

A background image featuring a person with glasses and a white shirt, looking upwards with their hand near their face. Overlaid on this is a large, semi-transparent blue circle that resembles a globe, with various numbers and lines scattered around it.

Charting a Career Path

in Global Affairs

GRADUATE
EDUCATION
SUMMER 2022

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Graduate degree and certificate programs prepare students for a fulfilling international career.

More than ever, graduate schools are designing degree programs that emphasize experiential learning. This approach has been shown to fast-track skill development and effectively bridge the gap between theoretical teachings in the classroom and real-world applications.

Key to the success of these programs is their ability to accommodate the needs of a diverse student body that includes domestic and international students who are a mix of mid-career professionals and those coming directly from undergraduate studies. Class schedules often provide night and weekend options, as well as in person, online, and hybrid formats.

Distance does not limit opportunities for hands-on learning. The schools featured in this *FP Guide* assign students such things as fieldwork projects, consulting for partner organizations, and the completion of professionally produced reports.

Schools' thoughtful approach to program design also includes hand-selecting distinguished faculty to guide student development and creating a strong, supportive alumni network. Such well-connected individuals play a critical role in expanding students' real-world exposure and extending networking opportunities for post-graduation employment.

All of the aforementioned elements are important for prospective students to take into account when deciding which program is right for them.



“The most important tools are understanding how to do quantitative analysis and empirical research. That’s the cornerstone of most economic work.”

–Gordon Bodnar, Director of International Economics, School of Advanced International Studies, Johns Hopkins University

JOHNS HOPKINS UNIVERSITY SCHOOL OF ADVANCED INTERNATIONAL STUDIES

‘Tooling Up’ for Today’s Jobs in International Economics and Finance

Gordon Bodnar, director of international economics at Johns Hopkins University School of Advanced International Studies, is candid when he talks about what to expect from the school’s 11-month MA in International Economics and Finance (MIEF) program.

“It is intensive,” says Bodnar, who is also director of the MIEF program. “The first thing students will tell you is that from the moment you get here, you’re running pretty fast. I always tell people it’s like boot camp. If you survive it, you think it’s great.”

The degree calls for students to take 14 courses in just 11 months, while a traditional master’s degree requires 16 courses over two years. The MIEF program was created almost a decade ago to fill a growing need in the job market for economics and finance experts with advanced analytical and technical skills.

“The professional economists out there want the people who work for them to have a good tool set,” Bodnar says. “The most important tools are

understanding how to do quantitative analysis and empirical research. That’s the cornerstone of most economic work.”

Bodnar’s boot camp analogy is apt. Students join a cohort of approximately 50 peers who make their way through the rigorous program together. They are required to take three courses in quantitative analysis and complete two major research projects. “Skills courses” in R programming and Python are taught to help students master industry technology.

This accelerated approach has proven to prepare students well for their post-graduate career. The program often boasts 100 percent employment within six months of graduation, with students taking positions at organizations such as the Federal Reserve, US Department of the Treasury, International Monetary Fund, S&P Global, and Deloitte, or pursuing further graduate work.

The MIEF program is STEM-designated, which increases external scholarship opportunities and, in some cases, salaries upon graduation. The STEM designation also gives international students the opportunity for three years of post-graduate Optional Practical Training.

The MIEF cohort has a mix of mid-career professionals and students who come straight from undergraduate study. The 11-month structure also allows students to return to the workforce faster and at a lower opportunity cost.

“You can come here, work closely with world-renowned faculty, work on research projects, and work in a cohort where you get to know your classmates really well,” Bodnar says. “Eleven months later, you walk out highly tooled and highly sought-after.”

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RESEARCH PROJECTS LEAD TO PROFESSIONAL PLACEMENT

Students in the MA in International Economics and Finance program are required to complete two research projects in 11 months. The process requires them to choose a topic, select and analyze data, and work with faculty to produce a professional report.

Projects in recent years included “Modeling Food Price Inflation in Canada’s Territories,” “Quantifying the 2018 USA-China Tariff Escalation in Terms of Welfare and Trade Effects,” and “Climate Change and Crop Yields: Evidence from Rural Punjab, Pakistan.”

“Writing a 25-page, professionally structured and highly edited paper prepares them very well for either economic research or financial analysis,” Bodnar says. “We’re designed to get you out there and into a career in international economics or finance. That’s our primary goal.”



