

In-Demand Careers

for Aspiring Global Leaders



GRADUATE
EDUCATION
SPRING 2022

**Experiential
Learning**

**In-Demand
Degrees**

**Sought-After
Skill Sets**

The novel challenges presented by climate change, rising inequality, a growing refugee crisis, war in an era of rampant disinformation, and a number of additional modern trends and unprecedented events demand different skill sets of aspiring world leaders. The urgency of such issues has multiplied the need for professionals with expertise in related fields.

Graduate education staff and faculty anticipate these needs and continuously adapt their degree-program curricula to ensure students have the tools, access, and network to develop the skills that will serve them well in their career. Virtual and in-person classroom instruction is supplemented with hands-on experiential learning through activities like fieldwork, internships, and real-world projects with partner corporations.

What's more, graduate schools offer extensive career guidance, résumé and interview workshops, and a host of professional networking opportunities to support students in securing employment within a short period of graduation.

Leaders from prominent universities were interviewed for this special career-focused *FP Guide*. They share context for recent employment trends and discuss some of the most in-demand—and highly desired—careers for aspiring global leaders, as well as the complementary master's degree programs that are preparing students for these important roles.

Emphasis on Fieldwork, Career Guidance Prepares Students for Post-Graduate Opportunities



“Much of the work in international affairs includes engaging with other cultures, countries, and languages. Thus, fieldwork is important in helping students prepare to work in these diverse contexts.”



–Melinda Fountain, Associate Director for Professional Development and Alumni Relations, Keough School of Global Affairs, University of Notre Dame

The scaling back of COVID-19 restrictions, a mounting migration crisis, and recent presidential policy shifts are all influencing the job market for international affairs graduates. The Keough School of Global Affairs at the University of Notre Dame is positioning its students to succeed in this new professional landscape.

As conditions surrounding the pandemic change, international nonprofit organizations have resumed sending staff abroad for fieldwork, says Melinda Fountain, the Keough School's associate director for professional development and alumni relations.

Fountain personally knows the importance of working in the field, after studying in Poland, Israel, and France, and serving in the US Foreign Service at three embassies.

“Much of the work in international affairs includes engaging with other cultures, countries, and languages,” she says. “Thus, fieldwork is important in helping students prepare to work in these diverse contexts.”

All Keough School students are required to conduct fieldwork. For example, the school's Integration Lab has students work with global organizations on real-world problems for three semesters, which have ranged from improving the housing markets in India and Mexico, to enhancing school performance in Chile.

Fountain and other subject-matter experts at the Keough School serve as students' career advisors. Students also take a “Career

Colloquium” class every semester that teaches them how to write an effective résumé, conduct a successful interview, and network professionally.

More than half of Keough School graduates accept positions with nonprofit organizations. Job opportunities in this sector are not expected to contract anytime soon. In fact, a growth in international affairs work under President Joe Biden has increased funding and therefore created more opportunities for nonprofits in that field. “That has a multiplier effect on jobs,” Fountain notes.

Specifically, there has been growth in jobs related to refugee policy, an area that had lost momentum in prior years, when the United States admitted fewer refugees. The issue has gained greater urgency after Russia's invasion of Ukraine, as a significant number of civilians have fled both countries.

Fountain has specific expertise in policy about displaced persons, which was part of her portfolio in the US Foreign Service. Poland, one of her embassy postings, is the top destination for Ukrainian refugees.

The war in Ukraine, Fountain says, is a wake-up call that the world needs well-prepared international affairs leaders.

“Now we are being reminded in a stark way that peace and security matter, no matter where you are,” Fountain says. “Peace and security are not something that you achieve forever. It's something that you have to continually nurture and work for.”

WHERE KEOUGH SCHOOL GRADUATES WORK

Mercy Corps
International Rescue Committee
Oxfam
Catholic Relief Services
Chemonics
Department of State
Meta
World Bank
Department of Justice
United Nations Population Fund
NNSA Office of Nuclear Verification



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Real-World Project Immerses Students in How-to of International Development



“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

Students enrolled in a yearlong practicum at Yale University’s Jackson Institute for Global Affairs are immersed in the “how-to” of international development. They spent spring break 2022 in Jordan, working with a nongovernmental organization (NGO) and taking an in-depth look at the elements of building and running successful projects.

Taught by Shoshana Stewart, a Jackson Institute senior fellow, the course focuses on Turquoise Mountain, an international NGO that works in Jordan, 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, CEO of Turquoise Mountain and 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,” says Stewart.



Another hands-on option for students is completing a “directed reading”—an independent-study course that allows them to design a project customized to a particular area of interest while working closely with any Yale 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.

