



GRADUATE
EDUCATION
SPRING 2023

In-Demand Careers

for Aspiring Global Leaders

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Partnerships:**

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Job functions and career paths in international affairs are anything but static. And the knowledge and skill sets demanded by these professions is continuously evolving. For early- and mid-career professionals who are eager to work in international affairs and address large-scale and global challenges, there is no better preparation than graduate school.

Faculty and staff at universities stay abreast of workforce developments through connections with influential professionals in every sector. Universities' partnerships with those individuals and the organizations where they work result in a multitude of benefits for students and are critical for developing the next generation of global leaders.

For one, feedback from this network helps universities continuously adapt their degree program curricula according to the latest trends, technology, and required skill sets. What's more, these partner organizations provide students with experiential learning opportunities, from fieldwork to case competitions to immersive projects. This results in graduates who are well prepared to adapt to professional challenges and thrive in the workforce.

This *FP Guide* takes a close look at today's in-demand professions in international affairs and how universities are preparing graduate students for a fulfilling and successful career in their chosen field.

Graduates Gain a Competitive Edge with Experiential Learning Opportunities

“We’re a hub for connections and opportunities, a place to try things in a low-stakes way. This builds on the greater life design curriculum that Johns Hopkins has pursued.”



–Rebecca Aman, Senior Associate Director of Global Careers, School of Advanced International Studies, Johns Hopkins University

Sectoral trends come and go; that’s why Johns Hopkins University School of Advanced International Studies (SAIS) focuses on preparing graduates for multifaceted careers across sectors that allow them to adapt and thrive in diverse professional landscapes.

Senior Associate Director of Global Careers Rebecca Aman points out: “The key in this day and age is to be open-minded and flexible about career approaches. And we’re seeing students pursue parallel public and private sector job searches.”

Given the school’s Washington, DC, location, many graduates land positions in federal spaces, such as the US Departments of State, Defense, Commerce, and the Treasury. Others find roles in multilateral organizations, including the World Bank, International Monetary Fund, and United Nations. Deloitte, McKinsey & Company, and Booz Allen Hamilton continue to be some of the school’s notable employers in the private sector.

Aman also notes a shift in students’ areas of interest, with SAIS reshaping degrees and specialized programs to meet evolving demands. International development, energy, and defense spaces are mainstays, but the school is seeing a growing interest in the area of technology, especially its intersection with defense and energy. Environmental, social, and governance (ESG); sustainability; and European public policy are likewise gaining more traction with students.

While building area-specific knowledge is vital, graduates entering the workforce need transferable skills to move smoothly between fields and sectors. To position students for successful careers, SAIS takes a multipronged approach that relies heavily on experiential learning to create profiles fitted for flexibility and change.

From internships and career treks to case competitions and industry days, students are encouraged to explore multiple areas of interest hands-on. “Students use their entire time at SAIS—not just the last semester when applying for jobs—to do a lot of exploratory work,” explains Aman. Recurring

SAIS'S NEW HOME PROVIDES UNIQUE STUDENT EXPERIENCES AND LEARNING OPPORTUNITIES

In fall 2023, Johns Hopkins SAIS will welcome students to its new home at 555 Pennsylvania Avenue NW in Washington, DC. This state-of-the-art facility expands the school’s capacity for both teaching excellence and evidence-based research toward addressing global challenges. The building is minutes from the US Capitol, the White House, and Union Station.



Designed to foster community and collaboration, 555 Pennsylvania Avenue boasts 38 high-tech classrooms, a 375-seat theater and performing arts space, group and individual study spaces, lounges, and roof terraces with views of Pennsylvania Avenue and the Capitol. Student amenities include a library, coffee shop, restaurant, and fitness center. Event spaces will host prominent policymakers and global leaders. Other divisions of Johns Hopkins University will also have a presence in the building, providing unmatched opportunities for interdisciplinary collaboration.

industry days are “one-stop shops that allow students to make connections through alumni and employers and experiment with what it’s like to be in these different roles.” She adds, “We’re seeing similar faces at these sessions. So someone going to my Tech Day is also thinking about how to use tech knowledge in defense and other areas.”