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New Certificate Offers a Practical Pathway to Global Policy Work



"The Global Commerce and Policy program helps you understand the world better. Our students leave the program feeling like they have finally understood things they have always wondered about."

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



Graduate certificates can offer flexibility for working professionals looking to expand their skills without committing to a full master's degree. This spring, the Schar School of Policy and Government at George Mason University debuted the new Global Economic Policy Certificate in addition to its renowned master's equivalent.

Like the master's degree, the certificate program is available in person, online, or in a hybrid format. Students can start by pursuing the certificate and then continue on to the master's degree, if they wish.

"It's a certificate for individuals who may not have the time and resources to do a master's degree or want to explore graduate school in a realm that would be relevant to them," says Kenneth A. Reinert, professor of public policy and director of the Global Commerce and Policy program.

The multidisciplinary and professionally oriented program has long been the top choice for those looking to develop a broader skill set and expertise in global economic and business policy. The program has three official concentrations: global risk and strategy; global development and governance; and global finance, investment, and trade.

A vast electives offering allows students to explore their interests, whether they go on to choose careers in the public or private sector.

"When students get to their electives, things are wide open in all sorts of areas of policy: national security, international relations, global political economy, global public health, and biodefense," Reinert points out.

Likewise, the student base brings a range of age and career stages that enriches the classroom environment. "There's a diversity within the program that's really interesting," Reinert explains. "The mid-career professionals are hearing the issues younger people are interested in coming out of undergrad, and younger people are hearing about the lore and the experience of the older students."

While theoretically grounded, the program is very much professionally oriented, with professors and adjuncts boasting extensive experience outside of academia. The program's dedicated career-advising staff has helped students find placement in the US government, private consulting firms, non-governmental organizations, and international organizations, such as British Aerospace, the World Bank, and the International Monetary Fund.

George Mason University's alumni network has always been robust, but graduates from the Schar School are particularly active. "They're committed enough to the program that they come back in the evenings after work to do mock interviews and look at résumés," Reinert says. "There's a lot of support for the students."



TAILORED CERTIFICATES EXPAND KNOWLEDGE AND STRENGTHEN CREDENTIALS

The Global Commerce and Policy program's new graduate certificate is just one of 11 graduate certificates offered by the Schar School in specialized areas, including illicit trade analysis, strategic trade, and nonprofit management.

Certificate program advantages

- Option of online and evening classes
- Less time and financial commitment
- Credits are transferable to relevant master's programs at the school
- Effective professional development

Prospective students can set up one-on-one appointments with graduate admissions staff at any time to ask questions or receive guidance on which program might be the right fit.

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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.

"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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Security Management Credentials Equip Students to Manage Today's Threats



"It's not about crime. It's about wellness and safety. We have security because there are operations behind the scenes keeping us safe."

—Maryann Tatum Tobin, Assistant Dean for Professional Education, College of Arts and Sciences, University of Miami



The University of Miami (UM) offers a new line of defense against a host of security threats that confront the world these days, including school shootings, the effects of climate change, a pandemic, and hacking of personal information.

UM offers a wide-ranging Certificate in Security Management, launched three years ago, that graduate students can take either as a stand-alone micro-credential during a summer, or as part of UM's yearlong MA in International Administration (MAIA).

"It's not about crime," says Maryann Tatum Tobin, assistant dean for professional education, who runs the MAIA program. "It's about wellness and safety, and how do we have a more secure world? We have security because there are operations behind the scenes keeping us safe."

The certificate program benefits from its location in South Florida, an area that must manage hurricanes and rising sea levels, as well as domestic crises like the June 2021 collapse of the Champlain Towers in the Miami suburb of Surfside and the nearby school shooting at Marjory Stoneman Douglas High School in Parkland. MAIA guest lecturers have included Carol Bellamy, a former director of the Peace Corps, who spoke about humanitarian aid during global disasters, and Major Greg Terp (ret.), formerly with the Miami-Dade Police Department, who described his experience in overseeing the logistics of major events, such as the Super Bowl, as well as the essentials of emergency management.