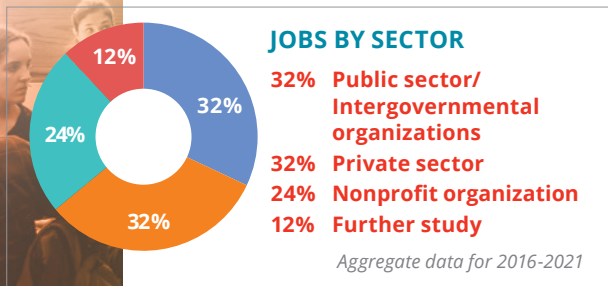
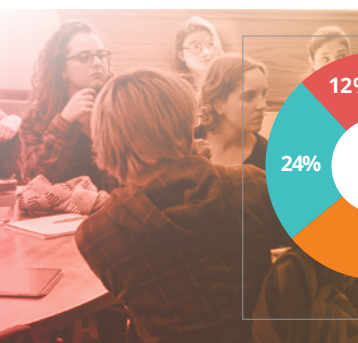
The Jackson Institute, which will become the Yale Jackson School of Global Affairs in the fall of 2022, prepares students to understand the world through academically rigorous courses taught by faculty who are prominent scholars and practitioners of global affairs. Jackson Institute Director James A. Levinsohn has been appointed inaugural dean of the new professional school, starting July 1.

Under Levinsohn’s leadership, the Yale Jackson School will train and equip a new generation of leaders to devise thoughtful, evidence-based solutions for challenging global problems. “We will open the best-in-class school of international policy next fall, and I am hugely grateful to have the opportunity to lead this new school—Yale’s first in decades,” says Levinsohn.

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.

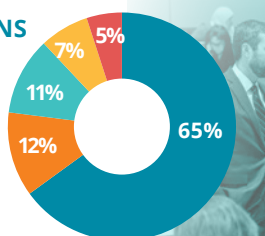
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TOP 5 CAREER DESTINATIONS

65% USA
12% Europe
11% Asia/Pacific
7% Central/South America
5% Africa



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Yale JACKSON INSTITUTE FOR GLOBAL AFFAIRS

THE FREEDOM TO EXPLORE

The Jackson Institute's M.P.P. in Global Affairs prepares students to impact the global community through an academically rigorous, yet flexible interdisciplinary program. At Jackson, graduate students design their 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.

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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.

"Jackson is built around the individual. Its personalized curriculum and tight-knit community of scholars provided me with foundational skills to develop and execute policy while affording me an opportunity to forge life-long friendships with colleagues, staff, and professors."

— ADAM HAMMER, JACKSON INSTITUTE, CLASS OF '20

jackson.admissions@yale.edu

jackson.yale.edu

Current Trends Present New Career Opportunities in the Private Sector



“We’ve seen a shift in the government jobs people are working in. Privatization, the relative vitality of the private sector, and the rise of consulting have had an impact.”

–Kent Calder,
Interim Vice Dean
for Education and
Academic Affairs,
School of Advanced
International Studies,
Johns Hopkins
University

As the economy continues to recover from the COVID-19 pandemic, graduates of the Johns Hopkins University School of Advanced International Studies (SAIS) are finding increasing opportunities in the private sector.

“While we’ve seen a shift in the types of government jobs people are working in, overall, that has declined, and the private sector has risen,” says Kent Calder, interim vice dean for education and academic affairs. “Privatization, the relative vitality of the private sector, and the rise of consulting have had an impact.”

In comparison to 2020 graduates, the Johns Hopkins SAIS graduating class of 2021 experienced an increase in private-sector employment from 44 percent to 51 percent, and a slight decrease in hiring at multilateral institutions, from 9 percent to 5 percent of the graduating class.

Still, there continues to be strong interest in the public and nonprofit sectors, with a significant number of students entering the US government

through the Presidential Management Fellowship program (Johns Hopkins SAIS is consistently ranked in the top three schools for this program), as well as strong recruiting within global nonprofits and the intelligence and defense communities.

The US State and Defense Departments, along with US intelligence agencies, were the top public-sector employers for the class of 2021. Deloitte and McKinsey were the top private-sector employers, and the National Democratic Institute and World Resources Institute were the top nonprofit employers. Top multilateral organization employers were the World Bank, International Monetary Fund (IMF), and the Organization for Economic Co-operation and Development.

“Within the private sector, we are seeing an increase in hiring in consulting, and in the energy and tech industries,” Calder says. “In both the private and public sectors, we are seeing more students seeking opportunities in anti-illicit finance and anti-money laundering, including due diligence research industry areas.”

