From the pandemic to the protests to the presidential election, recent events demonstrate that leaders need to be ready for anything. The policy choices they make matter.

While no one can account for every possibility, mastering the elements of international affairs and policy prepares future leaders for such crucial moments.

Training in international affairs and policy develops the ability to recognize the cultural, economic, social, and political forces at work in the world. It challenges students to build communication, leadership, and teamwork skills. An interdisciplinary curriculum and a diverse community of people integrate differing ideas. Graduates distinguish themselves by their flexibility and adaptability. They can separate facts from opinions.

As you begin your search for a master’s program, consider how schools look at the future of international cooperation and emerging mechanisms of policymaking. Ask how the program tries to anticipate changes in the way people will work and live in the future. Look at how they bring emerging voices into the conversation. Discover in what ways students challenge traditional ideas and formulate new ones. Examine how the school works to cultivate leadership qualities in students, as well as skills.

Adaptability and contingency planning are vital to a global career. International affairs graduates master underlying principles of an ever-changing world to prepare for the future—whatever it holds.

By Carmen Iezzi Mezzera
Executive Director
Association of Professional Schools of International Affairs (@apsiainfo)
# Contents

<table>
<thead>
<tr>
<th>School of International Service (SIS)</th>
<th>Cooperation in Crisis</th>
<th>American University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tamar Gutner</td>
<td></td>
</tr>
<tr>
<td>NYU School of Professional Studies</td>
<td>Preparing Global Affairs Leaders to Address an Uncertain Future</td>
<td>NYU School of Professional Studies</td>
</tr>
<tr>
<td>Center for Global Affairs</td>
<td>Carolyn Kissane</td>
<td></td>
</tr>
<tr>
<td>University of Kent</td>
<td>Navigating the New World Order Requires Expertise in Global Health and Security</td>
<td>University of Kent</td>
</tr>
<tr>
<td>Brussels School of International Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jeremy Carrette</td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>Training in Comparative and Rigorous Analysis for an Interconnected, Changing World</td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>The Bush School of Government and Public Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC San Diego School of Global Policy and Strategy</td>
<td>Dangerously Divided: A Look at Racial Disparity in the United States</td>
<td>UC San Diego</td>
</tr>
<tr>
<td></td>
<td>Zoltan L. Hajnal</td>
<td></td>
</tr>
<tr>
<td>Georgetown University Walsh School of Foreign Service</td>
<td>The Walsh School of Foreign Service: Leading at a Moment of Global Challenge</td>
<td>Georgetown University</td>
</tr>
<tr>
<td></td>
<td>Joel S. Hellman</td>
<td></td>
</tr>
<tr>
<td>Waseda University Graduate School of Asia-Pacific Studies</td>
<td>The Asia-Pacific and Leadership in a Post-Pandemic World</td>
<td>Waseda University</td>
</tr>
<tr>
<td></td>
<td>David Leheny</td>
<td></td>
</tr>
<tr>
<td>University of Notre Dame Keough School of Global Affairs</td>
<td>Creative Global Education and Engagement</td>
<td>University of Notre Dame</td>
</tr>
<tr>
<td></td>
<td>Tracy Kijewski-Correa and Steve Reifenberg</td>
<td></td>
</tr>
<tr>
<td>Syracuse University Maxwell School of Citizenship and Public Affairs</td>
<td>Principled Leadership in Uncertain Times</td>
<td>Syracuse University</td>
</tr>
<tr>
<td></td>
<td>Michael J. Williams</td>
<td></td>
</tr>
<tr>
<td>Johns Hopkins University School of Advanced International Studies</td>
<td>The Changing World of International Affairs</td>
<td>Johns Hopkins University</td>
</tr>
<tr>
<td></td>
<td>Narges Bajoghli</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Page</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>IE School of Global and Public Affairs</td>
<td>15</td>
<td>Training the World’s Future Leaders Alongside Prestigious Global Partners</td>
</tr>
<tr>
<td>Fordham University Graduate Program in International Political Economy and Development</td>
<td>16</td>
<td>Understanding Global Economic Issues Through an Interdisciplinary Lens</td>
</tr>
<tr>
<td>Princeton University Princeton School of Public and International Affairs</td>
<td>17</td>
<td>Princeton in Service to the Nation and Humanity</td>
</tr>
<tr>
<td>Thunderbird School of Global Management Arizona State University</td>
<td>18</td>
<td>Global Leadership for the Fourth Industrial Revolution</td>
</tr>
<tr>
<td>Diplomatic Academy of Vienna Vienna School of International Studies</td>
<td>19</td>
<td>Fostering International Cooperation in Times of Multiple Crises</td>
</tr>
<tr>
<td>Tufts University The Fletcher School</td>
<td>20</td>
<td>Interdisciplinarity and Crisis Management</td>
</tr>
<tr>
<td>Stanford University Ford Dorsey Master's in International Policy</td>
<td>21</td>
<td>Preparing Leaders to Be Effective in Changing and Uncertain Times</td>
</tr>
<tr>
<td>The George Washington University Elliott School of International Affairs</td>
<td>22</td>
<td>The Elliott School Welcomed Me</td>
</tr>
<tr>
<td>University of Washington The Henry M. Jackson School of International Studies</td>
<td>23</td>
<td>Making a World of Difference in Uncertain Times</td>
</tr>
<tr>
<td>Public Policy and International Affairs Program (PPIA)</td>
<td>24</td>
<td>Training the Next Generation of Policy Leaders: A Discussion about PPIA</td>
</tr>
</tbody>
</table>
Cooperation in Crisis

How does American University’s School of International Service (SIS) view international cooperation?

In 1944, at the end of the Bretton Woods Conference establishing the International Monetary Fund and the World Bank, U.S. Treasury Secretary Henry Morgenthau Jr. gave a closing address that resonates today. “There is a curious notion” that people from different countries cannot work together without sacrificing their national interests, Morgenthau said. He argued that the negotiators recognized the opposite: “…the wisest and most effective way to protect our national interests is through international cooperation.”

Schools such as SIS were created to prepare students to become leaders in an uncertain world, where complex problems do not respect national boundaries. Our mission is no less important today than it was decades ago.

What skills are needed to help students prepare to manage global crises in uncertain times? How does SIS instill these qualities in students?

Students at SIS learn how to think, analyze, question, understand, and act. They learn ethical perspectives that will guide them as they become citizens—and leaders—of the world. These fundamental skills are as essential today as they ever were. Leaders must be nimble, be capable of responding to the unexpected, and hold a vision of what the future might look like and ideas on how to get there. The issues may change over time, and some are more complex than others, but fundamental skills are always applicable. Our students also learn many other types of skills from their courses and skills institutes. These can include data visualization techniques, strategic planning, grant writing, and research methods.

The School of International Service is constantly adapting. Our students benefit from an interdisciplinary faculty of over 120 professors, ranging from theorists who help us to understand broad patterns and larger perspectives to practitioner-scholars who have advised, devised, and implemented policy. All work to keep an environment of inclusivity foremost in the curriculum and in the classroom teaching and learning experience. Students can learn leadership skills from a history class or a class that examines institutions of foreign policy-making. They can take a class that teaches negotiation techniques, monitoring and evaluation strategies, and intercultural communication skills. They can take part in a practicum where student teams partner with outside organizations. They can even take advantage of all of these options through an online degree program.

As policy-making adapts to a post-pandemic world, and we all struggle to discern the evolving roles of institutions, what can we not afford to forget?