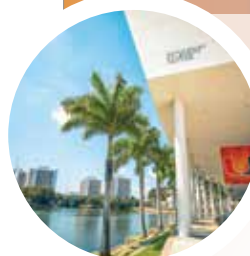
In addition to preparation for and response to disasters, the security certificate classes cover issues of energy (including nuclear) and

environment (including water resources and sustainable food systems), plus human trafficking and cybersecurity.

The breadth of issues covered in the curriculum has launched graduates into an assortment of careers. For example, 2021 graduate James Cunningham interned at the Department of Defense's US Southern Command and was hired from his internship as an information operations planner. A 2021 classmate, Benjamin Kling, developed during his MAIA coursework a concept of a drone that would survey damage to agricultural areas to determine what mitigation steps are required. Kling took his concept to the UM small business incubator, which helped him get funding for a start-up venture, Precision Ecology.

"You can take this content anywhere you want," Tobin says. "Every job these students take requires them to have some knowledge of how to be prepared and what to do with the aftermath."

COMBINATION OF THEORY AND REAL-WORLD INSIGHTS LAUNCHES GRADUATE'S CAREER



Both theoretical classes in international relations and real-world lessons intrigued 2021 MAIA graduate James Cunningham. The 24-year-old from Newport, Rhode Island, whose coursework included the Certificate in Security Management, wrote a capstone essay on the evolution of the Cuban Communist Party's outsized foreign policy by conducting research in the Cuban Heritage Collection in the University of Miami's Richter Library, as well as by drawing insights from conversations with Cuban political exiles.

"The MAIA program prepared me for professional success by combining academic considerations of international relations with the real-world lessons of industry leaders," says Cunningham, who parlayed his academic studies into an internship and then, after graduation, a job with SOUTHCOM. "It gave me the opportunity to borrow wisdom from people far more experienced in the industry."

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Executive MS Program Offers Accelerated Degree for Mid-Career Professionals



“There’s a lot of flexibility in the course selection. You’re creating a portfolio that matches your professional experience and allows you to move ahead in your career.”

—Catherine Ruby, Ph.D., Assistant Dean of Graduate Enrollment Management and Director of Internships and Career Development, School of Diplomacy and International Relations, Seton Hall University

For professionals with several years of experience, the Executive MS in International Affairs at Seton Hall University’s School of Diplomacy and International Relations offers a compressed path to higher-level training that can elevate a global career.

The program accelerates students’ hands-on learning by omitting some of the standard theoretical courses that are offered with the traditional degree program. “Students come in and do the 30 credits that are more practice-oriented,” explains Catherine Ruby, Ph.D., assistant dean of graduate enrollment management and director of internships and career development. This allows the Executive MS to be completed in one year of full-time study, including summers, or on a part-time basis.

Incoming students select two specializations from 13 options, such as international security, foreign policy analysis, international economics and development, and global negotiation and conflict management. The specializations also enable students to earn micro-credentials.

“Post-COVID, we have great interest in the global health and human security specialization,” Ruby notes. For example, the current student body includes a dentist who, Ruby explains, wants to transition into the public policy side.

“There’s a lot of flexibility in the course selection,” she says. “You’re creating a portfolio for yourself that matches your professional experience and allows you to move ahead in your career.”



Faculty members who lead these areas of expertise have “one foot in the professional side of the field,” Ruby explains. For instance, Professor Yanzhong Huang leads the school’s Center for Global Health Studies and is also a senior fellow at the Council on Foreign Relations. “He’s testified before Congress, and his expertise was called upon during COVID,” Ruby explains. “I can’t even tell you how many times he was on TV or in the media. He is very well regarded.”

Graduates’ career opportunities are further bolstered by the program’s affiliation with the United Nations community. For example, its Semester in Washington, DC, program is offered at the UN Foundation building. Students can also take classes through the school’s Center for UN and Global Governance Studies, and go to the UN to follow topics of interest to them.

The Executive MS program draws interest from a diverse pool of applicants, both domestically and internationally. The schedule is flexible, with many students working full-time and attending classes in the evening, either in person or online.

SUPPORTIVE NETWORK ENABLES A POST-GRADUATION JOB PIVOT TO YEMEN

Sushant Naidu had offers of a Rotary Fellowship to work in Thailand and a position with Peace Corps North Macedonia after graduating with an MA in Diplomacy and International Relations in 2020—but the COVID-19 pandemic squelched those plans.