The school sees strong interest in the following industry areas and among notable employers:

- Tech industry (Amazon, Meta, PocketRN, ICANN)
- Defense and intelligence (government agencies)
- Data analytics (IMF)
- Anti-money laundering, anti-illicit finance, and related fields
- Due diligence and business intelligence (Kroll, TD International)
- Energy (National Renewable Energy Laboratory, Sol Systems)
- Consulting firms (The Cohen Group, Capgemini, Toffler Associates, Castalia)

The school’s new Master of Arts in International Relations curriculum “allows more flexibility for students to design their experience and select more electives,” Calder says. The emphasis on integrative learning includes experiential learning through internships, practicum opportunities, case competitions, and study trips.

To help students develop their professional network and position them for career success, Johns Hopkins SAIS facilitates mentorship opportunities and hosts industry days, career treks, industry-specific workshops, and career-education programming.

Contact

<https://sais.jhu.edu/student-experience/career-services>
sais.dc.careers@jhu.edu
202-663-5710

TOP EMPLOYERS FOR THE CLASS OF 2021

Public sector

US Department of Defense
US Department of State
US Intelligence agencies

Private sector

Deloitte
McKinsey

Nonprofit organizations

National Democratic Institute
World Resources Institute

Multilateral organizations

The World Bank
IMF





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Robust Career Networking Allows Students to Tap into Alum Expertise

“Students hear from alums who have walked the same path as them and sat in the same classrooms. They’re hearing from people who have put into practice what they’re studying.”



–Bonnie Stabile, Director, Master's in Public Administration program, Schar School of Policy and Government, George Mason University

A strength of the Schar School of Policy and Government at George Mason University is the powerful career network of current students, alumni, and faculty. How these connections are made is a little different now than pre-pandemic, but school leadership has gotten creative in fostering meaningful professional relationships.

In November 2021, the Schar School's Master's in Public Administration (MPA) program hosted a virtual panel discussion that put prospective and current students in touch with program graduates, who talked about how their graduate education enabled them to hone their interests and advance their careers.

The graduates, who represented the US Department of Homeland Security, a regional health system, and the office of US Sen. Mark Warner, talked about specific courses and faculty that had given them “a leg up in their careers,” says Bonnie Stabile, director of the Schar School's MPA program.

“Students hear from alums who have walked the same path as them and sat in the same classrooms,” says Stabile. “They’re hearing from people who have put into practice what they’re studying.”

This kind of event augments the school's other career support resources, as well as the networking that happens organically in every classroom. Most Schar School graduate students hold full-time jobs while they pursue their degree, so classmates can share valuable connections and insight with each other. Many of the



school's faculty are also working practitioners, allowing them to better guide students toward their career goals.

Typically, the jobs that Schar School graduates fill are pretty evenly divided across four sectors: the federal government, private sector general, private sector consulting, and nongovernmental organizations.

Stabile notes that recently there has been more interest among students in management positions at nonprofit organizations that deal with, for instance, environmental or social equity issues. “We’re seeing more students make career choices based on issues that they see as foundational to their futures,” she says.

That being said, a career path in public administration doesn't require applicants to sacrifice their earning potential. The median salary for graduates just a few months out of school is \$117,000.

Both the MPA and the Master's in Public Policy programs offer a wide range of possible concentrations, including international governance and institutions, and global medical and health policy. The Schar School also offers master's degrees in biodefense, international security, global commerce and policy, and political science, as well as 11 different graduate certificates. Classes are offered in the evening to accommodate working students. Part-time and full-time options are available, as well as both online and in-person degree options.

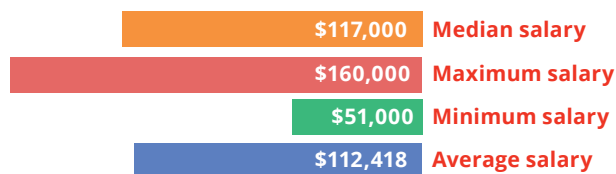
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Career Services

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schar@gmu.edu
703-993-8099

MPA GRADUATE SALARY*



*2019–2020 graduates responding to survey



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

- ▶ Biodefense
- ▶ 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.

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Marrying Technology and International Relations for Today's Job Market

"We bring this very interesting marriage of national security and technology that you don't necessarily see in a lot of other programs."

—Molly Dunigan,
Senior Lecturer,
Institute for Politics
and Strategy,
Carnegie Mellon
University



When students at Carnegie Mellon University's Institute for Politics and Strategy (IPS) begin coursework, they can take traditional classes on diplomacy, warfare, and global economics. Yet, they may also encounter applied machine learning, software architecture, and dynamic network analysis.

