After years of disruption, the international community has an opportunity to rebuild and reinvigorate its path forward.

The pandemic underscores the need for international cooperation. A spotlight on systems of oppression opens the chance to include those historically kept from decision-making. A worldwide economic slowdown, ever-more-apparent inequality, and an escalating climate crisis challenge us to adopt new ways of producing, working, and living.

To prepare for such opportune moments, future leaders need to understand the elements of international affairs and policy.

Training in these disciplines develop the ability to recognize the cultural, economic, social, environmental, and political forces at work in the world. It challenges students to build communication, leadership, and teamwork skills. Its interdisciplinary curriculum and a diverse community of people integrate differing perspectives. Programs distinguish themselves by their flexibility and adaptability.

As you search for a master’s program, ask how the program is trying to anticipate changes in the way people will work, live, and govern in the future. Consider how they are adapting and innovating during the pandemic. Look at how they bring different voices into the conversation. Discover in what ways students challenge traditional ideas and formulate new ones. Examine how they work to cultivate leadership qualities in students, as well as engage current policymakers.

Students of international affairs and policy can lay out a new blueprint for success. They can find the silver lining in recent challenges, shake off the inertia of the past, and promote positive change.

By Carmen Iezzi Mezzera
Executive Director
Association of Professional Schools of International Affairs (@apsiainfo)
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Learning to Thrive in the New Normal

What lessons learned, adjustments made, and/or innovations has your program implemented in the last 15 months?
Our faculty learned that they could teach online and do it well. That doesn’t mean there weren’t bumps along the way—there were many—but in a crunch, we made it work. Faculty now have a new skill set—online teaching—and improved computer program competencies in Zoom, Canvas, and Teams. I expect we’ll take these skills with us back into the classroom. Ironically, holding office hours online may facilitate more one-on-one meetings between faculty and students as barriers to face-to-face meeting, including jobs, internships, and long commutes, are eliminated.

How are the mechanisms of policymaking changing to adapt to a post-pandemic world?
The global pandemic brought weaknesses in our local, state, and federal policymaking process into sharp relief. The need for cooperation became clear early on, when mayors, governors, and the executive branch initiated contradictory policies on masks, school closings, and travel. The importance of clear lines of decision-making was also made depressingly obvious when governors demanded the president purchase and distribute COVID-19 tests, only to be told it wasn’t the federal government’s job to do this. We weren’t ready for the pandemic. Our policymaking apparatus needs to be rebuilt from the ground up.

How does your school promote new voices and new perspectives in its diversity, equity, inclusion, and justice (DEIJ) initiatives?
Like most higher education institutions, the School of International Service still has much work to do on DEIJ initiatives. At the faculty level, we’re focusing on hiring. We need to bring Black, Latinx, and Indigenous voices onto our faculty and into our classrooms to catch up with our increasingly diverse student population.

As a faculty, we’re building DEIJ skills for the classroom. We’ve decolonized core courses by adding units on nontraditional topics and incorporating authors from Africa, Asia, Latin America, and the Middle East in our syllabi. We’re learning how to lead difficult conversations in the classroom and strategizing how to keep these conversations focused on readings rather than polemics. We realize that providing students with DEIJ knowledge and skill-building is crucial to their future professional success.

How do leadership roles for traditionally underrepresented groups enhance your programs?
Representation matters, especially at a school for international affairs and especially at the leadership level, because it provides a more accurate picture of the world. Having leaders from underrepresented populations broadens the perspective of everything we do, from helping students with problems they encounter to making policy and from designing curricula to forging new international partnerships.

As the new U.S. administration refocuses on international diplomacy and cooperation, how do your programs prepare students for a more open dialogue on the global stage?
We’ve always prepared our students to engage in diplomacy and dialogue with allies and adversaries alike. What’s different now is that we’re also teaching them how to repair damaged relationships and to build up what was lost during the last administration and the global pandemic.
Jackson Prepares to Launch as Professional School in Fall 2022

What are the major changes Jackson will make when it becomes a professional school?
We will be investing in people who want to make a difference by solving the most challenging problems in global affairs. This means significantly expanding our faculty whose research informs critical public policy challenges in international security, development, trade, climate, global health, human rights, and other areas. Central to this investment is changing our two-year professional degree to a master in public policy (M.P.P.) and reimagining our curriculum to better prepare future global affairs professionals for impactful leadership. Jackson has always been a community in which students, faculty, and distinguished practitioners come together to work on important global problems. As a professional school, the Jackson community will have the resources, scale, and focus to make an even greater difference in the world.

What was the rationale behind changing the degree name from an M.A. to an M.P.P.?
Students enrolled in our two-year graduate program have diverse goals but share a commitment to careers as public service professionals. Changing our degree name to an M.P.P. communicates to prospective students and employers our focus on developing the professional skills needed for policymaking leadership. We deliver students an interdisciplinary education that provides them with the ideas, concepts, and skills to be creative problem solvers in a lifelong career in global affairs. Our core curriculum integrates fundamental insights from academic disciplines such as economics, political science, and history with the development of analytical and communication skills. Jackson’s program is intellectually dynamic and challenging but focused on ideas and skill-building directly relevant to a career as global affairs professionals. It is this mission that makes the M.P.P. degree name a great fit.

What will most distinguish the Yale Jackson School of Global Affairs from its peer policy schools?
Jackson’s M.P.P. occupies a unique place among international affairs graduate programs because of its flexibility and size. The four-course interdisciplinary core curriculum provides students with a shared intellectual foundation focused on acquisition of the ideas, ways of thinking, and skills needed for leadership in global affairs. The small core both prepares students to identify and investigate solutions to the global issues they are most passionate about and gives students the unusual flexibility to design an individualized course of study around those issues by taking advantage of the extraordinary breadth of courses and resources at Jackson and across Yale. With about thirty-five students in each entering class, Jackson’s program is small by design. Our size allows us to deliver distinctive programs such as a writing program integrated into the core curriculum that provides students with extensive training and feedback in writing for different objectives in the policymaking process. It also encourages graduate students to form an intimate and close-knit learning community among themselves as well as with faculty and practitioners.