Professor David Wood, an international peace mediator with projects throughout the Middle East and North Africa (MENA) and Naidu’s professor while at Seton Hall University, learned of his change in plans.

He invited Naidu to become a project officer on his Yemen team, where their work centers on economic development, social cooperation, and peace.

“What is most rewarding about the work that I am doing now, with the MENA program, is seeing how things we studied in class look similar and different on the ground,” Naidu says.

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SCHOOL OF DIPLOMACY AND
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Understanding Conflict and Development in Local and Global Politics



“Courses within the Conflict and Development concentration offer the theories, knowledge, and analytical tools to enable students to understand the local-level dynamics and the geopolitics of contemporary conflicts.”



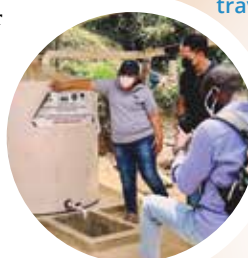
–Dr. Reyko Huang, Associate Professor, Bush School of Government & Public Service, Texas A&M University

For students in the Bush School of Government & Public Service at Texas A&M University who grew up after 9/11, courses in the Conflict and Development concentration help them understand how the United States became embroiled in wars in Iraq, Afghanistan, Yemen, and elsewhere.

“I think our students are in a difficult place, struggling to understand the conflicts that have been part of the past 20 years of American history,” says Dr. Reyko Huang, associate professor in the Bush School’s Department of International Affairs and coordinator of the concentration. “Courses within the Conflict and Development concentration offer the theories, knowledge, and analytical tools to enable students to understand the local-level dynamics and the geopolitics of contemporary conflicts.”

Dr. Huang includes a simulation in her Contemporary Civil Wars course, assigning her students to negotiate a peace agreement. They spend the semester learning about the politics of armed conflicts, studying why ordinary people take up arms against their government, how they procure weapons and mobilize their fellow citizens, and how foreign intervention alters dynamics on the ground.

Students are assigned to teams that represent different parties in an ongoing conflict, including government negotiators, an armed rebel group, and external actors, such as the US government and the United Nations. The students negotiate for three hours, sometimes reaching an agreement. But sometimes students “aren’t willing to budge” and the negotiations fail, reflecting the reality that many end without an agreement, Dr. Huang explains.



Dr. Huang notes that students who earn the Master of International Affairs often land jobs in the federal government, including with the Foreign Service or the US Agency for International Development. International students usually return to their home countries, taking jobs in the government or foreign ministry.

Students in the International Affairs Department choose two concentrations from over a dozen offered in their two primary tracks: National Security and Diplomacy or International Development and Economic Policy. They then complete at least three courses in their chosen concentrations. The Conflict and Development courses are popular because they satisfy requirements for either track.

The multidisciplinary Bush School faculty comprises political scientists, economists, and historians, as well as practitioners with decades of experience in the policy world. Classes are small and interactive, with an emphasis on critical thinking and debate, so students can learn to consider multiple perspectives, advance an argument, and work as a team, Dr. Huang says.

CAPSTONE COURSE FEATURES ON-THE-GROUND EXPERIENCE IN PUBLIC POLICY RESEARCH

Last March, Dr. C. Silva Hamie, instructional associate professor in the Department of International Affairs, and a team of students traveled to El Salvador, where they interviewed rural laborers and representatives of non-governmental organizations (NGOs). Their goal: to examine the effectiveness and impact of NGOs’ disaster risk reduction in the Central American country.

“We wanted to find out what NGOs are able to accomplish or not, given the gang violence and challenging political and economic circumstances in El Salvador,” Dr. Hamie explains.

The experience is part of the Bush School’s required capstone course, where students learn to supervise, conduct, and evaluate large-scale public policy research. “Students need to see what’s happening on the ground to have an impact on policy making,” Dr. Hamie says.

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New Skill-Building Certificates Address Emerging Public Service Demands



“Graduates find the public service projects immensely rewarding. They gain valuable experiences, without which they would not be ready to hit the ground running as they begin their professional journeys.”