Combining technology with politics and international relations is a specialty at IPS, where students can draw upon Carnegie Mellon's resources as one of the top-ranked computer science schools in the country. The result is education tailored to address an increasing demand for technologically skilled professionals who understand the global political landscape.

"One of the reasons the Institute for Politics and Strategy has taken off is because CMU does have this great tech reputation," says Molly

Dunigan, a senior lecturer at IPS and senior political scientist at the RAND Corporation, a US nonprofit global policy think tank. "We bring this very interesting marriage of national security and technology that you don't necessarily see in a lot of other programs."

For example, the school's Master of Information Technology Strategy (MITS) program is offered jointly by IPS, the College of Engineering, and the School of Computer Science. Students can choose an emphasis in data analytics, information security, politics and strategy, or software and networked systems.

Of course, students at IPS also study politics and international relations, with an option to dive deeply into modern global affairs. "We have a lot of electives on really interesting things," Dunigan observes. "Social media analysis, terrorism and insurgency, and the privatization of warfare—really targeted military strategy-type things."

Those are some of the topics students can explore through the two-year Master of Science in International Relations and Politics (MS IRP) program, in addition to coursework in one of four specializations—international security, international relations, American politics, and comparative politics. As part of the curriculum, students develop methodological skills to conduct advanced quantitative and qualitative research.

IPS's programs have been designed from a philosophy that emphasizes personalized education and practical experience. Depending on their course of study, students may be encouraged—and sometimes required—to complete an internship and write a thesis.

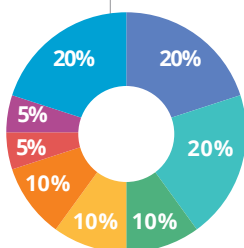
When students graduate, many find jobs quickly. Since 2018, 95 percent of graduates from IPS with a MITS degree and 85 percent of MS IRP graduates have secured employment within three months of graduation. They were hired by a range of organizations, such as the Brookings Institution, federal and state governments, Deloitte, Barclays, Cisco, and Google.

Dunigan says employer demand for these skill sets is likely to continue: "The trends for careers in those fields have just been off the charts within the past decade."

Contact

<https://www.cmu.edu/ips>
ips-admissions@cmu.edu
412-268-8715

WHERE GRADUATES WORK



20% Research (Examples: Brookings Institution, Middle East Institute)
20% Law (Ross and Hill, Esqs.)
10% Education
10% Security (Defense Intelligence Agency)
10% Consulting (Booz Allen Hamilton)
5% Government (Office of Senator Bob Casey)
5% IT (TriNetX)
20% Other



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Highly Engaged Faculty, High-Impact Projects Create International Opportunities



“We are very concentrated on taking our students, giving them skills in the classroom, and pairing them off with faculty members right from the get-go.”



–Victoria DeFrancesco Soto, Dean, Clinton School of Public Service, University of Arkansas

As an innovative higher-education leader and the first Latina to lead a Presidential Institution, Victoria DeFrancesco Soto, the new dean of the University of Arkansas Clinton School of Public Service, is struck by the unique nature of the school’s Master of Public Service degree program.

“I don’t want to say this is a boutique program, because that has a pretentious connotation, and that’s not who we are,” she says. “But we are very concentrated on taking our students, giving them skills in the classroom, and pairing them off with faculty members right from the get-go. We put them in the field from their first semester. That is something that really sets the Clinton School apart—faculty deeply engaging with students.”

To prepare students to become global leaders in international affairs, the school teaches data collection and landscape analysis, and how to measure a program’s impact and return on investment. Students gain these skills in the classroom and through three major field service projects.

When students enter the program in the fall, the school takes an “inventory” of their interests and pairs them with faculty mentors, Soto says. They work directly with community partners in a first-year practicum project that allows students to “get their hands dirty” through fieldwork.

“We have partners from all over the region, where students become immersed in their field,” she says. As part of these projects, teams of three to four students are matched with a partner organization, for whom they work for multiple semesters. In the summer following

their first year, all students complete international public service projects with organizations across the world.

Other unique opportunities for professional development come through the school’s position as a Presidential Institution. Students have worked with the Clinton Foundation and Clinton Global Initiative, and also have opportunities to meet with former President Bill Clinton.

INTERNATIONAL IMPACT NUMBERS SINCE 2005

- 93 countries impacted through Field Service Projects
- 537 International Public Service Projects completed
- 164,123 hours of International Public Service Project work



After graduating, students work for employers across the spectrum, ranging from the World Bank to Walmart China. Public health is a popular career choice, as is economic development. In recent years, students have become increasingly interested in careers in data sciences, Soto says, so the school is incorporating a data sciences certificate track into its offerings.