The school’s newest facility, 555 Pennsylvania Avenue, is set to provide students with even more experiential opportunities, like the Walmart Global Policy Challenge, held earlier this year, where 72 students from various areas of concentration presented research and recommendations on the cross-cutting topic of digital inclusion to Walmart leadership. “Moving away from just one-on-one coaching appointments and into these truly immersive experiential, collaborative spaces that host employers and different learning activities is how we see our role moving forward,” says Aman.

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Experiential Learning Locally and Globally Jump-Starts In-Demand Careers



“The Clinton School’s field service program serves as a pipeline to many organizations for full-time positions. Partners return to the Clinton School year after year knowing they can count on Clinton School students to have the skill sets they are looking for.”



–Nichola Driver, Assistant Professor and Faculty Director, Office of Field Service, Clinton School of Public Service at the University of Arkansas

At the Clinton School of Public Service, the presidential namesake’s influence is manifested in the curriculum’s robust field service program.

“The experiential learning program has defined us since our founding,” says Nichola Driver, faculty director for the office of field service and an assistant professor at the Clinton School of Public Service. “It was a big part of President Clinton’s vision for the school, as he wanted students to learn by doing and be engaged in the community, working with organizations and people.”

In fact, 25 percent of the Clinton School’s Master of Public Service (MPS) curriculum comes from direct field service learning, and Clinton School students have completed nearly half a million hours of field service since 2005.

The Clinton School’s field service program provides MPS students with three hands-on experiences. The first is a local, team-based program in Arkansas. The second is an eight-to-10-week international placement, supported by a stipend, that occurs in the summer after students’ first year. The third is an in-depth capstone project that can take place anywhere in the world.

During an MPS student’s time at the Clinton School, they might evaluate whether local Arkansas nonprofits are meeting the needs of impoverished rural residents, as well as work to improve learning outcomes for Tanzanian children through USAID. Driver says that such wide-ranging placements provide students with a competitive advantage, as active, engaged

experiences replicate the rigor and independence of public service careers. “They’re in that moment where they are able to grow through hands-on experience,” she explains.

Driver says that students often cite the Clinton School’s field service program as a career booster that helps them land jobs and clarify their own ambitions.

In recent years, Clinton School students have accepted roles at organizations such as Walmart, World Bank, and UNICEF. The field service



97% of Clinton School students and alumni surveyed stated that the field service projects are a strength of the school

85% of alumni surveyed stated that the Clinton School’s field service projects increased their employability after graduation

experience and the Clinton School’s close relationships with partners equip students with the skill set to land those types of jobs and be successful in them.

“Since we are consistently communicating with partners, we see the skill sets they want,” Driver says. “We take our partners’ requests and then we adapt to those requests. Our curriculum is dynamic.”

Driver says that in recent years, the Clinton School’s field service partners have expressed the importance of data and communication skills. The Clinton School now offers two new graduate certificates: communication for social change, and program planning and evaluation for social change. Driver says these skills, coupled with field service, help MPS students and grads “serve rather than steer,” as they design public service programs that reflect community needs.

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Growing Energy Sector Offers Myriad Job Opportunities



“Working with advisors, students do a deep dive to weave the story of their work experience and their Rice education to find the job that best suits their abilities.”

–Michael D. Maher, Senior Program Advisor, Baker Institute for Public Policy, School of Social Sciences, Rice University

Nevi Cahya Winofa started at Rice University’s Master of Energy Economics (MEECON) program in August 2021 after completing a 10-month internship at an Indonesian company that supports geothermal projects. At Rice, she explored different career options. By fall of 2022, Winofa had landed a job as a researcher with the National Renewable Energy Laboratory in Golden, Colorado.

Winofa attributes her success to the small classes and robust advising offered by the one-year MEECON program. Along with the Master of Global Affairs (MGA) program, MEECON is part of Rice’s School of Social Sciences. Small by design, each program enrolls a cohort of about 25 students annually. The two-year MGA program is co-sponsored by the School and the James A. Baker III Institute for Public Policy, which is housed on Rice’s campus in Houston.

Michael D. Maher, senior program advisor in the Center for Energy Studies at the Baker Institute, mentored Winofa while she was job hunting. “Working with advisors, students do a deep dive to weave the story of their work experience and their Rice education to find the job that best suits their abilities,” Maher says.