Kenneth Scheve
Dean Acheson Professor of Political Science and Global Affairs
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Yale JACKSON INSTITUTE FOR GLOBAL AFFAIRS

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Graduate programs at the Diplomatische Akademie Wien – Vienna School of International Studies (DA) prepare students to excel in 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 network around the world.

As the new U.S. administration refocuses on international diplomacy and cooperation, how do your programs prepare students for a more open dialogue on the global stage?

Thomas: While the Biden administration is a breath of fresh air after the presidency of Donald Trump, the skills needed to succeed in this environment are not new. It takes a holistic, interdisciplinary approach with a broad knowledge of history, politics, and economics as well as transcultural sensibility to find meaningful compromises and advance not only the interests of a specific nation but of humankind. The pandemic and the global climate crisis have shown us that we need to find new answers and intensify the dialogue between decision-makers and experts of various fields. The graduate programs offered by the DA combine the best of two worlds: diplomatic skills and interdisciplinary knowledge necessary on the international stage as well as expertise on topics that will shape our future. In addition, the DA’s challenging curriculum leaves room for pursuing individual academic interests.

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

Daniel: Policymaking bodies have had to act more efficiently in implementing restrictions and authorizing expenditure at short notice, leaving no room for filibustering and forcing cross-aisle cooperation. In the post-pandemic world, policymakers must maintain the same standards of collaboration to guarantee swift reaction in the next emergency.

Democracies without strong institutions ex ante have suffered as leaders consolidate power without regard for democratic norms. It will be a challenge for people in these countries to reinstall democratic norms; it is vital that international policymakers aid their efforts.

What innovations has your program implemented in the last 15 months?

Daniel: One of our programs’ selling points is networking opportunities, which were negatively affected by movement restrictions. In response, the DA hosted online events that allowed students to meet people across industries, and they led to internships, employment, or contacts to further students’ careers after graduation. The DA offered a course on COVID-19 and its impact on the international state system, which analyzed international public health history and the different societal and state responses. Comparing the current pandemic with past crises enables us to recognize the mistakes that we made over the past 15 months and provide insight to exit the pandemic with as little loss as possible.

How does your school promote new voices and new perspectives in its diversity, equity, inclusion, and justice (DEIJ) initiatives?

Daniel: Despite being a small school, the DA has a variety of student-led groups, which promote different identities, such as the Hispanic, queer, and sustainability societies. Students can pursue their interests and advocate for issues that they find most important. For instance, at the Hispanic society, people can practice their Spanish, meet ambassadors and ministers from Spanish-speaking missions in Vienna, and learn about Latin American and Spanish cultures.
International Cooperation as Key to Facing Global Crises

What sets Fordham IPED apart from other international affairs programs?
Fordham’s Graduate Program in International Political Economy and Development (Fordham IPED) offers a unique, rigorous, and innovative approach to analyzing contemporary global economic relations. We study issues in international economic relations and in international development 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. As well, we only admit a small select group of about 20 students each year.

How does Fordham IPED prepare its students to participate in promoting international cooperation and diplomacy in combating global crises?
Our core curriculum provides our students with an advanced interdisciplinary knowledge of global economic relations, giving them the expertise critically needed in restarting a world economy. As examples, in the nonprofit sector, we have alumni who are part of emergency response teams to health outbreaks, including managing global and domestic vaccination campaigns. In the public sector, we have alumni who work with international trade agencies that safeguard and enhance the competitive strength of local industries against unfair trade practices. In the private sector, we have alumni who are engaged in impact investing, using the dynamics of portfolio management to fund development projects. Drawing from the strength of their training from the Fordham IPED program, these alumni are able to promote effective development strategies, accountable governance, and fair and equitable trade and commerce for a revitalized global economy.

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.

Our small class size of roughly 20 students provides 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. Our students are from among the top 40% 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 in Africa, Asia, Europe, and Latin America.

Lastly, we have a strong alumni network and close association with various international organizations. Our placement record is strong, with about 40% of alumni in the private sector, 24% in the nonprofit sector, 27% in government, and the remaining 9% in academia. Our graduates also have a strong record of winning various prestigious awards, such as Fulbright Fellowships, U.S. Presidential Management Fellowships, and international development fellowships.
Lead the Future: Schwarzman Scholars in the 21st Century

Why should aspiring global leaders apply to a master’s degree in global affairs in China?

Our Founding Trustee Steve Schwarzman has long said that, in the twenty-first century, China is no longer an elective course; it is core curriculum. Looking at the state of the world in 2021, it is hard to disagree. China is one of the largest economies in the world and its role, culturally and politically, has become more important in the short term than we ever could have predicted.

Through leadership training, a rigorous curriculum, deep dives, internships, mentoring, and language instruction, Schwarzman Scholars have unparalleled opportunities to connect with Chinese culture while learning about global affairs. They develop skills to maximize their leadership potential through firsthand experiences in China. To be a leader in any discipline, you need to understand China—and Schwarzman Scholars is the best place to do so.

The pandemic spawned new obstacles to multilateralism around the world. What were the main lessons learned?

As the world lived through COVID-19, we saw that no country or community can tackle these complex challenges alone. This includes Schwarzman Scholars: in addition to acquiring critical leadership skills in an uncertain world, Scholars need to cultivate relationships across borders.

More than ever before, the past year has highlighted the strength and resilience of the Schwarzman Scholars community. Scholars have gone above and beyond in giving back to their communities across more than forty initiatives they founded during the pandemic - from facilitating access to credit and PPE, to founding a virtual tutoring program, and creating a microgrant venture to support high school entrepreneurs. We know Schwarzman Scholars will continue to prove how multilateralism can create a lasting positive impact.

How did Schwarzman Scholars respond as a program to COVID-19?