Soto notes that many of the COVID-19-inspired workplace trends that have sparked the global Great Resignation are coloring students’ career choices as well. “We’ve seen a marked shift in what students want to pursue,” she says. “They have the versatility to seek out different employers. But they want fulfillment. They aren’t going to do a job they hate. They have a passion for service.”

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Grads Look for Remote Work and Socially Responsible Employers



“It’s a mindset. It’s really looking at employers through a different lens: Are employers socially responsible, are they paying a fair wage, is there equity in the workplace?”



—Stephanie Boomhower, Director of Career Services, School of Global Policy and Strategy, University of California San Diego

As graduates of the School of Global Policy and Strategy (GPS) at the University of California San Diego head into the work world, they bear the imprint of recent global changes.

Stephanie Boomhower, director of career services, says students are itching to use the passport they tucked away during the pandemic. They are looking for jobs that will allow them to be remote so they can travel and spend time working near family. “That’s the biggest trend: graduates wanting the flexibility in their work,” she says. “Especially for a global policy school, our students like to travel.”

Companies are actively working to develop policies that make sense for clients, the business, and their employees, Boomhower says.

Interest in climate change and social justice is also driving post-graduation decisions.

“It’s a mindset,” Boomhower says. “It’s really looking at employers through a different lens: Are employers socially responsible, are they paying a fair wage, is there equity in the workplace?”

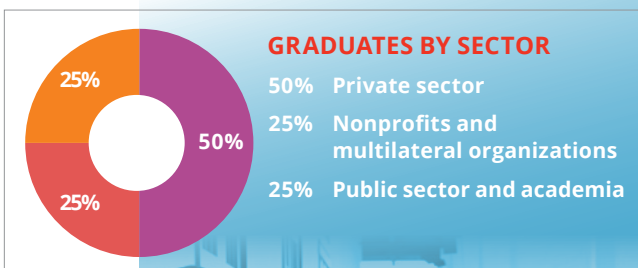
GPS offers courses that cover subject areas such as racial equity and social policy, which in addition to being hot topics politically, are now more often the focus of job opportunities in both government and the private sector, Boomhower observes.

During their first year at GPS, students choose a career track to develop professional expertise. This provides an opportunity to work closely with peers and faculty who share their

specialized interest. Options range from international environmental governance to international development and nonprofit management.

Students also learn beyond the classroom. An internship between the two academic years gives them a chance to apply their skills. Some second-year capstone classes provide the opportunity to consult on a project with a real-world employer. Students also participate in trips to major employment centers, which were virtual during the pandemic, and mock interviews with alumni.

“There isn’t one way to solve a problem or approach an idea,” Boomhower says. “By offering students opportunities to gain certificates, double track, take classes outside of GPS, they are learning a wide variety of skills and knowledge so they can think outside of the box to tackle problems and ideas in the workforce.”



Half of graduates go into the private sector, while the remainder are evenly divided between nonprofits/multilateral organizations and the public sector/academia. Boomhower says the top five industries for graduates are, in order: technology, research, consulting, environment, and economics.

GPS graduates have access to career services for life. “We see it as our way of giving back to alumni,” Boomhower says.

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Training Leaders in Public Health Has Never Been More Important

"It is an exciting time for public health. The sense of mission and purpose is, in some ways, greater than it has ever been."

—Elizabeth Stuart,
Vice Dean for
Education,
Bloomberg School
of Public Health,
Johns Hopkins
University

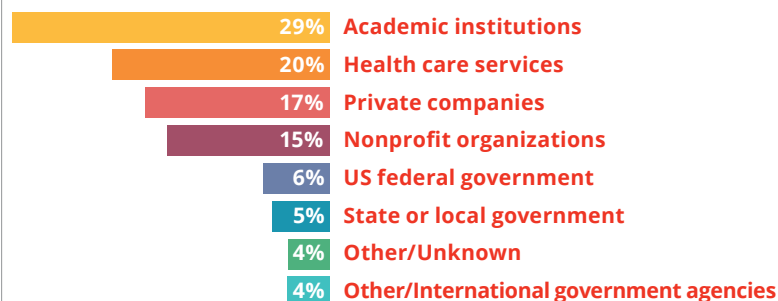


Students seeking an advanced degree at Johns Hopkins Bloomberg School of Public Health may find themselves in a lab or classroom every day. Or they may never set foot on the campus.

So it goes at the country's largest and #1-ranked school of public health, where programs are designed to meet students wherever they are, both in life and location.

"Whether students are in Baltimore, in Topeka, or in Bangladesh, we really pride ourselves in providing a high-quality experience," says Elizabeth Stuart, vice dean for education. "We have online programs, on-site, full-time, part-time, and programs that cut across these formats."