The role of international cooperation has never been more vital. The pandemic has produced sealed borders, set back globalization, and increased instability worldwide. We cannot even be sure about all the ripple effects it will trigger. We can be sure that global leaders are essential. Morgenthau’s advice should not be forgotten: “To seek the achievement of our aims separately through the planless, senseless rivalry that divided us in the past, or through the outright economic aggression which turned neighbors into enemies, would be to invite ruin again upon us all.”
Preparing Global Affairs Leaders to Address an Uncertain Future

The NYU School of Professional Studies Center for Global Affairs (CGA), was launched 15 years ago to address new and emerging global challenges. CGA offers dynamic and innovative curricula that provides students with the knowledge, skills, and network to thrive in an uncertain world. Its flagship, MS in Global Affairs, was among the first programs of its kind to address global challenges through multiple perspectives and disciplines. That approach is illustrated through the degree’s eight concentrations and three specializations, which prepare students to embrace change and to be solution-oriented by considering what challenges lie on the horizon.

How has the CGA responded to COVID and thinking about a post-pandemic world?
This past year has amplified the urgency to develop the mindset of adaptive thinking and the ability to pivot quickly and effectively. The COVID-19 pandemic is creating unique pressures on all aspects of the global system, and we are responding accordingly. This fall, CGA is offering “A World Remade,” a new course designed to provide a deep understanding of policy options and action during COVID-19 and beyond. It will use our concentrations as the lens by which students examine a changing world.

What are the leadership traits needed to navigate in uncertain times?
In these uncertain times, navigating the linkages between global environmental and social challenges, and potentially viable solutions, has never been more complex. The CGA, home to world-renowned experts in the most relevant areas related to global challenges—is uniquely positioned to connect the dots between business, human rights, transnational security, sustainable development, and innovation. Through courses, public events, and initiatives, we bring together some of the top authorities to tackle pressing global issues, risks, and uncertainties. This fall, we will be building our energy, climate security, and sustainability offerings in response to the climate emergency and the need for a cleaner and more decarbonized energy transition.

At the CGA, we work together as a faculty and as a team to address racism and the ways in which we can work towards social justice. The Black Lives Matter movement highlights our responsibility as educators to take the lead—through our teaching, course offerings, and public events—to set an example for our students, alumni, and the broader community.

What is the CGA doing to help students prepare to manage crises and global risk?
In our courses, we examine how the global landscape is changing and how disruptions—both good and bad—can be managed and understood. In “Responding to Emergencies,” a course taught by Professor Christopher Ankersen, students are guided through multiple case studies and participate in a crisis simulation. Under Professor Ankeren’s leadership, we also are launching a new specialization in global risk, which will afford students the opportunity to learn about different types of risk and how to manage uncertainties successfully.

There is no better testimonial of our success than our 1,400 alumni who work around the globe, in the private sector, NGOs, governments, multilateral institutions, and think tanks, implementing what they have learned at the CGA. Our graduates are resilient and able to anticipate risk and uncertainty in a world that constantly changes. Visit sps.nyu.edu/cga.
Navigating the New World Order Requires Expertise in Global Health and Security

As the COVID-19 pandemic continues to surge throughout the world, Professor Yanzhong Huang, Director of the School of Diplomacy and International Relations’ Center for Global Health Studies and a Senior Fellow for Global Health at the Council on Foreign Relations, remains a sought-out global health expert on the impact of its continuing spread. Huang, who specializes in the security and foreign policy aspects of health issues, has authored the books *Governing Health in Contemporary China* and *Toxic Politics* and is the founding editor of *Global Health Governance: The Scholarly Journal for the New Health Security Paradigm*. The response to the pandemic, he says, demonstrates the value of open-mindedness and an interdisciplinary perspective.

How are global health and security connected to the pandemic and climate change?
Both infectious disease outbreaks and climate change are human security concerns due to their impact on global public health. They are also increasingly becoming “high politics” issues because of their profound implications on governance and national security. Students who have gained expertise in global health security will be well equipped to address the dual challenges of infectious diseases and climate change.

You have written about the lack of international cooperation during the pandemic, particularly between the United States and China. What motivates leaders to work together to do the right thing?
Typically, a global public health emergency is sufficient to motivate collective action and catalyze international cooperation given its ability to wreak havoc on a global community in a short period of time. The lack of international cooperation during this pandemic highlights the importance of sound political leadership that values people’s health and well-being over domestic politics or geopolitical considerations.

Why is global health security an important field to study and build a career in right now?
The ongoing pandemic is a global crisis requiring a global solution. The pandemic reveals the lack of resources, capabilities, and cooperation in addressing a global challenge. But fundamentally, it points to the failure to correctly define the challenges we face, design effective policy solutions, and pursue their implementation in a timely and coherent manner. Students of global health security at Seton Hall develop the knowledge and skills to analyze complex situations, synthesize information, and design interventions for improved global health governance.

What might the field look in the future?
In five years, global health programs will be mushrooming in the United States and worldwide. I expect all schools of international affairs to have a program that addresses the complex dynamics among health, development, and security. The program here at the School of Diplomacy is well established. We’ve been around since 2003.

How can students prepare for careers that affect positive change?
They should be ready to update their toolbox and prove that their knowledge and skills are relevant in a complex and capricious world.

What traits do you believe students need to succeed professionally in the field?
Be open-minded and flexible, with a global and interdisciplinary perspective.
Advanced International Studies in the Capital of Europe with Leading Academics and Experienced Practitioners

What makes the Brussels School of International Studies (BSIS) special?
Our school is right at the heart of Europe and sits close to the institutions making decisions influencing all of us, wherever we are in the world. Our students are part of this, combining a world-class master’s level education while being immersed in conferences, internships, seminars, and lectures across the city. It’s a truly unique experience that will prepare students for an exciting range of careers in the international sector. We have met the challenge of delivering high-quality education during the pandemic by committing to face-to-face teaching in a responsible way, while continuing to offer guest lectures and conferences online during the immediate future. This hybrid model ensures we are prepared, should a second wave force us to move teaching back online.

What international cooperation does BSIS participate in?
We have a long history of collaborations and partnerships, whether it’s local via our link to the North Atlantic Treaty Organization (NATO) or the European Commission or farther afield via our Two Capitals exchange program with the China Foreign Affairs University in Beijing and Virginia Tech in the United States. The pandemic has shown that the globalized world is more connected than ever. Through our programs and research links, we aim to bring the world to the classroom.

Brussels is known as the “capital of Europe.” In this, Brussels is an international city like no other, home to international institutions, headquarters, charities and CCC. This allows us to offer students unparalleled access to organizations through internships, conferences, seminars, and university partnerships. We believe that international cooperation benefits students and research beyond anything else and enables excellent prospects during and after studies, in terms of job prospects in an ever increasingly global world.

And how does this cooperation work on a day-to-day basis at BSIS?
Our students choose us for many different reasons, but the ability to combine a world-class education with outstanding networking opportunities in Brussels among the international community is the reason we hear most. In a post-pandemic world, the job market will have greater competition. To help our students, we aim to bring in expertise from the international community to enhance our in-class teaching. We find that a blend of theoretical teaching and analysis fits well with the more case-study, practical orientation that our practitioners bring to the classroom. Besides teaching and internships, our location in Brussels allows interaction with organizations in terms of visit days, research links, and collaboration on seminars and workshops.