Since we are based in Beijing, Schwarzman Scholars was one of the first programs to go fully virtual in January 2020. We quickly pivoted to support our Scholars from around the world, increasing our course offerings by over 20% while our faculty led classes for Scholars across 18 time zones. We hosted guests such as Madeleine Albright, Richard Haass, Condoleezza Rice, Indra Nooyi, and more. Our careers team also hosted more than 120 collective coaching and resume review sessions while our student life team conducted over 25 virtual Deep Dives, a hallmark of our program’s unique curriculum.

Travel restrictions during the pandemic did not deter today’s young leaders from wanting to learn more about China. We hosted over 13,000 students in online information sessions in 2020 – twice as many as in 2019. We received more than 3,600 applications to select 151 students from 39 countries to join our incoming sixth cohort who will start the program this August.
Shaping Leaders to Face Today’s Complex Challenges

What makes the Graduate School of Public and International Affairs (GSPIA) unique, and how does the Ridgway Center enhance that experience to prepare students for a more open dialogue on the global stage?

The GSPIA prides itself on shaping the next generation of forward-thinking leaders in international affairs and public service by offering a rigorous academic experience and extensive experiential learning opportunities that inspire our graduates to address diverse challenges. Our location at one of the country’s most distinguished research institutions, combined with its new Washington, DC Center, allows students to network with both local Pittsburgh leaders and those on the national stage.

Securities and intelligence studies majors receive training in leadership, research, and technical skills development. They also have the opportunity to participate in a variety of projects, events, and workshops.

At the Ridgway Center, students work with world-renowned researchers and practitioners on projects tackling real-world security problems, including nuclear proliferation, WMDs, extremism and political violence, transnational organized crime, and cybersecurity. Outside the classroom, students participate in working groups that provide cutting-edge research to client agencies working in security, development, and diplomacy. In addition to these public-private partnerships, the Ridgway Center offers internships, independent studies, and scholarships to a select number of students. Events are hosted throughout the year.

What is the Ridgway Center actively working to promote new perspectives in its diversity, equity, inclusion, and justice initiatives and to provide leadership opportunities for traditionally underrepresented groups?

The Ridgway Center has undertaken a concerted effort to increase the diversity, equity, and inclusion of our programming. Recently, we created a new speaker series, Black Scholars in International Relations, which host prominent African American scholars who are making important contributions to our understanding of international affairs. This series is part of a larger multi-year initiative, Diversity Series in World Politics. We were also thrilled to host Lt. General Richard Clark, the first African American superintendent of the U.S. Air Force Academy. The vast majority of Ridgway Center events last year featured women and/or members of underrepresented communities. We will continue to promote new voices and perspectives in the years ahead.

The Ridgway Center is co-sponsor of the University of Pittsburgh’s chapter of Women in International Security, which is dedicated to advancing the leadership and professional development of women in the field of international peace and security. The chapter maintains a student executive board that provides valuable leadership roles and experience to our students.

What skills will students need to meet the challenges policymakers face in today’s changing world?

Policymakers confront complex challenges—an ongoing global health pandemic, the struggle for social justice and equity, persistent threats to peace and security—that often transcend national boundaries. Even as the policy challenges change, the skills students need to confront them remain largely the same. These include, but are not limited to, informed subject matter expertise, critical and ethical thinking, quantitative and qualitative research methods, and clear, coherent communication. We train our students in all these areas. In doing so, we shape leaders who are adaptable, compassionate, and visionary—leaders who are ready to face the complex challenges in the world today.
Working Toward a More Just and Equitable World

You have been recognized for your excellence in online teaching. How do you keep students connected and engaged?

In some ways, we are more connected than ever! Students from around the world have been able to join us virtually, expanding accessibility and adding richness to the graduate school experience. Students engage with each other’s ideas; they challenge, support, and learn from one another. They hold study sessions, work collaboratively, make presentations, and receive feedback. We host virtual events, guest speakers, online advising, group discussions, office hours, and one-to-one chats.

Your research focuses on the role of women in democratization. What impact do women have on policy and access to leadership?

Women’s leadership needs to be the new normal. We need to address patriarchal structures that marginalize women using legal reform and continued engagement. The pandemic has had a disproportionate impact on women, yet policies are largely gender blind. We celebrate women leaders for performing better in containing COVID-19, but women in leadership are outliers; despite years of advocating for greater representation of women at all levels, this still lags in practice. For example, in Sierra Leone, the focus of much of my research, women represent less than 10 percent of the leadership in key institutions charged with fighting the outbreak, despite leading on the frontlines as health care workers. COVID-19 reminds us that the battle for gender equity and equality is far from over.

How does the School of Diplomacy and International Relations prepare students to work in today’s diverse world?

Our community is a microcosm of the world. Our students are the changemakers leading the way. Our Diversity, Equity, Inclusion and Justice Coalition is listening to students and alumni, assessing curriculum, developing new courses on race and racism, and building the pipeline of diverse international affairs professionals. Our students challenge us to be more responsive and to represent a range of voices. As faculty, we are learning from them and working together to be intentionally anti-racist and address inequality.

How do students benefit from the school’s multidisciplinary, multilateral approach to international affairs?

Our proximity to New York City and Washington, DC, and unique alliances with the UN community expands students’ knowledge base and perspective on global challenges. Students learn from scholars and practitioners engaged in research and policymaking. We represent the complexities of decision-making and analysis of world events from multiple perspectives. Students work with professors as research assistants and co-author articles and opinion pieces, gaining advantage in the job market.

What advice can you give young professionals interested in international affairs?

Never lose your passion for transformative change. Be open to learning from those who do not look like you, as well as from those you want to “help.” Admit that what you do not know is much more than what you do. A key message for students is that development has to change—they have to play their part in decolonizing aid and development institutions and promoting equity in development. International cooperation and multilateral solutions to global problems have never been more essential. The world needs our graduates. This is a critical time to become an international affairs professional.
Preparing the Next Generation of Policy Leaders

How are the mechanisms of policymaking changing to adapt to a post-pandemic world?