WHERE OUR ALUMNI WORK



2018–2021 graduates



Public health has been in the spotlight during the COVID-19 pandemic. The Bloomberg School is fully engaged, with scores of faculty and students working directly on pandemic-related projects and initiatives.

"It is an exciting time for public health," Stuart says. "The sense of mission and purpose is, in some ways, greater than it has ever been."

Located in Baltimore, the Bloomberg School trains more than 3,600 graduate students from roughly 100 countries. It offers more than 90 degree programs, 40 certificates, and more than 1,800 individual courses.

The flagship Master of Public Health (MPH) degree program is the ultimate example of the school's flexible and customizable studies, offering a dozen different concentrations that range from health systems and policy to infectious disease. Students must complete 100 hours of practical work in the field, as well as a culminating capstone project.

Because the MPH program requires at least two years of post-baccalaureate health-related work experience for admission, it draws a diverse group of students, ranging from physicians and nurses to policymakers, health educators, and those working at nonprofits—and all are students who value flexible options.

A full-time student can complete the program in less than a year, but part-time students have as long as four years to do so. The MPH degree can be obtained entirely online, or students can combine the digital experience with in-person learning. "We really aim to reach students where they are," Stuart says. "We provide the supports to really help them all succeed."

After graduating, students join an alumni network of more than 27,000 professionals worldwide. More than 90 percent find work in the public health field within a year of graduation—and those roles are expanding.

"People who have training and experience in thinking about all the different components of health and the things that contribute to health are going to be really important moving forward," Stuart says.

Contact

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Integrative Approach and Strong Network Prepare Grads for Successful Careers



“We’re making policy makers for the future, and we’re going to change the world one graduate at a time. That is our intent.”

—Jay Silveria,
Executive Director,
Bush School of
Government & Public
Service, Texas A&M
University



A little over a year after opening its doors on a new Washington, DC, teaching site, the Bush School’s first Master of International Policy degree graduates have found positions within various sectors of the intelligence community, including the Central Intelligence Agency and Office of the Secretary of Defense, as well as consulting firms such as Leidos. “They’re going into analyst positions and working as program managers, advisors, and consultants in national security,” points out Jay Silveria, executive director of the Bush School.

The Bush School DC prepares students for the demands of the workforce by first and foremost understanding the specific needs of the employers that will hire them. “From the very beginning, we started with a roundtable of employers from the intelligence community and think tanks and asked them: What do you need?” Silveria explains. “We then showed what we were planning and made adjustments to our program to match the kind of jobs that the students would be finding and looking for in national security and intelligence studies.”

Bush School students have the opportunity to interact with practitioners in their chosen fields as well as potential employers. They are able to attend scholarly lectures and a variety of programs and events featuring some of the top leadership in the areas of national security, intelligence, and diplomacy. “We believe this multidisciplinary educational

approach gives our students an advantage in understanding the careers they’re stepping into,” says Silveria.

The school’s proximity to the White House and many key government buildings—all within blocks—makes it uniquely poised to offer students direct access to experts across fields. The school has hosted ambassadors, members of Congress, military leaders, and top professionals in national security, the Department of Defense, and the State Department. “We have been fortunate to have key speakers discuss national security, diplomatic relations, and foreign affairs with students, and then return to their offices,” Silveria explains.

While the current program is designed for mid-career professionals, this fall the Bush School DC is introducing a new Master of National Security and Intelligence degree program intended for early-career professionals who hold a bachelor’s degree. The school is also aiming to attract more international students.

Building a network among the students is also vital, says Silveria. “They are in a classroom with someone from the State Department, Treasury, military, a think tank...and students are finding opportunities based on people that they’re around.” Moreover, as part of Texas A&M University, graduates of the Bush School DC also become part of a vast alumni association.

SELECTED EMPLOYERS, 2021 INTERNATIONAL POLICY STUDENTS

Nonprofit organizations

Foundation for the Defense of Democracies,
The German Marshall Fund, The Hudson Institute

International organizations

World Bank

Public sector

Defense Intelligence Agency,
Department of Homeland Security,
District of Columbia Air National Guard,
Federal Bureau of Investigation,
U.S. Air Force Foreign Area Officers Program

Private sector consulting firms

Booz Allen Hamilton, Leidos, GovernmentCIO

Contact

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BushSchoolDC@tamu.edu
202-773-0022



Texas A&M Plants Flag in Washington, DC

Texas A&M University has opened a new teaching site in Washington, DC featuring the Bush School of Government and Public Service, a graduate program founded by the nation's 41st president. **The Bush School DC offers a Master of National Security and Intelligence and a Master of International Policy.**

The Bush School DC is a state-of-the-art facility located in downtown DC within several blocks of the White House and other key government buildings.

