SCHOOL

As an active-duty U.S. Army officer from Tucson, Arizona, Dana Crigger, 36, describes her graduate studies as "critical to building upon my tactical-level experience."



"My studies at the Schar School have really expanded my intellectual lens to the strategic challenges facing the nation today," Crigger says.

Working with faculty who draw upon deep experience in the national security field has "elevated" her understanding of global challenges. In addition, she expects the personal development derived from pausing her career to pursue international security studies will "pay dividends" in her future endeavors.

Crigger will graduate in May and plans to remain in the Washington, DC, area.

"A combination of deep academic preparation and insight into the practitioner's world helps our students have access to the people with the careers they want," Laipson says. This same approach guides every graduate program at the Schar School: Combine theory with practice and forge connections between students and their future employers.

The school offers evening and weekend classes, as well as in-person and online options. Many pursue their degrees as part-time students. "You have choices," Laipson says. "We are constantly trying to navigate a dynamic approach to what issues we cover and how we can help students be successful in the job market. We keep evolving."

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Maribel Blanco

Executive Associate
Dean, The Fletcher
School, Tufts
University



"We are constantly trying to evolve our curriculum to reflect the needs of our students, employers, and the world in this moment—and in the future."

TUFTS UNIVERSITY THE FLETCHER SCHOOL

Training Future Leaders With an Ever-Evolving, Interdisciplinary Approach

As the world becomes more complex, it needs leaders with broader training, says Maribel Blanco, executive associate dean at The Fletcher School at Tufts University.

"What drew me [to international affairs] is a fundamental belief that our biggest problems are global and can best be solved by interdisciplinary approaches," Blanco says.

She cites the impact of climate change on migration as an example. With enormous human migration changing the global landscape, diplomacy, once the purview of government officials, now involves nongovernmental organizations, businesses, and other sectors of civil society. "Leaders in business must understand global changes. Here, we train our students to pull from these different fields," she adds.

"Fletcher focuses on the ability to look ahead, to look around corners, to understand the complexities in solving today's problems," she says. The school remains nimble and "on the cutting edge," Blanco adds, noting that in the 1960s it launched an interdisciplinary program in development studies, pioneered

programs in international security and international business in the 1970s, in the 1980s focused on the environment and on negotiation and conflict resolution, and in the late 1990s developed its program on human security. Twenty years ago, long before the COVID-19 pandemic, Fletcher offered a hybrid master's program with virtual classes for mid-career professionals.



NEW INTENSIVE MASTER IN GLOBAL AFFAIRS PUTS STUDENTS' CAREERS ON THE FAST TRACK

In the fall of 2021, Fletcher debuted a new Master in Global Affairs that can be completed

in 16 months, rather than the usual two academic years. This intensive degree program targets students who are ready to take a deep dive, become experts in their area of specialization, and immediately pursue a career path in that



area. The specializations range widely, including international negotiation and conflict resolution, sustainable development, and technology policy. The new degree includes a practicum and a summer internship for credit, and can be taken either full-time or part-time. For more information, please visit <https://fletcher.tufts.edu/academics/masters-programs-residential/master-global-affairs>.

In fall 2020, it began offering a joint master's degree for cybersecurity and public policy. "We are constantly trying to evolve our curriculum to reflect the needs of our students, employers, and the world in this moment—and in the future," she says.

To train future world leaders with the sort of cross-disciplinary knowledge needed to solve complex problems, the school offers the space to explore multiple areas. The flagship MA in Law and Diplomacy (MALD), for example, requires each student to choose two fields of study, while allowing electives in other areas. Students may select from a diverse collection of concentration fields, including law, business, technology, and the environment. This far-reaching, integrative approach empowers future leaders with the knowledge and experience "to contemplate really complex issues through multiple lenses," Blanco says.

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