The COVID-19 pandemic exposed challenges that too often stand in the way of effective policymaking. Three such challenges have become particularly salient over the course of this pandemic.

The first is the prevalence of unreliable information. The increasingly rapid adoption of new technologies has facilitated the rampant spread of misinformation, clouding our ability to analyze societal problems that could benefit from policy solutions. The pandemic has highlighted the importance of sourcing credible data for effective policymaking. The second is the degree to which uncertainty and unpredictable factors can derail the best-laid plans. Planning ahead for various what-if scenarios, even unlikely ones, is now a necessary step for policymakers. Similarly, it has become essential to look at global trends to assess how various circumstances might impact current and future events. This is particularly important in the solution design and feasible implementation stages of policymaking. The third challenge relates to the importance of comprehensive and feasible implementation plans. For instance, COVID vaccine rollouts in many places have illustrated how policy shortfalls or vague implementation plans can have dire consequences.

The Ford Dorsey Master’s in International Policy (MIP) program trains students to address such challenges head-on. Our capstone program utilizes a framework that focuses on the entirety of the policymaking process, from problem identification and solution development to policy implementation. The program’s cyber policy and security specialization addresses issues of misinformation, disinformation, and the impact of technology on policymaking. Additionally, the MIP curriculum includes courses taught by former and current practitioners with direct experience dealing with a myriad of challenging policy issues. For instance, my course on trade and development analyzes trends and discusses how advancements in new technologies have affected the future of work, life, and policymaking, with a view to designing impactful and prescient policies.

These components of the MIP program provide invaluable opportunities for discussing challenges at the forefront of global discourse during the COVID-19 pandemic. Our students graduate from the program well prepared to be effective policymakers in a post-pandemic world.

How does your school promote new voices and new perspectives in its diversity, equity, inclusion, and social justice (DEIJ) initiatives?

Students at MIP were instrumental in advocating for change and a commitment to DEI within MIP and our home institute, the Freeman Spogli Institute for International Studies (FSI). In June 2020, FSI convened a task force on Racial Equity, Diversity, and Inclusion (REDI) following MIP student demands for a concerted response to racial injustice. Among REDI’s stated goals are the pursuit of an anti-racist mandate, increasing the diversity of the FSI community, and programming and curricular proposals to achieve pedagogical reform. Two MIP students and I serve on the REDI task force.

In parallel, MIP took concrete steps toward the recruitment and admission of the most racially diverse class to date and committed to making DEI trainings a formal part of programming for incoming students and to hold events on DEIJ themes. We look forward to continuing to build on these important efforts, now and in the future.
In many circles, Gladys McCormick represents a distinctive point of view when it comes to discussing U.S. foreign policy with Latin America. As an historian, a woman, and a naturalized U.S. citizen from Costa Rica—often the only one in the room—she adds vital context to inform solutions to pressing issues.

At the Maxwell School, McCormick has found a home among scholars and practitioners guided by a longstanding interdisciplinary principle: Diverse viewpoints fuel innovation and deliver better outcomes.

As an international scholar and as director of diversity, equity, and inclusion (DEI) for the number-one–ranked school of public affairs in the United States, what do you see as the most pressing issue of the past 15 months?

COVID has revealed and widened the deep chasm of inequalities, domestically and internationally. The public health systems in many countries, especially in Asia and Latin America, have been completely overwhelmed. Many have lacked basic healthcare, let alone access to vaccines. The pandemic has also had a sweeping economic impact; while the wealthiest made more money in 2020, the middle class and lower middle class have been devastated. All of this is certain to fuel instability.

How can looking at an issue through the lens of history and other disciplines provide insight to map a path forward?

Let’s look at the drug war in Mexico as an example. Undeniably, it has been a failure; we’ve seen exponential growth in violence. Many look to 2006 as the war’s focal point because of the marked explosion in cartels, but they were around for decades—born from weak government institutions. The failure of the drug war is a failure to reckon with history. It shows the falsehood of the cookie-cutter mentality in policy—that because a solution worked in one context, it must work in another.

How is Maxwell working to instill in its students this inclusive ethos?

Our students have long benefited from the range of perspectives that come from our interdisciplinary approach: Looking at an issue from diverse lenses fuels their understanding that successful ideas and policies must reflect our diverse world.

The recent social justice reckoning added momentum to our work to build a culture of inclusivity and remove barriers for the underrepresented. We created a robust DEI strategic plan that established affinity groups and launched cross-cultural dialogue opportunities. We also just concluded a graduate colloquium in which students developed action plans for implementing these practices in their professional lives.

This work is ongoing on both our Syracuse and Washington, D.C., campuses.

Gladys McCormick
Associate Professor of History; Jay and Debe Moskowitz Endowed Chair in Mexico-U.S. Relations; and Associate Dean of Diversity, Equity, and Inclusion at the Maxwell School of Citizenship and Public Affairs, Syracuse University
Senior Associate of the Americas Program at the Center for Strategic and International Studies, Washington, D.C.
Building a Better Future

How does the Center for Global Affairs at the NYU School of Professional Studies prepare individuals to confront the significant global challenges we’ve witnessed over the past 15 months?

The pandemic and other recent events, such as the attack on the U.S. Capitol, have highlighted fundamental flaws in the international system and within individual nation-states. However, these events have also demonstrated the incredible resilience of democratic and international institutions when confronted with substantial challenges and offered important opportunities for reflection and much needed reform. At the Center for Global Affairs, we teach future leaders how to anticipate, prepare for, and respond creatively and effectively to global threats and opportunities such as these. We do this through interdisciplinary and interactive coursework and applied learning and networking activities.