ACADEMIC FOCUS

Both the Master of National Security and Intelligence (NSI) and the Master of International Policy (MIP) aim to strengthen students' ability to understand complex issues through rigorous coursework. Well-published scholars and seasoned practitioners from federal agencies lead in-depth classroom discussions, collaborate on research, and mentor students in and out of the classroom. The programs seek to expand students' worldview and prepare them to advance their careers in national security, intelligence and international affairs.

HIGHLIGHTS

- Courses offered in the evenings
- Ideal location in downtown DC
- Small class sizes
- Highly qualified faculty of academics and practitioners
- **MIP Degree:** 30-credit no thesis degree designed for working professionals
- **NSI degree:** 42-credit degree for recent college graduates and early career professionals.



I chose the Bush School DC for my master's degree because I wanted a high-quality education while advancing my career in the nation's capital.

—**Erika**, Department of Homeland Security



I chose the Bush School in DC to learn from distinguished national security policy makers including CIA analysts and experts from DOD and the State Department.

—**Fabio**, Consortium of Indo-Pacific Researchers



TEXAS A&M UNIVERSITY
The Bush School
of Government & Public Service

WASHINGTON DC



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THE CITADEL

A Program for Those Aspiring to Work in the Intelligence Community



“We are not just an academic program rooted in theory, but we are helping develop skills and subject-matter knowledge that graduate students can utilize throughout their careers.”

—Pat Hendrix,
Assistant Professor
of Intelligence and
Security Studies,
The Citadel

At The Citadel, deep connections with the Intelligence Community offer students career opportunities they may not get from more purely academic programs, says Pat Hendrix, assistant professor of Intelligence and Security Studies at The Citadel.

“Over the years, we put an astounding number of people in the field,” Hendrix says.

As a military college, the school places many graduates into defense jobs, and Hendrix notes that the Department of Defense is “the largest consumer and producer of intelligence in the world.”

Hendrix notes that understanding intelligence is an important career skill. “In the past, information was one of the hardest things to acquire,” he says. “Now, it is the exact opposite. Information moves like a river, and there are rivers of information flowing at all times. And our program is designed to help students not just collect that information and not only analyze that information, but just as importantly, to communicate that information in a way that is understandable and clear and gives the bottom line up front to the consumer. We put a heavy emphasis on communication—not just how to analyze and collect intelligence, but how to communicate intelligence.”

Hendrix notes that intelligence is no longer “strictly the domains of nation states.” The Citadel’s program focuses on the “sheer volume of information” coming from a range of sources, and how to make sense of it. It helps students “sort out what is real and what is fake from the firehose of misinformation and disinformation,” Hendrix says.

“We bring real-world threats and challenges into the online classroom,” he says. “We are not just an academic program rooted in theory, but we are helping develop skills and subject-matter knowledge that graduate students can utilize throughout their careers. Our students learn to think, analyze and write like an intelligence professional. Our expanding graduate course offerings—such as Russian Influence Operations last fall and Space and National Security, planned for fall ‘22—are just a couple of examples of timely courses.”

In addition to placing students throughout what Hendrix calls the “three-letter” intelligence agencies, The Citadel helps students find jobs in companies as diverse as JPMorgan Chase, Disney, Exxon Mobil, Amazon, and Google. Last year, even the National Basketball Association was offering an intelligence analyst position with its headquarters in New York City.

“So, government service as an intelligence professional is far from being the only opportunity,” he says.

JOB SPOTLIGHT

Intelligence Analysts gather, analyze, and evaluate information from a variety of sources, such as databases, surveillance, intelligence networks, and geographic information systems. They use intelligence data to inform decision-makers about critical national security threats, law enforcement operations, and business issues.



Sample job titles:

- All-Source Intelligence Analyst
- Counterintelligence Analyst
- Counterterrorism Analyst
- Criminal Intelligence Analyst
- Geospatial Intelligence Analyst
- Imagery Analyst
- Military Intelligence Analyst

In addition, “cyber-threat analysts are in really big demand right now,” Hendrix observes. “Companies like CrowdStrike are hiring. Students who have experience with open-source intelligence and social media intelligence skills are particularly employable.”

Contact

<https://www.citadel.edu/root/career/career-center-about-us>
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Grads Work on Trending Issues: Technology Policy, Climate Change, Refugees

“Strongly positioned schools prepare students to address the critical issues of today and tomorrow as they relate to career paths.”

—Elana Givens,
Director of Career
Services, The
Fletcher School,
Tufts University



Graduates of The Fletcher School at Tufts University are finding jobs in fields fueled by some of today’s most significant trends: a demand for expertise in technology-related policy, from data security to internet regulation; deeper awareness of the risks imposed by climate change; and a growing number of forcibly displaced people.