What developments are taking place at BSIS?
We are launching a new master’s degree in global health policy. This new master’s degree will draw on our strengths by looking at the issue of global health in relation to conflict zones, development and aid, and human migration. Brussels is a natural home for global health studies. Many organizations are increasingly focusing on issues related to health, and policy is changing rapidly to reflect this. Given the pandemic, this is likely to accelerate.
Training in Comparative and Rigorous Analysis for an Interconnected, Changing World

The Bush School of Government and Public Service at Texas A&M University offers students rigorous training and opportunities to interface with policymakers preparing them to meet the challenges of careers in public service and international affairs today.

How is the Bush School preparing students to manage crises and global risk?

In addition to faculty who specialize in international institutions, the Bush School prepares students to engage in comparative analysis of countries and issues with faculty who specialize in almost every region from China to the Middle East, from Africa to Latin America. In this increasingly globalized world, most economic, social, and political phenomena do not stop at country borders. Understanding how issues arise and play out in one region can be instructive to understanding that in another region. In one example, my capstone classes have been collecting recent event data from across the globe on how leaders erode democratic institutions. Working closely with capstone clients in USAID, the State Department, and nongovernmental organizations, our analyses help us understand similar trends emerging across the globe and help inform U.S. investment in supporting civic space in closing contexts.

The capstone program is one of the highlights of the Bush School experience—giving students an opportunity to work closely with a policy organization to understand the types of questions they ask and to practice applying the research skills they’ve gained in class to thoroughly answer these questions. These experiences, along with the internships students complete between their first and second year, are instrumental in solidifying networks between the Bush School and the policy community with positive results: Bush School students find careers that matter to them, with between 81 and 95 percent employed within six months of graduation.

How does the Bush School prepare students to adapt to a rapidly changing policy context?

In these uncertain times, one of the best skills we can offer future public servants is adaptability. As policies constantly need to be reevaluated to match the changing context, our students will need the tools to assess where we are and how to change course. The Bush School offers a rigorous core curriculum on data collection and analysis as well as a menu of options for students seeking to deepen their methods skills. In addition, the Bush School is part of a large research university of over sixty thousand students that features world-class departments and institutes in a variety of fields, which offer further instruction in methods, like GIS or statistics, and in substantive areas that include public health, engineering, or agriculture.

Training we offer in the social science methods is key to informing broad, interdisciplinary policy issues, such as access and inequality. For instance, in the wake of COVID-19, the policy community, in addition to seeking advice from health experts, has also turned to colleagues in the social sciences to answer questions about the political and economic effects of the coronavirus pandemic and how existing inequalities can exacerbate its impact among some groups. With rapid-response surveys informed by theory, we can generate evidence to inform quick policy decisions—skills we are teaching Bush School students in our Methods sequence.
Dangerously Divided: A Look at Racial Disparity in the United States

In your new book *Dangerously Divided*, you show that racial minorities disproportionately lose in American democracy. What steps can we take on a policy level to help reduce inequality?

The data clearly shows that who is in power matters. American democracy is tilted in favor of whites but much less so when Democrats are in charge. Under Democrats, the policy views of minorities are translated into policy as much as the policy views of whites, which ultimately leads to greater gains in economic well-being for minorities under Democrats. Thus, if the goal is to balance American democracy and improve minority well-being, one solution is to work to elect more Democrats.

How has COVID-19 impacted U.S. race relations?

The pandemic has reinforced just how much race and policy are intertwined. A virus that originally had no connection to race has, nevertheless, had wide-ranging implications for the well-being of racial minorities. On the political side, simply because the virus originated in China, politicians have tried to use the virus to stoke racial tension. On the health side, existing racial inequalities—less health care in poorer neighborhoods, poorer health outcomes for minorities, and the need to continue to work to survive—have interacted with the virus to disproportionately impact the minority population. Any new problem is likely to affect different racial groups differently, and that has to be taken into account when we consider policy actions.

How have students been involved in the work and research you’re doing?

I always have a number of graduate students working with me on my research. They do everything from data collection to data analysis to coming up with the original ideas for projects. Much of my work has been co-authored with my graduate students. They are critical.

How has COVID-19 impacted U.S. race relations?

The pandemic has reinforced just how much race and policy are intertwined. A virus that originally had no connection to race has, nevertheless, had wide-ranging implications for the well-being of racial minorities. On the political side, simply because the virus originated in China, politicians have tried to use the virus to stoke racial tension. On the health side, existing racial inequalities—less health care in poorer neighborhoods, poorer health outcomes for minorities, and the need to continue to work to survive—have interacted with the virus to disproportionately impact the minority population. Any new problem is likely to affect different racial groups differently, and that has to be taken into account when we consider policy actions.

We often hear in the news about how voter ID laws negatively impact people of color. Can you share how your research explores the topic?

In my research, I look to see how the relative turnout of different racial groups changes after states pass new strict voter ID laws and compare that to changes in turnout in similar states that didn’t pass a new law. The data show that the implementation of new strict ID laws in four states across the country had a disproportionately negative impact on turnout in 2016 in racially diverse counties. In other words, where strict ID laws are enacted, the voices of Latinos, Black people, and Asian Americans all become more muted, and the relative influence of white America grows. If the 2020 election is tight, racial and ethnic minorities being disproportionately deterred from voting could alter the outcome, especially since more states have enacted strict ID laws in the interim.

How will the 2020 election influence your teaching during the fall term?

The election will have a huge impact on my teaching. Clearly, this is something that interests the students, and it is also an important election with wide-ranging implications for race and well-being. The idea will be to use current events such as the election to explain deeper issues about our democracy.
The Walsh School of Foreign Service: Leading at a Moment of Global Challenge

In this challenging moment, how is the Walsh School of Foreign Service (SFS) preparing students to serve in a rapidly changing international landscape?

At SFS, we recognize that, to develop feasible solutions to global problems, we must rethink our approach to international service. Our graduate programs are designed to be multidisciplinary and to build upon the best of theory and practice.

Our new Center for Security and Emerging Technology launched with a $55 million grant from the Open Philanthropy Project. The center is dedicated to understanding how emerging technologies are remaking the global security landscape. We are also integrating a deeper training in science and technology across all graduate programs.

In the master of arts program in international business and policy, our top-ranked faculty work with those from the McDonough School of Business to study global problems that require a truly integrated training in both business and international politics.

This year, SFS launched two new graduate certificates. The social innovation and global development certificate connects the public and private sectors within market-oriented systems to solve major poverty reduction challenges, and our certificate in gender, peace, and security explores the important intersectional role of women and gender dynamics in defense, development, and diplomacy.

At this important global moment, we are focused on recruiting exceptionally qualified graduate students from diverse backgrounds around the world to commit to public service careers through our new full-tuition Donald F. McHenry Global Public Service Fellowship.

The COVID-19 pandemic is an example of the unpredictability of global issues. What expertise on this topic is reflected in the SFS faculty?

The faculty at SFS have always engaged with issues beyond the traditional scope of international affairs. Our faculty includes global health experts, such as Dr. Rebecca Katz, director of the Center for Global Health Science and Security and a leading voice on the current pandemic. Alumnus and adjunct faculty member Jeremy Konyndyk led the Obama administration’s response to the Ebola crisis and was among the first to warn that COVID-19 would become a pandemic.

2019–2020 marked the centennial of SFS. How did that anniversary position the school for the next century?

The centennial celebrated our legacy as the first U.S. school dedicated to preparing our nation to engage on the world stage after World War I. Many of the values that inspired our founders are now being questioned, and it is critically important that we recommit to our founding principles.