During the pandemic, we significantly expanded our consulting practicum offerings. In these courses, students work for a high profile partner on a project of critical importance. Over the years, students have collaborated with the UN Counterterrorism Executive Directorate on terrorists’ use of social media, returning terrorist fighters, the role of technology in counterterrorism, and the rise of right-wing terrorism. They’ve worked with the Global Network on Women Peacebuilders to examine the impact of COVID-19 on women peacebuilders in Colombia, the Philippines, South Sudan, and Ukraine. They’ve partnered with the U.S. State Department’s Global Engagement Center to examine and propose strategic communications solutions to radicalization and recruitment into terrorism in Nigeria and Somalia, polarization and state sponsored disinformation in the Western Balkans, and racially and ethnically motivated violence in the United States. Other practicum partners now include Mastercard, the U.S. Department of Homeland Security, the Manhattan District Attorney’s Office, New York City Cyber Command, the Institute for the Healing of Memories, and the International Center for Transitional Justice.

Can you tell us how you are innovating to build a better future?

Changes in social and economic activity during the pandemic generated an important pause in climate emissions and the improvement of air and water quality in certain locations. Our newly formed Energy, Climate Justice, and Sustainability Lab is at the forefront of informing the debate around a rapidly changing energy sector and climate impacts. Faculty, students, and alumni also examine and publish on a range of timely security issues—the reintegration of violent extremists, including those associated with ISIS, drug cartels’ use of social media, nuclear proliferation, climate change in the Sahel, the CIA’s use of torture—as part of our Initiative on Emerging Threats. Our Peace Research and Education Program is involved in on-the-ground post-conflict peacebuilding efforts in Colombia, Libya, and Iraq. We’ve developed an Executive Education program in Cyber Leadership to help organizations prevent, mitigate, and respond to cyberattacks. Finally, our student body is international and diverse, and we do not shy away from the hard and potentially contentious questions in global affairs. We address them head-on with mutual respect for one another in an effort to identify solutions that will move us forward.

Mary Beth Altier
Clinical Associate Professor
Director, Transnational Security Concentration
NYU School of Professional Studies
Center for Global Affairs

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CENTER FOR GLOBAL AFFAIRS
Preparing Tomorrow’s Leaders From the Ancient Capital Kyoto

The Graduate School of International Relations at Ritsumeikan University (GSIR) is located in Kyoto, the ancient capital of Japan. Kyoto not only has a considerable number of world-class historical sites but is also home to more than thirty higher educational institutions. Students have the advantage to pursue their own study and research in a unique environment where tradition and innovation co-exist in harmony.

How are you preparing students to adapt to a rapidly changing world?

In 2020, only a handful of our students from abroad could enter Japan due to the pandemic. To cope with the ever-changing situation, GSIR delivered classes combining online conference, on-demand, and in-person classes. The pandemic has cast questions over the existing framework of university and research institutions, urging us to reconsider the significance and our role. This led us to launch a new curriculum that we had been working on for several years, which has a strong focus on classes conducted in English.

Within the English-based program, GSIR offers four newly established clusters: ‘Global Governance’, ‘Sustainable Development’, ‘Culture, Society and Media’ and ‘Global Japanese Studies’. These clusters cover broad academic disciplines, such as politics, economics, sociology, and cultural studies. Our highly qualified academic team with extensive experience in their fields of expertise conduct the various cutting-edge courses. As our graduate school has been admitting more students not only from Asia but also from Africa, Europe, Latin America, the Middle East, and North America year by year, students can immerse themselves in a culturally and ethnically diverse environment, where they learn from each other on a daily basis.

What does GSIR offer to students who are seeking advantages for their careers?

In addition to providing ways for upgrading academic knowledge and skills through the programs, GSIR invites experienced external lecturers, such as diplomats, economists, journalists, managers of nongovernmental organizations, and entrepreneurs from private sectors. This gives students opportunities to promote their understanding of what is really happening in Japan and in the world as well as encourages them to find clues to address global issues. Moreover, we are preparing various off-campus academic and practical training opportunities in Japan, which will also help students realize how the Japanese political and economic system are operating in both public and private sectors.

Furthermore, GSIR has been in the process of strengthening the dual master’s degree program, which offers qualified students an opportunity to study at overseas partner universities and research institutes in countries such as the United Kingdom, the United States, and in various Asian and European nations. Through this program, students are able to earn two master’s degrees in as short as two years.

Our alumni are engaged in professions in the fields of international organizations, public and private sectors, civil society groups, and research and educational institutions. GSIR is ready to offer committed students every opportunity to acquire high level of knowledge and skills for their future careers.
A New Concentration Focused on Latin America: Preparing Students to Address the Region’s Most Pressing Challenges

The state of Texas is no stranger to border and immigration issues that have been in the forefront of national headlines for years. The Bush School of Government and Public Service at Texas A&M University recently expanded its regional focus to include Latin America, providing a rigorous and interactive option for those interested in studying the border, Mexico, and Latin America. Dr. Aileen Teague brings a global perspective to the coursework, both as a PhD in diplomatic history specializing in U.S.-Mexico relations and having travelled the world in a military family before serving in the Marine Corps.

What makes the Bush School’s Latin America concentration unique?

With the Brownsville-Matamoros border crossing located only 6.5 hours south of our College Station campus, the interdisciplinary Latin America concentration—drawing from history, politics, development, and border studies—provides students with a dynamic curriculum and practical tools to gain expertise in the region.

Our faculty help students gain a multi-perspectival understanding of regional issues both within nation-states and across country borders, where the social, political, and economic interconnectivity between the United States and its Latin American partners have reverberations on a global scale.

Students’ training in U.S.-Latin America relations integrates cutting-edge academic research with high impact learning experiences. For instance, as an historian of the drug trade in Mexico, I instill in my courses an appreciation for the ways in which historical legacies contextualize and complicate current policymaking.

American domestic politics and interactions also play a role when we bring in practitioners and policymakers to engage in dialogue with our students. A former assistant secretary in the Department of Homeland Security joined us in seminar recently to discuss the possibilities for comprehensive immigration reform and improved border security, given the highly partisan political environment.

Additionally, a capstone project features students interfacing with real-world governmental and non-governmental agencies operating in Latin America and internships that help students develop their professional networks. With the backing of one of the largest public universities in the country and alumni dedicated to giving back and supporting service, our students make their mark all over the world.