Students are urged to use the resources of Rice’s Center for Career Development and to attend Baker Institute events that bring leading experts to campus for talks and panel discussions.



When Geoffrey R. Pyatt, assistant secretary for the federal Bureau of Energy Resources, visited the Baker Institute in February 2023, he spent 30 minutes speaking directly with MGA and MEECON students following his scheduled talk. A week earlier, during a panel discussion about hiring and retention in the energy industry, the moderator invited student audience members to stand up and talk about their interest in the field.

Maier describes MEECON as “a hyper-focused MBA program” with an emphasis on the energy sector, offering courses in macroeconomics, microeconomics, geopolitics, and transportation economics, among others. MEECON graduates are employed overseas and throughout the United States, particularly in Houston, which is home to global energy companies, Fortune 500 organizations, local and federal government agencies, and international nonprofits.

MGA graduates take jobs in communications, analysis, economic development, and government affairs in the public sector and the energy industry throughout the United States and overseas.

Born and raised in Indonesia, Winofa says she hopes to return there one day, most likely to work in the electric vehicle industry. Indonesia is the world’s largest producer of nickel, which is used in the production of electric vehicle batteries.

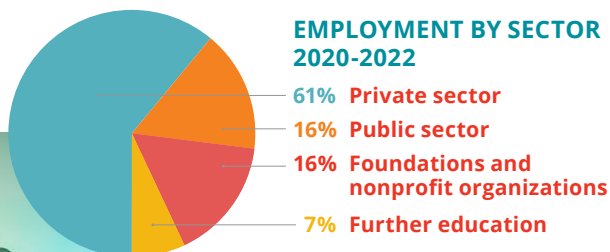
“I’d like to support increased electric vehicle deployment in my country by helping to create a sustainable supply chain and maximize the economic base of the industry,” she says.

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MASTER OF GLOBAL AFFAIRS PROGRAM

EMPLOYMENT BY SECTOR 2020-2022



EXAMPLE EMPLOYERS

Private sector

Chevron
LyondellBasell
UnitedHealthcare Global

Public sector

US Department of Defense

Foundations and nonprofit organizations

James A. Baker III Institute for Public Policy





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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. 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

Experiential learning is a key component of the graduate program at the Keough School of Global Affairs at the University of Notre Dame. In fact, all Keough School students receive financial support to conduct fieldwork, as it enables them to develop cross-cultural competence, practice language skills, and apply classroom education to real-world situations.

Melinda Fountain, the Keough School’s associate director for professional development and alumni relations, 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,” Fountain says. “Fieldwork is important in helping students prepare to work in these diverse contexts.”

A two- to three-month immersive fieldwork assignment is part of the Keough School’s comprehensive Integration Lab (i-Lab) experience, which prepares students for the global employment landscape. Through i-Lab, students participate in a series of theory-to-practice engagements with global organizations to develop integrated solutions to global challenges. Projects through these partnerships have ranged from improving the housing markets in India and Mexico, to enhancing school performance in Chile and climate resilience in Guatemala.

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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Alumni Tackle Major Issues Across Sectors, From Climate to Technology Policy

“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 confronting some of today’s most significant problems. Employed by government agencies and nonprofits, alumni address questions related to climate, gender, and migration. Others are privacy engineers at tech companies or direct environmental, social, and governance (ESG) programs for major corporations.

The Fletcher School offers fields of study in each of these areas, says Elana Givens, director of career services. “Fletcher is very good at preparing students to address the critical issues of today and tomorrow as they relate to career paths,” she says.

In response to the skyrocketing need for expertise in technology-related policy, Fletcher has developed degree options in technology, cybersecurity, and internet policy. Recent graduates now work as a privacy engineer for Google, a cyber-risk consultant for Deloitte, and a policy analyst in the Office of Cybersecurity

and Critical Infrastructure Protection for the US Department of the Treasury.

As corporations and consulting firms announce climate targets and embrace impact investment, Fletcher graduates have found jobs in the field in both the public and private sectors. One recent graduate is working as a manager of responsible sourcing for the Hershey Co. Others work with the United Nations Environment Programme and CDP (formerly

Carbon Disclosure Project). In the field of international development and environmental policy, Fletcher’s reputation 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.