–Brandon Merrell,
Assistant Professor,
Clinton School of
Public Service,
University of
Arkansas

The Clinton School of Public Service, the nation’s first to offer a Master of Public Service (MPS) degree, is founded on the conviction that to be effective in different capacities—whether pursuing a career in the nonprofit, private, or public sector—students benefit tremendously from the school’s marriage of field service and academics. During their two years, students participate in three distinct field service experiences, with both national and international partner organizations. These hands-on field service projects expand the traditional classroom, grow the students’ professional networks, and lead to unique career opportunities after graduation.

With on-the-ground knowledge and feedback from alumni and partner organizations, the Clinton School of Public Service has launched two new skill-building certificate programs to better prepare students for the latest workforce demands. This fall, in conjunction with a Master of Public Service degree, students can earn a certificate in Communication Leadership or Data Analysis for Social Change by completing three courses and a capstone project.

The Communication Leadership Certificate is designed to help public service leaders improve their impact, performance, and effectiveness as communicators. It responds to significant interest from non-governmental organizations, nonprofits, and government bodies who are seeking graduates with strong written and oral communication skills, and offers a special focus on developing leadership skills that inspire people to create solutions for complex challenges in their communities.

Likewise, the Data Analysis for Social Change Certificate teaches students how to analyze

BRIDGING THE GAP BETWEEN SOCIAL RESPONSIBILITY AND BUSINESS

Ralph Bray never imagined that he’d be researching human-elephant conflict (HEC) in Kenya for Gammadda, an organization in Sri Lanka, or that his practicum research recommendations on increasing contract spending with women and minority-owned business enterprises (WMBE) would be implemented within the city of Little Rock, Arkansas. An MPS/MBA student at Clinton School of Public Service and the Sam M. Walton College of Business, Bray hopes to help for-profit businesses become socially and environmentally responsible.



Bray has received the Boren Fellowship, which will take him to Brazil to study Portuguese for a year and focus his efforts on sustainability in the Atlantic Forest or the Amazon. “The Clinton School’s world-class reputation with the global community and hands-on projects have opened many doors for me,” Bray says.

data to produce real change in the communities they’ll go on to serve. “Many schools are providing excellent training and data analytics, but what they’re not bringing is the practitioner side, and teaching students how to apply those data analytic skills to understand and solve problems inherent within a community,” says Brandon Merrell, assistant professor at the Clinton School of Public Service.

The Clinton School prides itself on its ability to provide students with individual attention, from academic to career advising. “Students entering the MPS program are paired with an adviser related directly to their interests,” says Merrell. “The whole time, they have individual attention. They don’t need to compete for the resources of different faculty members; we can supervise them because we’ve deliberately kept the program relatively small.” An average of 50 students enter the program each year.

Graduates of the school have gone on to work at a variety of organizations, including The Asia Foundation, World Bank, and Heifer International.

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In International Miami, Graduates Are Heavily Recruited to Serve, Lead



In addition to in-depth courses, the MA in Global Affairs program offers professional development seminars on topics such as grant writing, negotiation, and ethics, all of which are taught by experienced professionals. For example, a seminar on leadership and national security was recently taught by retired US Navy Admiral Craig S. Faller, former head of the US Southern Command, who is now a senior fellow at the Green School.

Florida International University (FIU) is powering the next generation of foreign affairs leaders. Alumni have ascended to the top levels of the federal government, as well as forged careers within the private sector and at nonprofit organizations.

The pipeline for this success: FIU's Steven J. Green School of International & Public Affairs. The globally recognized institution is a member—one of just 38 worldwide—of the Association of Professional Schools of International Affairs.

Located in diverse, metropolitan Miami, the Green School offers 37 academic programs and caters to students' interests with opportunities that jump-start and enhance careers.

MA IN GLOBAL AFFAIRS: STUDENTS SOLVING REAL-WORLD PROBLEMS

Students pursuing an MA in Global Affairs work on critical issues—human trafficking, poverty alleviation—even before graduating.

A capstone project connects them with agencies, multinational corporations and non-governmental organizations for which they rely on previous coursework as well as instruction in data-based techniques to produce 35-page research reports over several weeks.

"They are essentially consultants for that particular organization," Associate Dean Shlomi Dinar explains of students who work with US Homeland Security, the UN, US Africa Command, and others.

In exchange for work that they formally present to leadership, students receive unparalleled access, mentoring, and networking to help them develop skills for rewarding careers. Many accept full-time positions with those same organizations.