How does the Bush School promote new voices and new perspectives in U.S. relations with Mexico and Latin America?

While research is a bedrock of our Latin America concentration, we also highlight a range of perspectives from U.S. and foreign practitioners. In 2020, we launched “The Other Side of the Border: Ties that Bind and Issues that Divide,” a speaker series featuring human-centered and practitioner perspectives on issues related to the border, Mexico, and Central America.

We live in uncertain times when it comes to achieving reforms in immigration and border security in the post-Trump era. This project aims to facilitate dialogue between policy practitioners and our graduate students and is intended to unearth “off-the-book,” grassroots perspectives, which are often where the road begins to achieving reform. This year, for example, the series will feature a discussion with a Mexican journalist on the dangers of reporting on the drug war, as well as a conversation with an Amazonian activist on the challenges of utilizing international aid in the aftermath of the 2020 fires.
Changing Global Connections

How do your programs prepare students for a more open dialogue on the global stage?
Crisis such as the COVID-19 pandemic and climate change have revealed the urgency and complexities of addressing global challenges. Effective responses require a combination of good policies, strong institutions, and public communication and engagement. The Jackson School prepares students to meet practical challenges through a mission of public engagement that combines these varied aspects. This allows for a more open dialogue on the global stage. Public engagement includes a variety of actors, ranging from governmental officials and policymakers to nongovernmental organizations and social movements to the media. Our faculty have expertise that spans themes as wide-ranging as disability rights, space policy, and environmental justice. We combine thematic areas with deep knowledge and professional ties to particular regions. This allows us to train students to learn about and to collaborate with communities and partners across the world.

What role do matters of identity play in international relations and policymaking?
Global dialogue requires an understanding of identity in international relations. One of our unique strengths is a robust program in comparative religion. Our school provides students with a deep understanding of the critical role of religious literacy for policymaking and conflict resolution. We also foreground the study of race, indigeneity, and gender and train students to think about the ways in which diasporic politics and global migration deepen the centrality of identity in global affairs.

What innovations have your program implemented in the last 15 months?
We have implemented a number of initiatives that are designed to further these objectives. We have recently set up a series of courses that seek to train students in public writing and engagement with the support of the Calderwood program. Our inaugural graduate Calderwood seminar, Religion, Freedom, and the Public Sphere, will be taught this coming winter. We have been expanding our cybersecurity program and some master’s degree students in a graduate course from this past year will have the opportunity to produce a NATO publication related to this course. We have also created an inaugural professor of practice position on U.S. foreign policy in the Middle East, which we will be filling in the coming year. Finally, we launched a speaker series titled, Protest, Race and Citizenship Across African Worlds, that emphasized the significance of global and regional understandings for an understanding of the complexities of racial inequality and justice in the United States.

How can we engage new voices and new perspectives in the fields of international relations?
One of the few positive dimensions that came out of the COVID-19 pandemic was a broadening of the use of technology for collaborative work across the world. This has shown the significance of digital-based international studies. Over the coming years, we will be expanding such pedagogical platforms to bring in new perspectives and finding ways to address voices that are marginalized by a lack of access to such technology.

Leela Fernandes
Director
Stanley D. Golub Endowed Chair
The Henry M. Jackson School of International Studies
University of Washington
Preparing Leaders in International and Domestic Public Affairs

Preparing Leaders in International and Domestic Public Affairs

How did Princeton prepare you to adapt in the face of changing, complex global challenges?

Earning my MPP from the School of Public and International Affairs was a pivotal experience for me. With a truly unique academic setting made possible by the financial generosity afforded to all students, each course and discussion was made richer by students with incredible experiences and diverse points of view from all over the country and the world. I was able to take a step back from my career and reflect on critical, complex global challenges that I had an opportunity to see up close in practice in my prior work in roles in the National Security Council and the State Department. My time at Princeton gave me an opportunity to grapple with these issues anew, through the multiple lenses of my peers, the faculty, and academic focus.

How has Princeton’s unique midcareer MPP program helped you advance within your career?

When I met my MPP class in the summer, I was blown away, not only by their experiences and accomplishments, but by their humility, humor, and kindness. With peers from varied professions and governments, we spent the MPP year in rich conversation, reflecting on lessons in policy, leadership, and the aspiration for, and practicalities of, governing. Over the course of the year, we made lifelong bonds and a community that I will continue to lean on throughout my career and life.

How has your job transformed over the last year throughout the pandemic?

In the day-to-day in my current role and prior, in management consulting, supporting clients around the world I had to navigate new ways of communicating and managing a team during a mostly virtual work setting. The pandemic has transformed not only the way that I work but the focus of my efforts as well. COVID response, globally, has become the singular focus of my career at present. In my current position our team is working to drive and shape the U.S. leadership role in the response and recovery effort. We are working across the U.S. government and with international partners to drive action that will help mitigate impact, shorten the lifespan of the pandemic, and build a sustainable global health security architecture to prevent, detect, and respond to future health and biosecurity threats.
Response to COVID-19 in the Asia-Pacific: A Multidisciplinary Perspective from Tokyo

To imagine a post-pandemic world, Waseda University’s Graduate School of Asia-Pacific Studies (GSAPS) offers an intellectually stimulating research environment in Tokyo. Students will approach the COVID-19 response in the Asia-Pacific from a multidisciplinary perspective.

Infectious Disease Outbreaks on International Ships: Reimagining Global Health Governance?
A COVID-19 outbreak on the Diamond Princess cruise ship drew global attention in February 2020. The cruise program was run by a U.S. company, Princess Cruises, which owns the ship. When a passenger who disembarked at a port in Hong Kong tested positive for COVID-19, authorities reported the case to the World Health Organization and Japan, based on the 2005 International Health Regulations. After Vietnam, Taiwan, and Okinawa, the Diamond Princess was on its way to Yokohama. According to the UN Convention on the Law of the Sea, jurisdiction over the ship belongs to the flag state—the United Kingdom—while on the high seas and to the coastal state—Japan—while on Japan’s internal waters. Japan allowed the ship to call at Yokohama and extended support to passengers and crew.