Inscribed in our academic building is a quote from priest and scholar Pierre Teilhard de Chardin, S.J., “The Age of Nations is past. It remains for us now, if we do not wish to perish, to set aside the ancient prejudices and build the earth.” Increasing trends toward nationalism and isolationism undermine efforts to solve global problems. If the pandemic has taught us anything, it is that multilateralism and cooperation are increasingly important. At SFS, we prepare our students to be values-led global leaders, equipped to tackle some of the world’s most pressing challenges.
The COVID-19 pandemic has reshaped international interactions, government strategies, and personal decisions: a multilayered crisis highlighting the complex challenges of an interdependent world. While no country is unaffected by the pandemic, its political ramifications are especially pronounced in Tokyo, which made the difficult decision to postpone scheduled Olympic Games meant to represent global friendship and peaceful engagement.

Indeed, the symbolism of the Games is matched by that of Tokyo itself: a major metropolis that is a global and regional financial center, an increasingly diverse city with vibrant populations of residents from around the world, and the heart of some of the most important political decisions being made anywhere. The COVID-19 crisis reminds us of the need and opportunity to learn from diverse experiences and to think critically about solutions to emerging social, political, security, and economic problems. The Asia-Pacific region encapsulates these issues and opportunities in ways that will have disproportionate consequences for the world over the next century. No expertise or practical skillset in global challenges will be complete without close engagement with the region.

Waseda University’s Graduate School of Asia-Pacific Studies (GSAPS) offers a superb environment in which to develop this expertise and these practical skills. With roughly four hundred students from over fifty countries and a teaching faculty of distinguished scholars with practical experience, GSAPS offers all of its courses in both English and Japanese, taught by bilingual professors of economics, political science, international development, sociology, anthropology, and international relations. These classes aim to foster critical analytical skills, with an eye toward shaping the next generation’s global leaders: people able to think broadly and conceptually while engaging the pressing concerns and challenges of the region.

GSAPS students also participate in faculty-led research seminars that prioritize dialogue and constructive feedback about their chosen thesis projects, each semester covering a dizzying array of important topics, from security relations between Japan and Russia, LGBT rights in Japanese cities, poverty reduction programs in Cambodia, agricultural trade agreements in the Asia-Pacific, and educational challenges for children of economic migrants across the region. Each GSAPS student can expect the focused attention of not only their faculty advisor but also their diverse, talented classmates in crafting top-notch research contributions.

While much of the curriculum addresses the Asia-Pacific, students are encouraged to think globally and to develop research themes that engage these problems around the world. To that end, we also encourage student to study abroad for a semester at one of our many partner institutions in Asia, Europe, North America, Australia, and elsewhere, to promote truly global engagement.

This unsurpassed commitment to global education, as well as to disciplinary training and interdisciplinary problem-solving, means the creation of professionals uniquely suited to lead the international response to crises, such as the COVID-19 pandemic. For the past several months, governments have competed, sometimes unproductively, over leadership at this critical moment. GSAPS’s uniquely transnational research environment has, for more than twenty years, worked to build a global network of professionals with the critical skills and rigorous training necessary to foster the kind of transnational cooperation and fearless curiosity that crises such as the COVID-19 pandemic demand.
Creative Global Education and Engagement

How have you adapted the i-Lab to enable student learning amid a pandemic?
We had to conceive a new plan for field research this year—research that masters students would have otherwise conducted over the summer in India, South Africa, Myanmar, Uganda, the Philippines, Chile, and the Pacific Islands. As our partner organizations and their field offices experienced the shock waves of stay-at-home orders worldwide, often without the infrastructure to undertake virtual modes of work, the second half of the semester was a time of considerable uncertainty for all of us.

We were impressed by the creativity that our partners and students brought to their relationships, accompanying one another and co-creating new ways to pivot their projects to a virtual mode.

How have students adapted their research methods?
For some, this meant collecting data in new ways through representatives on the ground, such as capturing photos that convey the concept of home in refugee settlements in Uganda. Other students facilitated virtual engagements with key informants around the globe, conducting WhatsApp interviews on sustainable natural resource management with communities in South Africa and convening virtual focus groups of educational leaders in rural Chile.

Learning to navigate this uncertainty and developing skills to do so meant that our students had to exercise new muscles, which will be increasingly important in their professional and personal lives.

What skills are needed to help students prepare to manage crises and global risk?
Undoubtedly, crises and global risks tend to trigger our survival instincts, which narrow our vision in decision-making, limit our ability to collaborate with others, and stifle creativity necessary to find optimal solutions and new opportunities. Yet, our students have found ways to be creative, effective, and mindful practitioners, engaging a systems thinking mindset and operating with empathy for themselves and others. That empathy ensures they can remain human-centered, flexible, and adaptive—traits that are essential in today’s reality.

How does the Keough School’s i-Lab help students develop these skills during the two-year Master of Global Affairs program?
The i-Lab focuses on learning by doing. We cultivate practice-relevant skills that our student teams will need to be effective with their partner organizations: managing projects with agility, working ethically across cultures, communicating strategically, and solving problems collaboratively. Students engage with partner organizations over several semesters to translate theory into practice, integrating knowledge gained in coursework and the i-Lab to have a meaningful impact on their partners and the communities where they engage.

As we learned this year, this skill building actually intensifies when crises require unexpected virtualization and rapid adaptation. With the resilience and creativity our students have shown, we know they are equipped to not just survive but flourish.
Principled Leadership in Uncertain Times

Adaptability. A strong internal compass. Practiced knowledge and skills to act decisively and cooperatively. These are the traits of great leaders during uncertain times.

That is according to Michael John Williams, the new director of the Master of Arts in International Relations (MAIR) program of Syracuse University’s #1-ranked Maxwell School of Citizenship and Public Affairs. An accomplished international relations scholar with a focus on international security issues, Williams assumes leadership of a program that will prepare graduates to lead in the wake of COVID-19.

As we write this, leaders at all levels of government and across the private sector share a common goal—stopping the pandemic and mitigating its impacts. What does this moment show us about leadership?

To be an effective leader, you need to have sound principles. Who are you? What do you stand for? What do you believe? When a crisis comes, you will act first and foremost on those principles. The rapid, global spread of the coronavirus has pitted personal freedoms against the collective good, created tensions around the distribution of vital resources, and raised questions about the role of social safety nets in market economies. Effective leaders help us quickly make sense of these trade-offs, so that societies can respond collectively.

Students come to Maxwell committed to living the Athenian Oath inscribed on its walls—to leave the world better than they found it. They leave Maxwell with an internal sense of self and principles—tested against competing ideas and viewpoints—so that when crises emerge, they’re able to respond adeptly.

How does Maxwell apply this to international contexts?

We challenge our students to view the world from multiple angles. As a school of social science and public policy, we look at issues through different disciplines to develop a holistic understanding. Maxwell students learn the history of a region, the sociology of a society, and the economic drivers of a market and can bring all of these viewpoints together in powerful and informative ways to make sense of a challenge and take appropriate actions.

We provide a rich environment for students to test their ideas. Students in our interdisciplinary MAIR study alongside students from our midcareer, executive and social science masters, and international fellows, who inform discussions with real world experiences and a variety of perspectives. They research pressing global issues from aging to public health, to environmental challenges, to autonomous systems policy, in one of ten interdisciplinary research centers.

Our curriculum emphasizes skills needed to quickly frame and present a challenge in a way that’s understandable to policymakers: writing policy briefs and decision memos, developing executive plans, and participating in the Capstone Crisis Simulation.