With research centers on campus, such as the Henry J. Leir Institute for Migration and Human Security, as well as a comprehensive gender and intersectional analysis program, students develop a fundamental framework and aptitude for research, which makes them successful in policy work. Two recent Fletcher graduates have found employment with the nonprofit International Rescue Committee, one working as a data and evaluations specialist, and the other as an Afghan evacuee response staff member.

Additionally, many graduates of the school’s gender and intersectional analysis program now advocate for women’s rights to education and equal employment with USAID, Save the Children, and various nonprofits.

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.”

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97% OF GRADUATES ARE IN JOBS WITHIN SIX MONTHS OF GRADUATION (2022)

JOBS BY SECTOR



MIGRATION DIPLOMACY
DEVELOPMENT CLIMATE
GENDER **WHERE** DEVELOP
CLIMATE **LEADERS** MIGRATION
LAW **LEARN** DIPLOMACY
SECURITY **AMONG** GENDER
GENDER **LEADERS** DEVELOPMENT
DIPLOMACY LAW CLIMATE
MIGRATION DEVELOPMENT
SECURITY LAW CLIMATE

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Jobs in Political Risk, Government, and Intelligence Intrigue Students

“The alumni community here is bigger, stronger, and more engaged than any alumni community I’ve worked with before. It’s the alumni recognizing they need to help build up the next generation of leaders.”



—Nathan Slusher,
Career Center
Executive Director,
Walsh School of
Foreign Service,
Georgetown
University

A weeklong virtual career program at Georgetown University’s Walsh School of Foreign Service (SFS) in January provided a snapshot of students’ interests. The best-attended sessions covered political risk, government careers in general, intelligence careers in particular, and international development.

Those topics align with employment trends that the Walsh School of Foreign Service has observed among its 2022 master’s degree graduates. Some of these trends reflect recent global events. For example, COVID-19 vividly demonstrated political risks of globalization, when lockdowns in other countries disrupted supply chains in the United States.

Other employment trends have been stable over the years. The two sectors that employed the largest share of the 388 Walsh School graduates in 2022 were the private sector (39 percent average over five years) and public sector (34 percent average), according to SFS Career Center Executive Director Nathan Slusher. The other sectors that graduates went into were the nonprofit (22 percent) and multilateral (5 percent) sectors.

Some of the 2022 graduates were among the five students and alumni of Walsh School master’s degree programs who received Fulbright scholarships for the 2022-23 academic year. Georgetown University ranked first among Top Producing Institutions for the 2022-2023 academic year, achieving the highest number (49) of these overseas study and research grants of any US college or university.



Among graduates taking private sector jobs, many were interested in consulting, especially in the subfields of political risk and government contracting. Deloitte and Booz Allen Hamilton were two of the biggest employers.

The public sector—especially intelligence organizations—has always been keen on Walsh School students because of Georgetown University’s focus on public service, as a Jesuit institution, and the school’s location in Washington, DC, Slusher says. The top five 2022 public employers were the departments of State, Defense, and Homeland Security, the Intelligence Community, and the US Agency for International Development. The State Department was the single largest 2022 employer, with 18 hires.

Recent Georgetown graduates taking government jobs bucks a nationwide trend of an aging US government workforce. Only 7 percent of permanent full-time federal employees are younger than 30, compared with 20 percent in the broader labor market, according to a recent Washington Post op-ed. The reasons that were cited included lengthy and convoluted hiring processes and an outdated pay system.

One source of support for job-hunting graduates is a network of engaged alumni, Slusher says. The Walsh School of Foreign Service celebrated its 100th anniversary in 2019, which gives graduates a wide swath of alumni resources to draw from.

“The alumni community here is bigger, stronger, and more engaged than any alumni community I’ve worked with before,” Slusher says. “That goes back to the Jesuit value of ‘people for others.’”

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TOP EMPLOYERS

Booz Allen Hamilton
Chemonics International
Center for Strategic and International Studies
Deloitte
US Agency for International Development
US Department of Defense
US Department of Homeland Security
US Intelligence Community
US Department of State
World Bank Group

GRADUATES EMPLOYED

Domestically 88%
Internationally 12%

EMPLOYMENT LOCATION EXAMPLES

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Peru
Germany
Switzerland
Turkey
United Arab Emirates
India
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