As the burden on coastal states is heavy, a new mechanism of international cooperation and burden sharing among stakeholders needs to be established for future infectious disease outbreaks on international ships. How would you reimagine global health governance?

The Politics of Wearing Face Masks: Public Health or Individual Freedom?
Many Asian countries have been successful in nonpharmaceutical interventions to the pandemic. In Japan, people wear face masks to mitigate spring allergies and to prevent spreading seasonal influenza in winter. After the first case of COVID-19 was identified in Japan, many people started wearing face masks voluntarily when commuting. However, due to the surge in demand and the disruption of supply chains from China, disposable non-woven masks vanished from stores. People blamed the government for not doing enough. In response, then-Prime Minister Shinzo Abe launched his plan to distribute two small gauze masks to each household. Many people were dissatisfied with his plan and its implementation, calling them “Abe no Masuku” (Abe’s masks).

In addition to advocating for face-mask wearing and hand washing, a campaign called Avoid the 3 Cs was launched, encouraging people to stay away from crowded places, close-contact settings, and confined and enclosed spaces. Do you think the relative success of such nonpharmaceutical interventions may have delayed the vaccination rollout in Japan?

A State of Emergency During the Olympics: Public Health or Economic Development?
The Japanese Constitution does not allow the government to enforce a hard lockdown, as it would be considered an infringement on personal freedoms. Instead, the Japanese government asks for cooperation in reducing human movements and restricting commercial activities. Determined to host the Olympic and Paralympic Games, the government declared another state of emergency, agreeing not to have spectators at venues in the greater Tokyo area. As an unprecedented international mass gathering occurring during a pandemic, there will be many lessons to be learned.

What has happened in Japan may help students identify knowledge gaps in an academic community and encourage them to formulate their own research question. Waseda University’s GSAPS is an ideal location for students to conduct multidisciplinary research.
Thunderbird: Where Global Meets High Tech

What makes Thunderbird the world’s most global and digital school?
As Thunderbird School of Global Management observes its seventy-fifth anniversary, we celebrate not only our origins in pioneering global business, management, and leadership education in the wake of World War II but also our evolution into the world’s first truly global and multinational academic institution. Thunderbird has a global community of alumni serving in leadership roles and satellite Centers of Excellence in twelve countries, soon expanding to twenty-five hubs worldwide. Our newly constructed, state-of-the-art global headquarters opens this year, equipped with the latest digital technologies, including cutting-edge tools for telepresence connectivity and data visualization on a planetary scale.

By pioneering learning technology and expanding our global presence, Thunderbird is showing once again what it means to be at the vanguard of international business, management, and leadership education.

What makes Thunderbird’s global alumni network unique?
With more than 45,000 distinguished alumni in 145 countries, Thunderbird’s tight-knit community of bilingual and multilingual graduates resembles a giant, compassionate family that spans the globe. Known as T-birds, they’re uniquely equipped with a global mindset and high technical aptitude to make a difference in this era of rapid change and disruption. T-birds everywhere offer their talents to empower our students and realize our collective vision of inclusive, sustainable prosperity worldwide. By reciprocally engaging and supporting our alumni, we advance solutions to global challenges, connect current students to transnational and state enterprises, and form mutually beneficial partnerships across sectors. Thunderbird future-proofs alumni skills through lifelong learning opportunities and connects alumni in a worldwide network of experts who are all trained to work across boundaries of every kind.

Why is Thunderbird investing in a global network of Centers of Excellence?
Our regional Centers of Excellence deliver innovative and fit-for-purpose graduate degree programs and professional certificate programs where they can make massive impacts. These satellite hubs link students and alumni from Los Angeles to Tokyo and Moscow to Nairobi, providing a truly global presence that sets Thunderbird apart with academic offerings in major commercial centers, physically connecting and engaging our alumni, and supporting international recruiting.

How will Thunderbird Global Headquarters connect students to the latest technology and the world?
The nexus of our Centers of Excellence is our state-of-the-art facility in Phoenix, Arizona, within the capital city’s business district. This high-tech home connects students to the world using cutting-edge collaboration and education tools built into the architecture.

Thunderbird HQ leverages the latest mixed reality (AR/VR) and data visualization technology to immerse students in executive and managerial leadership in real-time. Our global decision theater empowers students to manipulate data using AI and VR. Our VR language lab helps students learn a required second language. The global forum hosts world-class speakers with hybrid presentation capability for events such as graduation ceremonies, broadcasting live to and from our satellite hubs using a 360-degree video ring that circles the forum space.
Advanced International Studies in the Capital of Europe with World-Leading Academics and Experienced Practitioners

What could a post-pandemic world look like at the Brussels School of International Studies (BSIS)?

In challenging times, we need a vision for the future that will transform the world and provide solutions for rapidly changing social and political environments. Such a vision requires an education that anticipates the next steps. At BSIS, we provide an educational opportunity that support future leaders and thinkers with the skills and ideas that offer effective solutions to new international problems and with an understanding of how to build strong communities.

The pandemic has led us to find new, safe, and flexible ways to live. Our dynamic and friendly community has remained connected and thrived in these times, proving that connectivity and communication are vital for our future educational flourishing. We have worked hard to maintain the close-knit BSIS community, and we are delighted with how our students have approached this new world—with the enthusiasm to study and the resilience in adjusting and engaging in hard work to build new careers.

What changes will we see at BSIS?

The pandemic has allowed us time to reflect on the subjects we deliver and the way in which we teach them. One theme that has emerged from the pandemic has been the focus on global health matters and its link to international policy—this is a subject we intend to bring to BSIS over the next year. We also plan to develop a focus on new environmental concerns, which will inform some of our additional research events during the academic year. We are unique in addressing these new global issues through our international and interdisciplinary approach, bringing students and researchers from different backgrounds to think together. Via our specializations, we allow students to create rich interconnections for a stronger career profile.

How has innovation developed at BSIS during the pandemic?