Internships at locations around the world—including our Washington, DC, headquarters at the #1-ranked Center for Strategic and International Studies—are required for the MAIR, optional for the Master of Public Administration, and help students hone their skills and build bridges to a meaningful career. When Maxwell graduates finish their degree, they hit the ground running in the global job market.
The Changing World of International Affairs

Why is it important to study international affairs?
At no other time in our living memory have so many factors been in such flux both within societies and on a global scale. The world is changing before our eyes in real time; COVID-19 has rendered bare many fault lines across the world, and we should expect to see many changes in the years to come. How fundamental the changes will be in this new, post-pandemic world remain to be seen, but it is not a stretch of the imagination to say some of the key international institutions, norms, and players of the past century will face deep challenges. How do we think about these changes? What trends will we see, and what can they point to? What will new configurations of politics, societies, and powers look like, and how can we best study them? How do we think about policymaking in the midst of these shifts? These questions will not be mere intellectual exercises anymore. Our classrooms will take on a new urgency as we learn about these shifts together. If there was any time to study international affairs, this is it.

How do current events underscore the need for practitioners of international affairs?
In the past two years, we have witnessed young generations rising up, taking to the streets and clamoring for change in the United States, Chile, Iraq, Lebanon, Sudan, Algeria, and Hong Kong, among others. These protest movements are concerned with local issues as much as they are with broader trends of global economic systems and regional and international politics. On these streets, across social media, and at universities, we see lively debates erupt over some of the fundamental political, economic, social, and cultural norms and policies that have undergirded our international political and economic system for decades. Regardless of where one’s political allegiances may be, these global uprisings point to massive discontent over existing logics that have resulted in extreme global inequalities. We need new generations of practitioners of international affairs to learn, understand, and offer new ideas. The world is changing in drastic ways, and the need for new ideas and leadership at all levels is acutely obvious.

How does the Johns Hopkins School of Advanced International Studies (SAIS) stand out from other schools?
As an anthropologist and documentary filmmaker, you might be surprised to see me at SAIS, but I cannot imagine a more exciting place to explore today’s complex global issues. From organizing sold-out art exhibitions and film premieres of Oscar-winning filmmakers to developing an ethnography lab, I’ve learned that the school takes interdisciplinary work seriously. At a time when big data looms large yet comes short in capturing the minute ways that COVID-19 alters daily life, the ethnography lab will help inject different ways of thinking about the pandemic. Students learn to use integrated, multimedia storytelling to disseminate their original research and to connect with a larger audience. To me, this is what the school is about: thinking in different ways and questioning conventional knowledge.
Training the World’s Future Leaders Alongside Prestigious Global Partners

IE School of Global and Public Affairs includes prestigious institutions, such as the Organization for Economic Cooperation and Development (OECD), the United Nations System Staff College, the OAS, and the ICC, as its partners. What do these partnerships mean for the school’s programs, and what opportunities do they offer students?

At IE, we believe that shaping the world’s future leaders requires a holistic understanding of tomorrow. The erosion of trust in institutions, the proliferation of fake news, and the fast pace of technological disruption have created uncertainty exacerbated by global challenges, which include inequality, climate change, and the urgent need to find inclusive and sustainable solutions.

That’s why it is vital we infuse our learning journey with different perspectives that enrich the depth and breadth of our programs. One way to achieve this is by bringing students into contact with partners that offer real-life experience and diverse viewpoints.

We are also strong believers in the need for public and private sectors to work together to solve the world’s biggest problems. By uniting different players from technology, public policy, business, and global affairs, we seek to educate individuals capable of succeeding in a fast-changing and interconnected world.

How do the school’s programs prepare students to be flexible and adapt to an ever-changing world?

Our academic programs combine an interdisciplinary curriculum with hands-on learning and an entrepreneurial mindset. Our students graduate with the knowledge and experience needed to launch or transform their career.

Our programs are designed to prepare global leaders who will confidently stand at the intersection of international relations, economics, development, technology, public policy, and business. The ability to transition between these different spheres of influence and work is central to the design and delivery of all our programs.

What will the next generation of students need to succeed in the field of international development and trade?

We understand that today’s deeply integrated and interconnected world is a complex system that moves at unprecedented speed. In order to fully grasp that complexity, our students must enhance their hard and soft skills while obtaining the necessary flexibility to bring about change. They must develop a critical mindset that questions the status quo, the capacity to adapt and adjust to an ever-changing reality, the ability to seamlessly transition between real and virtual worlds, and the desire to take the necessary risks to achieve sustainable solutions.

What do students gain from their experiences beyond the classroom?

At IE, we are committed to innovation. This is reflected not only by the use of technology in the classroom and beyond but also by our curricula—which are always focused on the latest global developments.

Our new concept, “liquid learning,” combines face-to-face individual and group work, in both real and digital environments, with field exposure, trips, and fellowship opportunities.

All of this is nurtured by the school’s network of partners, enabling us to instill our programs with the best ways to translate theory into practice and policy into delivery. As well, internships and fellowships offer students invaluable exposure to leading institutions, preparing them for their future careers.
Understanding Global Economic Issues Through an Interdisciplinary Lens

What sets Fordham University’s Graduate Program in International Political Economy and Development (Fordham IPED) apart from other international affairs programs?
The Fordham IPED Program offers a unique, rigorous, and innovative approach to analyzing contemporary global economic relations. Issues in international economic relations and in international development are understood from both a political and an economic perspective. Furthermore, we provide a strong quantitative methods foundation that allows our students to develop robust analytical skills in data analysis, project assessment, and computer programming. We also stress professional experience outside of the classroom. Additionally, we only admit a small select group of about twenty students each year.

How does Fordham IPED prepare its students for challenges posed by global crises and a changing international affairs landscape?
Our core curriculum, consisting of economic, political, and quantitative courses, provides our students with an advanced interdisciplinary knowledge of global economic relations. Our electives allow students to specialize in the fields of international banking and finance, international development studies, international and development economics, or in global environmental and resource economics—giving our students expertise critically needed in a world threatened by rising nationalism and desperate for global cooperation.

Through our Summer Intern Fellowship Program, we fund a number of field placements for our students to gain practical experience with international businesses, government agencies, and nonprofit organizations, not only here in New York but also in Washington, DC, as well as in Africa, Asia, Europe, and Latin America.

What unique advantages are available for students in the Fordham IPED Program?
Our curriculum and our location in New York City are ideal for anyone who wishes to be at the center of the world economy. Our location affords our students a wealth of internship opportunities, ranging from the United Nations and international nonprofit organizations to international think tanks and Wall Street.

We also complement our classes with a weekly lecture series and various career trips in New York and Washington, DC, that feature a broad range of professionals highlighting the practitioner perspective on contemporary issues in international affairs.

We have a small class size of roughly twenty students, providing the opportunity for close interactions with our supportive and distinguished faculty of experts. Our students, drawn from around the world, come from diverse cultural and professional backgrounds. We admit our students from among the top 40 percent of all applicants to U.S. graduate programs. We offer generous scholarships to exceptional students and provide funding for students’ participation in internship placements, language immersion programs, and international fieldwork overseas.

Lastly, we have a strong alumni network and close association with various international organizations. Our placement record is strong, with about 40 percent of alumni in the private sector, 25 percent in the nonprofit sector, 22 percent in government, and the remaining 13 percent in academia. Our graduates also have a strong record of winning various prestigious awards, such as Fulbrights and U.S. Presidential Management Fellowships.
Princeton in Service to the Nation and Humanity

What leadership traits are crucial to addressing the current global challenges and risks of COVID-19?

Eric: Leaders should be honest, analytical, resilient, and effective communicators. We began responding to COVID-19 without knowing when it would end. The pandemic upended everything, so we had to adapt quickly to the new reality.