More than 100 students annually intern for Washington-based government agencies, multinational companies, and non-governmental organizations with which the school partners. Another 300 students participate in all-expenses-paid "fly-in" seminars, complete with training, mentorship, and networking, at the university's hub on Capitol Hill. The experiences have helped students and recent alumni earn prestigious Rangel and Payne fellowships to catapult their careers.

Associate Dean Shlomi Dinar attributes Green School graduates' success to the work of professors "who engage in robust research" that is well funded and published in top journals. Several former officials have joined the faculty in recent years, among them a president of Costa Rica, a UN ambassador, and a US assistant secretary of state. Students learn from cutting-edge researchers and former leaders who have confronted real-world problems.

Ana Rosa Quintana earned an undergraduate degree and a master's degree from the Green School and serves as a professional staff member for the Foreign Affairs Committee of the US House of Representatives. She appreciates the classroom instruction she received, as well as the ongoing support of her most valued professors, among them Eduardo Gamarra, an expert on Latin America who works in the areas of security, democratization, and elections and, Quintana says, "whose opinions and research I still rely on to this day."

Earlier this year, US Deputy Secretary of State for Management and Resources Brian P. McKeon visited FIU to address students interested in working for the State Department. His stop followed one by US Agency for International

Development Administrator Samantha Power, who signed an agreement to recruit more students from FIU, particularly from underrepresented groups.

Since the 1980s, FIU has joined USAID in launching ground-breaking reforms worldwide. Other critical partnerships exist with the Organization of American States, the Inter-American Development Bank, and the Pan American Health Organization.

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PREPARING GLOBAL LEADERS



Master's student Vanessa Huertas is just one of the success stories coming out of Florida International University's Steven J. Green School of International & Public Affairs. The newly named DACOR Bacon House Foundation fellow is complementing her academic coursework in global affairs with internships at the United States Southern Command and the office of the U.S. Army National Guard.

She is among hundreds of FIU students who annually boost their knowledge with real-world leadership experience. Career-impacting opportunities are made possible to them through the Green School's partnerships with Congress, the Department of Defense, the U.S. Intelligence Community, NGOs and other organizations around the globe. And FIU's center in the nation's capital actively mentors, trains and connects students and young alumni who seek to serve their country in a variety of capacities, at the highest levels.

Founded with the goal of promoting greater international understanding, FIU has remained true to its ideals as it turns out graduates ready to tackle the most-pressing issues facing the world today.



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PRINCETON UNIVERSITY PRINCETON SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS

Diversity, Equity, and Inclusion are Central to Public Service



"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

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) has augmented its curriculum to give students the tools and training to lead on these issues with confidence.

SPIA has added a mandatory course on race, power, and inequality—its second such addition—in an effort to better equip graduates for a global policy landscape that is evolving. It is among the first courses that new students take when they arrive at SPIA.

"This allows students to develop the necessary context to think broadly about race, equity, and inclusion," says Steven F. Petric, director of graduate admissions. "The goal is to provide a common baseline of understanding. We felt it was important to frame the beginning of 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.

SPIA offers a unique benefit: The school pays the full cost of tuition and health insurance for every admitted student. A generous stipend to cover living expenses is also 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 85 percent of graduates choose public-sector jobs, they very likely will encounter structural inequities accompanying issues such as immigration, housing, and health care. 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."

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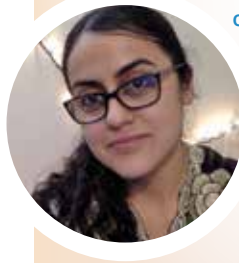
STUDENTS HELP SHAPE EDUCATION AND CURRICULUM ON EQUITY AND INCLUSION

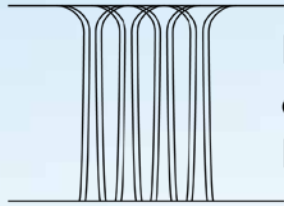
As SPIA began to increase its course offerings in diversity, equity, and inclusion (DEI), students and alumni were important participants in that process.

Students Guillermo Herrera Nimmagadda (MPA '22) and Yvette Ramirez (MPA '21) served alongside faculty and administrators on a committee that recommends ways to make SPIA 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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