The Fletcher School offers fields of study in each of these areas, says Elana Givens, director of career services. “Any good school picks career fields that are growing. Schools also must make students aware of other meaningful paths.”

In response to skyrocketing need in the last decade for expertise in technology-related policy, Fletcher has developed degree options in technology, cybersecurity, internet policy, and related fields. For example, the school created an MS in Cybersecurity and Public Policy program, in collaboration with the Department of Computer Science in the Tufts School of Engineering. Recent Fletcher graduates have found a range

of intriguing jobs in this field: as a privacy engineer for Google, as a cyber-risk consultant for Deloitte, and as a policy analyst in the Office of Cybersecurity and Critical Infrastructure Protection for the U.S. Department of the Treasury.

In the field of international development and environmental policy, Fletcher’s expertise is bolstered by its dean, Rachel Kyte, who is a leader in climate change

issues and worked at the United Nations and World Bank Group. Recent Fletcher graduates are now working as the manager of responsible sourcing for the Hershey Co., with the United Nations Environment Programme, and with CDP (formerly Carbon Disclosure Project), a not-for-profit that runs the global disclosure system for investors, companies, and governments to manage their environmental impacts.

The issue of refugees and migration policy is researched by the Henry J. Leir Institute, housed at Fletcher. Globally, forced displacement increased in the first half of 2021 to an estimated 84 million, and the issue gained even greater urgency when a significant number of people fled Ukraine as a result of Russia’s invasion. Two recent Fletcher graduates have found employment in this area with the nonprofit International Rescue Committee, one working as a data and evaluations specialist, and the other as an Afghan evacuee response staff member.

To prepare students for these and other careers, Fletcher requires them to conduct a personal “gap analysis” using job description requirements in career fields of interest, so they know which skills they need to develop.

“I say to students, look at what you want to do in your life and the skills and knowledge that are required,” Givens says. “You should use that to determine how to use your time at Fletcher.”

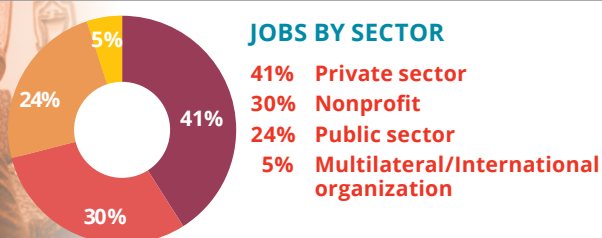
Career Services

<https://fletcher.tufts.edu/careers-outcomes>

Contact

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617-627-3040

97% OF GRADUATES IN JOBS WITHIN 6 MONTHS OF GRADUATION (2021)



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PROGRAM DIRECTORY

GRADUATE PROGRAMS IN INTERNATIONAL AFFAIRS

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Yale University, Jackson Institute for Global Affairs <https://jackson.yale.edu/apply>
<https://jackson.yale.edu/apply>, jackson.admissions@yale.edu, 203-432-6253

Johns Hopkins University School of Advanced International Studies <https://sais.jhu.edu>
<https://sais.jhu.edu/student-experience/career-services>, sais.dc.careers@jhu.edu, 202-663-5710

George Mason University, Schar School of Policy and Government <https://schar.gmu.edu>
Career Services: <https://schar.gmu.edu/career>
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Carnegie Mellon University, Institute for Politics and Strategy <https://www.cmu.edu/ips>
<https://www.cmu.edu/ips>, ips-admissions@cmu.edu, 412-268-8715

University of Arkansas, Clinton School of Public Service <https://www.clintonschool.uasys.edu>
<https://www.clintonschool.uasys.edu/admissions/mps>, admissions@clintonschool.uasys.edu,
 501-683-5228

University of San Diego, School of Global Policy and Strategy <https://gps.ucsd.edu>
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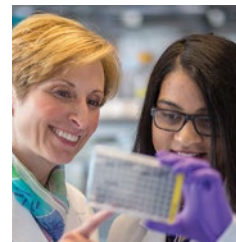
Johns Hopkins Bloomberg School of Public Health <https://publichealth.jhu.edu>
<https://publichealth.jhu.edu/offices-and-services/office-of-admissions-services>,
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The Citadel <https://go.citadel.edu>
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See these schools and more at <https://fpguide.foreignpolicy.com/2022-career>



Johns Hopkins Bloomberg
School of Public Health

Cover photos

Left to right: Carnegie Mellon
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Politics and Strategy
University of San Diego,
School of Global Policy and
Strategy
University of Arkansas,
Clinton School of Public
Service
Johns Hopkins Bloomberg
School of Public Health
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