In times like these, there are no easy choices. You have to use every tool at your disposal, analyze available data, make decisions, and then do it all again the next day. You have to communicate transparently with the public—through an increasingly fractured media landscape—while showing both strength and empathy.

Ken: The unprecedented nature of COVID-19 and its reflection of economic inequality and racial injustice make imagination and the ability to process uncertainty more important than ever. Things that seemed unthinkable six months ago are now taken for granted. Leaders who fail to think beyond today's political and policy reality are going to get left behind by a rapidly changing world.

How did Princeton prepare you to lead, and how do you facilitate conversation in a tensely politicized time?

Eric: The Master in Public Affairs program helped me to learn different ways of looking at the world's complex challenges. This is critical to leadership because facilitating conversations in a tensely politicized time requires a willingness to listen and understand the perspectives of others who are not like you.

Dallas is an incredibly diverse city, not defined by one specific issue or economic sector. We must bring different people together and find common ground to make progress on the issues that face our residents.

Ken: I find myself drawing on the interdisciplinary nature of my education at Princeton to look at this crisis from various angles. In particular, the quantitative analysis and behavioral psychology training is proving critical to understanding the science behind COVID-19 and how communities react to constantly evolving information about the virus.

Marginalized communities are often the most impacted when crises come. In what ways did Princeton prepare you to advocate for marginalized voices?

Eric: I grew up in underserved communities in Dallas. As a professional, I knew I wanted to help those neighborhoods. My time at Princeton helped me to think beyond talking points and slogans. I was able to have robust discussions about the kinds of policies that would have real impact for those communities who need it most.

Ken: My classmates at Princeton—through their words and actions—educated me on the unique vulnerabilities of marginalized communities, particularly people of color and immigrant communities, and how seemingly benign technocratic policy choices could compound those vulnerabilities. My classmates challenged me to go further than just thinking about the macro-level impact of a particular policy choice and to think more about how those policies affect individuals in unintended and often harmful ways. I also find myself thinking to the example my classmates showed me about how to marry activism and policy work—the outside and the inside game of politics—as a way to shift the Overton window and secure lasting, meaningful change.
Global Leadership for the Fourth Industrial Revolution

How did Thunderbird and ASU become among the best prepared academic institutions in a COVID-19 world?
A bold reimagining of how we can empower our students in today’s environment of constant innovation positioned Thunderbird and ASU to adapt with agility as societies worldwide sustain successive shocks to systems and institutions. In recent years, we have doubled and tripled down on enhancing our digital capabilities and offerings, we’ve revamped our curriculum to span disciplines and sectors, and we’ve expanded our world-class faculty with eminent practitioners and scholars. At Thunderbird, we took these steps to develop principled leaders and managers who transform organizations and improve the world with 21st-century mastery in creating immense opportunities and navigating the risks arising from change, whether it comes in the form of a public health emergency, shifting geopolitics, rapid technological advancement, or any other complex forces that affect global enterprises.

How has Thunderbird innovated through adversity to offer world-class digital and blended education?
We have invested heavily in advanced digital learning, and the pandemic has accelerated our investments in new modalities. We’ve built on our technical capacities to expand and project multiple blended environments of learning, teaching, innovating, and discovering in new ways. For example, we’re making our fully online master’s program available in Mandarin. We also recently harnessed the power of remotely controlled telepresence robots in a virtual commencement ceremony, innovating to provide our graduates with an avatar experience of “walking the stage” and receiving their degree as a robot. We can now use the same mobile, live audiovisual interfaces to provide expanded telepresence options to students, one of several new ways to engage remotely.

Employing HD video along with the latest telepresence hardware and software allows Thunderbird to extend our intimate learning environments and world-class faculty around the globe, to make our transformational learning experiences more available and accessible than ever. And as emerging technologies like mixed reality and AI advance, Thunderbird will pioneer them inclusively and sustainably.

What makes Thunderbird’s programs unique and transformative in 2020?
Thunderbird specializes in preparing global leaders to guide diverse teams through disruptions and uncertainty by creating solutions that transform complexity from a liability into an asset, transcending boundaries. Roughly half of our students come from outside the US and our cohorts deliver value that parallels the rigorous curriculum, which includes a second language fluency requirement in the case of our Master of Global Management.

The cross-sectoral, transdisciplinary approach to global leadership and management education at the core of Thunderbird’s DNA has increased the value of a T-bird in this turbulent new decade, especially for organizations operating across borders and language barriers. For example, our new Executive Master of Global Affairs and Management is delivered at ASU’s Barrett & O’Connor Center in Washington, DC where mid-career professionals in business, government, and civil society can master leadership for an interconnected world while tapping into all the US capital has to offer.

All T-birds acquire cutting-edge skills for shaping futures by transforming the practices of organizations that span geographies and industries.
Graduate programs at the Diplomatische Akademie Wien—Vienna School of International Studies (DA) prepare students to excel in a range of international careers. Located in the heart of Vienna, the DA is near international organizations, nongovernmental organizations, diplomatic missions, and cultural institutions. With alumni from over 120 countries, the DA has a vast alumni network.

**How does your program look at international cooperation?**

International cooperation, through a system of common rules and multilateral institutions, remains central for realizing shared interests and for managing challenges, such as the COVID-19 pandemic, in a highly interdependent world. Teaching at the DA follows an interdisciplinary approach that captures the multifaceted nature of international cooperation. Its pillars are international relations, international economics, international and European law, and history. Besides equipping students with a high-quality education in the social sciences, the DA's programs reflect important developments in technology and innovation. Our three graduate programs—the Master of Advanced International Studies, the Diploma Program, and the Master of Science in Environmental Technology and International Affairs (ETIA)—pay attention to the intersection between technology, innovation, and international cooperation. Reflecting this commitment, we organize our two-year ETIA program in cooperation with the Vienna University of Technology.

**What skills are needed to prepare students to manage crises and global risks?**

Managing crises and global risks requires substantive knowledge about the evolution, institutional design, and workings of international cooperation, specific diplomatic knowledge and skills, and staying on top of fast-moving developments. Students need to navigate a complex, multilayered global system that involves multiple actors, the blurring of the border between the domestic and international spheres, and new technologies and innovations. The DA's curriculum addresses these requirements through a three-fold strategy. First, it aims at interdisciplinary breadth—combining the study of history, law, economics, and political science. Hence, students learn to approach international issues from multiple perspectives in a scientifically rigorous fashion. Second, it allows students to pursue areas of major interests through specializations. This includes advanced courses on theories of conflict resolution; the role of international actors, such as the European Union or the United Nations, in crisis management; geographical areas, such as the Middle East, Africa, or Asia; or thematic issues, such as cybersecurity or sustainable development. Third, there is a focus on practical skills—including language training and negotiation and communication exercises. Our students benefit from close relations with the vibrant diplomatic community in Vienna and vast diplomatic contacts and networks.

**How has the pandemic impacted global cooperation?**

The pandemic has had a substantive impact on people and economies around the world. Governments responded with lockdowns, border closures, and travel bans to contain the spread of the virus. Many of these actions were taken nationally or locally, whilst necessary global action has been in short supply. Yet, a recent survey by the United Nations suggests that the pandemic has fuelled public demands for more international cooperation. Building cooperation on this public support is pivotal in times of rising domestic challenges to international cooperation, including the recent wave of populist movements and nationalist sentiments in Western democracies.
Rachel Kyte  
Dean  
The Fletcher School  
Tufts University  

Interdisciplinarity and Crisis Management

How does The Fletcher School empower students to approach international cooperation?