Innovation came quickly in the form of hybrid teaching. Our commitment to students is to offer safe in-person teaching; while this remains as we look beyond 2021, the elements of online and digital delivery will supplement lectures and seminars, where appropriate, to offer students the best of both approaches.

Looking beyond the pandemic as the world starts to re-open, our students will have the opportunity to attend conferences, seminars, and internships in Brussels while having the advantage of looking beyond Brussels via new online deliveries, bringing a real international flavor to studies.

Our students have an appetite for critical thinking, and, undoubtedly, the topic over the next years will be an analysis of how the pandemic was handled at a local, national, and international level. At our school, we believe we are ideally located for students to be part of this—as European Union and international players meet in Brussels to discuss and debate the topic. Being at the crossroads of international affairs, BSIS will play a pivotal role in challenging debates and shaping leaders of the future. Join our world for tomorrow’s world.

Jeremy Carrette
Dean for Europe
Brussels School of International Studies
University of Kent
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.

Nobuko Maybin
Class of 2017
Master of Arts in International Development Studies

Elliott School of International Affairs
THE GEORGE WASHINGTON UNIVERSITY
Dr. Victor Cha
Vice Dean for Faculty and Graduate Affairs
Walsh School of Foreign Service
Georgetown University

Building on Lessons from the Pandemic

How has the Walsh School of Foreign Service (SFS) integrated diversity, equity, and inclusion (DEI) into the graduate student experience?

We believe that diversity is critical to building a better, more challenging, and more successful learning environment in order to train the new generation of international leaders. In the summer of 2020, SFS established a dedicated DEI office to ensure that our curriculum, pedagogy, and culture fully engage with issues of social justice and equity. We have created new graduate student scholarships, such as the MSFS Futures Scholarship and the Institute for the Study of Diplomacy McHenry Fellows program in our functional and regional studies master’s programs, expanded our efforts to update curricula and student initiatives, and broadened our admission and recruitment efforts to reach students whose holistic experiences contribute to the diversity of the school and its mission.

What kind of benefits resulted from the virtual learning during the pandemic, and how will this be integrated into the graduate program going forward?

As challenging as the pandemic was to life and learning on campus, we found new ways to improve our pedagogy in the virtual learning environment. Being online allowed us to become truly global in the sense that authors and leaders joined our virtual classrooms and gatherings from cities all over the world, including World Bank President David Malpass, HRH Princess Ghida Talal of Jordan, and the CFOs of Gap, Inc. and UPS. Students were not deterred from doing study abroad programs and internships virtually in the far corners of the earth. In addition, we continued to build our curricular offerings coming out of the pandemic to include new specializations in science, technology and international affairs, refugees, humanitarian disasters, and migration. While we will all be happy to return to campus in the fall, we will capitalize on the best elements of online learning going forward.

How did SFS build community networks during the pandemic?

Whether it was active SFS alumni going the extra mile to find jobs and internships, faculty holding additional one-on-one Zoom office hours, or the dean bringing together political and corporate leaders from around the world for virtual coffee chats with students during the pandemic, SFS emerges with an even stronger community going forward. Our ability, for example, to bring the most diverse group of recruiters to campus virtually greatly enhanced job and internship placements for our students. We will build on those newly strengthened networks to give students greater access to novel learning, research, and internship opportunities that can be augmented by the virtual possibilities opened up by the pandemic. Not unlike the moment of SFS’s founding in 1919, SFS faculty and students are inspired today to rebuild an inclusive, open, and transparent post-pandemic world, each in their own unique and impactful way.
Tell us about the Sustainable Development Goals (SDG) Policy Initiative’s mission and work.

The SDG Policy Initiative uses the United Nations’ SDGs as a framework for bringing together policymakers and researchers to inform evidence-based solutions for a sustainable future. The initiative is based at UC San Diego’s School of Global Policy and Strategy (GPS), which is at the forefront of interdisciplinary research critical to the 2030 Agenda.

With interrelated challenges such as poverty, inequality, climate change, and biodiversity loss, achieving sustainable and inclusive growth will require developing analytical tools that cut across disciplines and developing new policymaking processes that go beyond the traditional silos of governance.

The initiative is engaged in a number of programs that put the SDGs into action to guide and measure progress at all levels of government. From contributing to a decarbonization policy plan for the United States to supporting the government of Paraguay in implementing the SDGs as a framework for sustainable growth to designing sustainable land-use planning tools for Mexico, the initiative is supporting achievement of the ambitious SDGs with evidence-based solutions.

What will be the initiative’s part in making sure the Biden administration’s sustainability agenda is put into action?

In a series of executive orders, strategies, and policy announcements, President Biden has clearly signaled his intention to be a transformative leader with a deep commitment to the sustainability agenda. The SDG Policy Initiative is an active partner in projects that support the agenda of inclusive and sustainable growth in the United States. The most important of these is the Zero Carbon Action Plan, which laid out policy recommendations for the power, transportation, buildings, land use, and other sectors in order to move the country onto a pathway of decarbonization by midcentury.

Tell us about your work with local governments.

We are very excited to partner with San Diego County on a decarbonization framework. Drawing on expertise, including America’s Zero Carbon Action Plan, the SDG Policy Initiative will work with partners to model technically feasible pathways to achieve net-zero carbon emissions in San Diego County. The project will evaluate key sectors, including energy, transportation, buildings, and land use, and evaluate employment impacts. Approaching decarbonization from the regional perspective, the framework will help policymakers identify opportunities for collaboration across jurisdictional boundaries. As San Diego works to become a global leader in decarbonization, a new comprehensive regional decarbonization framework can set the region on a path to zero carbon and be an example for others to follow.

What opportunities exist for students to help enact real-world policy goals?

All the initiative’s projects offer opportunities for current and former GPS students. Some of these positions are paid graduate researcher positions, while in other cases, students take advantage of the initiative’s relationships with governments to do projects in their classes that are immediately useful to policymakers. Many examples of student involvement in projects and research are showcased in our student blog.
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