In 1933, Fletcher was founded as the first graduate school of international affairs in the United States, when the country struggled to emerge from the Great Depression and when nationalism, fascism, and xenophobia were on the rise. Our founders were committed to the pursuit of peace and justice and determined that international cooperation should be deepened to address common challenges around the world. We are globalist in our stance and Interdisciplinary in our analysis of challenges.

COVID-19 and the economic crisis it provokes brings into stark relief the scale and kinds of crises that this generation of Fletcher students will face, whatever career paths they pursue. Inequality and global health are compounded by crises still to come—climate change, nuclear proliferation, and cyber threats. Resilience, flexibility, analytical capability, and a strong network are attributes traditionally associated with Fletcher graduates. Strengthening teaching about these crises across all our fields of study and bolstering hard skills will prepare students further.

The beginning of this decade focused on global inequality, rising conflict, the end of an era of globalization, and the need to decarbonize. Now, the recovery from the pandemic will push the world onto a trajectory that helps us to thrive through this decade and beyond—or not. Our students, who will go into global business and finance, into international organizations and civil society, or into government as diplomats across departments, are at the front line of society’s success.

How are policy-making mechanisms changing to adapt to a post-pandemic world?

The pandemic has shown how brittle some global systems are. Policy-making starts with asking the right questions, and that requires Interdisciplinary approaches and a global perspective.

At Fletcher, we believe we need scaffolding and scholarship. Scaffolding should be erected around the current mechanisms of international coordination and policy-making. How do we continue to support the global health regulations needed to allow countries to cooperate in managing a pandemic? How do we work together in responding to the highly synchronized, global economic downturn we experience as a result of the pandemic?

Beyond the scaffolding, what international economic or financial cooperation do we need for an era of global crises? Is it time for a new Bretton Woods moment? How do we manage and govern one-health policy globally? At Fletcher, we are asking and working on these questions.

How does Fletcher prepare students to become leaders equipped to manage crises and global risk?

Solutions to today’s crises all require international cooperation; however, the current mechanisms for that are under extraordinary stress. Fletcher prepares students for international careers in all sectors while working to design and build the new mechanisms for international cooperation—on peace and security, health and well-being, and economic prosperity.

We have added new courses, and provide access to a global faculty remotely as well as in-person, and we will be bringing the outside world into our curriculum, non and extra curricula activities. We are propelling the conversation on decolonizing international relations with a third conference in a series this fall. We have worked on simulations as a critical part of strategic skill development, and we’ll expand and develop that through remote instruction.
Preparing Leaders to Be Effective in Changing and Uncertain Times

How does your program look at international cooperation?
The parent institute from which our program draws its faculty looks at international affairs and international cooperation through an interdisciplinary lens. It encompasses the Center on Food Security and the Environment, Stanford Health Policy, and a new Cyber Policy Center, in addition to ones dealing with more traditional issues, such as international security, regional politics, and governance. Many of these faculty have had experience working on issues outside of the usual ones involving security or international economics; for example, on issues such as abating lead poisoning in Bangladesh or dealing with Russian election interference from inside one of the Silicon Valley platforms. We also need to understand the obstacles to international cooperation, which is why we have had a program over the past three years on global populism and have been teaching students about the politics of backlash against globalization.

What skills are needed to help students prepare to manage crises and global risk?
In revamping our program last year, we have implemented a completely new sequence, including a leadership course introducing students to our Policy Problem-Solving Framework, in which they are put in the position of leaders facing difficult real-world problems through case-based teaching. We want them to go beyond analyzing problems and manipulating data to being able to formulate and implement solutions under real-world conditions. Unless students understand the importance of context, history, and culture, they will not be able to deal with the crises they will face later in their careers.

What leadership traits are needed to navigate in uncertain times? How does your school look to instill these qualities in your students?
Our leadership course is part of a sequence leading to a two-quarter capstone, in which teams of students are paired with international partners and given the opportunity to apply the Policy Problem-Solving Framework to an actual problem. The problem is not necessarily the one initially laid out by the partner but is negotiated with the student teams. One of the required leadership qualities is being able to manage an often complex relationship with the partner.

How are the mechanisms of policy-making changing to adapt to a post-pandemic world?
Policy-making mechanisms have not been adapting particularly well to the conditions we can expect post-pandemic. There has been less international cooperation than in the 2008 financial crisis, with the United States checking out of most international institutions. The speed of decision-making has not kept up with the speed of change, and it has not remotely taken advantage of the kinds of technological tools that are now available to analyze problems and implement responses. Populist movements and leaders have challenged the very legitimacy of elite decision-making and regular process. Nonetheless, the forced adaptation of people around the world to quarantine conditions may show the way toward uses of technology to communicate and coordinate in unanticipated ways.

Francis Fukuyama
Director
Ford Dorsey Master’s in International Policy
Stanford University

SPONSORED SECTION

Ford Dorsey Master’s in International Policy
Freeman Spogli Institute
The Elliott School Welcomed Me

Why did you choose the Elliott School?
I chose the Elliott School because of the school’s location in Washington, DC, the flexibility of the International Development Studies (IDS) program, and its emphasis on putting theory to practice. I researched many international development and international education programs and found that they were too narrowly focused, so that studying one field would mean forfeiting focus on the other. The IDS program allowed me to actually be balanced in my studies of both. I was able to have a substantial amount of courses in international education while also maintaining the core knowledge and background needed in the international development field. Under the umbrella of the George Washington University (GW), I was also eligible to apply for the GW UNESCO Fellows Program in International Education for Development, the GW UNESCO Chair is one of only three designated chairs in a U.S. school.

The Elliott School is also walking distance to many international and development organizations, such as the World Bank, the World Health Organization, the Asian Development Bank, the Organization of American States, and the U.S. Department of State. This meant I engaged with these institutions’ networks because they regularly visited the school or were guest faculty for my classes. I also volunteered and attended many development summits and conferences hosted throughout the year by these organizations.

Were there elements of the IDS program that were attractive to a student seeking flexibility, like yourself?
Above all, I was interested in the IDS program’s emphasis on putting theory to practice, which was largely conveyed in its final capstone project. Coming straight into a graduate program from undergraduate studies, I didn’t have a lot of work experience in the international development field. So I was interested in getting as much hands-on experience as possible to bolster both my confidence and knowledge in the field. The capstone project gave students funding to partner with an international development organization to conduct research on a particular area of development work in the respective country of implementation. No other program I researched provided this level of insight, experience, and networking opportunities in the field of international development. The Elliott School was an easy decision to make after I realized this.

As a mixed African-American woman coming from a historically Black college and university—or HBCU—it was not only important that the coursework bring value to my professional career but that the institution also recognizes and celebrates the added value that I bring to it. I attended during a tumultuous time, especially following the 2016 presidential election in the United States, where incidents of hate crimes were popping up everywhere around the city. I remember feeling anxious but reassured after the school administration quickly spoke out and underscored its appreciation of the student body’s diversity. I also remember classmates and professors initiating tough discussions on discrimination, racism, and neocolonialism and its effect on development projects.

Against the backdrop of the Washington Monument, I sat at graduation, feeling I didn’t just purchase the name of the university on my degree but also an experience that amplified my voice and merit alongside my classmates and professors.
Why is a multidisciplinary approach important in addressing today’s global challenges?
The world is currently facing critical challenges. The effects of climate change and the current global pandemic highlight our interconnectedness across borders. These challenges intersect with the social tensions arising from inequality and movements for democratic and human rights. Such complexities demand innovative solutions that cut across traditional disciplinary boundaries. The Jackson School provides a unique interdisciplinary academic environment that sparks new ways of thinking about such pressing problems. Our expertise crosses the social sciences, humanities and professional schools. This allows us to develop complex understandings of the current challenges that we face.

What competencies does your program build inside and outside the classroom?
The Jackson School’s commitment to public engagement is a critical source of global leadership. Connections to local and global communities through its 21 outreach centers and programs allow students and the public to immerse themselves in firsthand global experience. Our School engages with broad cross-national issues and illuminates the ways in which such issues require deep understandings of particular places, historical contexts, cultural meanings and regional dynamics. We combine this with practical training that trains students to develop concrete solutions to pressing global problems.

We have a deep commitment to inviting practitioners from nonacademic fields to speak to students and teach special courses. In addition, the Jackson School houses six different federally funded centers and programs under the prestigious Title VI federal program, to support and provide funding for the teaching and study of world regions and foreign languages and generate public engagement in international affairs.

Our alumni are leaders in academia, industry, NGOs, tech, government and think tanks. Companies our alumni work in include Starbucks, Amazon, Boeing, the Bill & Melinda Gates Foundation, UNICEF, PATH, U.S. State Department, NATO, Cornell University, University of Auckland in New Zealand, China Daily, Accenture, the Defense Intelligence Agency and McKinsey & Company.

What are advantages in studying in the Pacific Northwest region?
Our location in Seattle and the Pacific Northwest region places our scholarship in the center of global public and private innovation. We offer access to research, engagement and networking connections with global decision-makers in trade, technology, military, philanthropy, business and the public sector. Located on the Pacific Rim, with deep historical ties to Asia, we are distinctively poised to address changes in the global political economy sparked by the growing significance of the Asia-Pacific region.
Gilbert Collins is the Director of Global Health Programs at Princeton University, and sits on the board of directors of the nonprofit organization PPIA. In this interview, he offers perspectives on PPIA’s impact in equipping students to pursue careers in public policy and international affairs.

First of all, what is PPIA?
The Public Policy and International Affairs Program (PPIA) has been supporting efforts to increase diversity in public service for 40 years. PPIA believes that society is best served by public managers, policy makers, and community leaders who represent diverse backgrounds and perspectives. PPIA offers several programs for undergraduate students from groups who are underrepresented in government, nonprofits, international organizations and other institutional settings. PPIA’s flagship programs are its Junior Summer Institutes (JSIs), which are intensive seven-week educational programs hosted by five universities that prepare students for graduate study and policy-focused careers.

As an African-American growing up in Milwaukee, how did you first become involved in international affairs?
Well, I’ve always loved foreign languages and cultures. I dreamed of serving in an international context, so I majored in Government in college. As I started considering options after college, I learned about PPIA from the career services office. I applied to the JSI program, was accepted, and spent the summer before my senior year studying policy analysis, international diplomacy, microeconomics, and statistics at Princeton University as a JSI student.

How did that experience influence your next steps after college?
JSI taught me analytical skills needed for success in international affairs, and exposed me to the wide range of policy-focused graduate programs available at various universities. I also became part of a supportive community of JSI alumni throughout the public, private and nonprofit sectors who have offered me support and encouragement along with valuable professional networking opportunities.

I went on to fifteen years of federal service, first in humanitarian relief with the U.S. Agency for International Development and then in development work as a Peace Corps Country Director in southern Africa. In 2014, I returned to Princeton University and have served in several positions since, including as Princeton’s JSI Director.

How are the mechanisms of policymaking changing to adapt to a post-pandemic world?
This pandemic highlights many often-ignored truths in policy circles. Policymakers must consider the interconnectedness of global society. Isolation is elusive; physical, social, economic, or technological events in one area can have profound impacts elsewhere. Relatedly, the disparate toll the pandemic has taken on various socioeconomic and demographic groups underlines the fact that policy responses must meet the needs of often dissimilar beneficiaries. Further, policymakers must not be prisoners of the moment. While working to address today’s challenges, they must also look to invest in solutions to other issues lurking just over the horizon. Preparation and strategic investments today can greatly decrease the costs that will be borne by future generations.
American University
School of International Service (SIS)
american.edu/sis
sisgrad@american.edu
202.885.1646

Diplomatic Academy of Vienna
Vienna School of International Studies
da-vienna.ac.at
info@da-vienna.ac.at
+43 1.505.72.72 x120

Fordham University
Graduate Program in International Political Economy and Development
iped.fordham.edu
iped@fordham.edu
718.817.4064

The George Washington University
Elliott School of International Affairs
elliott.gwu.edu
esiagrads@gwu.edu
202.994.7050

Georgetown University
Walsh School of Foreign Service
sfs.georgetown.edu
sfscontact@georgetown.edu
202.687.9267

IE School of Global and Public Affairs
ie.edu/school-global-public-affairs/contact/
+34 91 568 96 00

Johns Hopkins University
School of Advanced International Studies (SAIS)
sais.jhu.edu
sais.dc.admissions@jhu.edu
202.663.5700

NYU School of Professional Studies
Center for Global Affairs
sps.nyu.edu/cga
212.998.7100

Princeton University
Princeton School of Public and International Affairs
spia.princeton.edu
spiaadmissions@princeton.edu
609.258.4836

Public Policy and International Affairs Program (PPIA)
ppiaprogram.org
ppia.office@ppiaprogram.org

Seton Hall University
School of Diplomacy and International Relations
diplomacy.shu.edu
diplomat@shu.edu
973.275.2142

Stanford University
Ford Dorsey Master’s in International Policy
fsi.stanford.edu/masters-degree
internationalpolicy@stanford.edu
650.725.9075

Syracuse University
Maxwell School of Citizenship and Public Affairs
maxwell.syr.edu/paia
paia@maxwell.syr.edu
315.443.4000

Texas A&M University
The Bush School of Government and Public Service
bush.tamu.edu
bushschooladmissions@tamu.edu
979.862.3476
Directory (continued)

Thunderbird School of Global Management
Arizona State University
thunderbird.asu.edu
admissions.tbird@asu.edu

Tufts University
The Fletcher School
fletcher.tufts.edu
fletcheradmissions@tufts.edu
617.627.3040

UC San Diego
School of Global Policy and Strategy
gps.ucsd.edu
gps-apply@ucsd.edu
858.534.5914

University of Kent
Brussels School of International Studies
kent.ac.uk/brussels
bsis@kent.ac.uk
+32 2.641.1721

University of Notre Dame
Keough School of Global Affairs
keough.nd.edu
keough-admissions@nd.edu
574.631.3426

University of Washington
The Henry M. Jackson School of International Studies
jsis.washington.edu
jsisadv@uw.edu
206.543.6001

Waseda University
Graduate School of Asia-Pacific Studies
waseda.jp/gsaps/en
gsaps-admission@list.waseda.jp

About APSIA

The Association of Professional Schools of International Affairs (APSIA) brings together the leading graduate programs dedicated to professional education in international affairs. Members have demonstrated excellence in multidisciplinary, policy-oriented international studies.

Visit APSIA.org to discover what you can do with an APSIA degree, learn about hiring APSIA students and alumni, register for admissions events around the world and online, and find fellowship and scholarship information.

Association of Professional Schools of International Affairs (APSIA)
apsia.org | apsia@apsia.org | 202.559.5831

THIS SPONSORED SECTION IS ALSO AVAILABLE ONLINE AT
ForeignAffairs.com/GraduateSchoolForum