Self Study
Graduate Program

Masters of International Affairs
The George Bush School of Government
and Public Service

Texas A&M University
December 2008

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Charge to the Peer Review Team

This letter provides you with background on the Master's Program in International Affairs in the George Bush School of Government and Public Service at Texas A&M University, and explains the expectations for our upcoming external review. The International Affairs Program received approval to offer a master's degree in international affairs in 2002. Since that time, the program has awarded 143 degrees.

This activity is part of a periodic review of all Texas A&M University academic programs, and offers an opportunity to assess the standards of the program and to learn from review team members' experiences with similar programs.

I request that the review team examine the International Affairs program using the materials that will be provided, information you gain through personal interactions while visiting Texas A&M, and any additional information that you might request. While evaluating the program, please consider the allocation of resources within the program (both human and fiscal) and the absolute level of support the program receives from the University. Please comment as appropriate on current and potential leveraging of these resources, as well as the current and potential interaction with other departments and groups, both on campus and off.

Also, please address the issue of learning-based outcomes:

- Does the program have ongoing and integrated planning and evaluation processes that assess its programs and services, that result in continuing improvement, and that demonstrate that the program is effectively accomplishing its mission?
- Has the program identified expected outcomes for its educational programs?
- Does the program have evidence of improvement based upon analysis of results?

In addition, I ask that you address the impact of the Faculty Reinvestment Program, started by Texas A&M University in 2003. The reinvestment program has resulted in the hiring of almost 500 new faculty members dispersed throughout the University. The goal is to improve the quality of education for Texas A&M students by having more faculty available for mentoring and advising, whether more courses and sections are available, or by simply being more responsive to student needs. Through this review we plan to track and measure real increases and improvements in the quality of the graduate experience across all dimensions. The Bush School allocated five of its faculty reinvestment positions to the Masters Program in International Affairs. We ask that you assess the success of the School in moving their teaching and research agendas forward with these hires.

Enclosed are suggested guidelines for the academic program review final report. I look forward to meeting with you and the entire committee in December 2008. If you have any questions or require additional information, please contact me.

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MPIA Self-Study

I. Overview of Texas A&M University

Texas A&M University--founded in 1876 as the first public higher education institution in Texas--serves as the flagship university of the Texas A&M University system. It is a land, sea and space grant research university with approximately 2700 faculty and a student enrollment of over 46,000, of which approximately 9,000 are graduate students. It ranks among the top 20 research institutions in the U.S. In 2006 the endowment of the Texas A&M system was estimated to be $5.6 billion. The university consists of ten colleges including the Bush School, which is the newest and smallest of these units. Robert M. Gates, who served as the first interim dean of the Bush School, became president of the university in 2002. He resigned in 2006 to become U.S. Secretary of Defense.

II. A Brief History of the Bush School

The George Bush School of Government and Public Service was established in 1997 as a unit in the College of Liberal Arts of Texas A&M University. It was chartered initially as a graduate program offering a master’s degree in Public Service and Administration. The university had pledged the creation of a Bush School as part of its offer to locate on its campus the Presidential Library of the 41st President of the United States. The proposal indicated that the School would be co-located with the presidential library and a separate presidential conference center. The Presidential Library, conference center and the academic building in which the Bush School is located constitute a distinctive cluster on the west end of the university campus.

Drafters of the proposal for establishing the Bush School adopted the model of the Woodrow Wilson School at Princeton University. They sought to replicate an arrangement in which the faculty of the public affairs school are tenured in other colleges and contribute part of their efforts to the school’s operation. Following that design, the Bush School opened after a two-year planning phase with a full time director, an associate director and a small permanent staff. The director, Dr. Charles F. Hermann, reported to the Dean of the College of Liberal Arts and participated on the college’s executive committee with the heads of other academic departments. The part-time instructional faculty came from Liberal Arts departments (political science, economics, sociology, history, communications) with several others drawn from other colleges in the university (e.g., Mays School of Business, College of Agriculture and College of Architecture).

In addition to its instructional program, the new school acquired two research centers that previously had been part of the Department of Political Science—the Center for Public Leadership and the Center for Presidential Studies. Although the Bush School has undergone substantial transformation from its original structure, the strong interdisciplinary character in both teaching and research and its link to other colleges in the university remains a central feature.
Many recognized the need to restructure the Bush School by the time the first class graduated in 1999 with a Masters Degree in Public Service and Administration. In that year, the university requested that the Bush School be organized as a separate academic unit parallel to the other nine colleges on the College Station campus. It would have its own dean and full-time faculty. The state legislature augmented the budget of Texas A&M University to make the move financially feasible. Dr. Robert M. Gates became the interim Dean of the new academic unit in the fall of 1999. That same year some faculty moved their academic tenure to the Bush School from other academic units at the university and additional faculty were hired.

The mission of the new independent Bush School is to educate principled leaders in public and international affairs, conduct research and perform service.

III. Establishment of the Master’s Program in International Affairs.

The Texas A&M Board of Regents and the Texas Higher Education Coordinating Board approved the establishment of a Master’s Degree in International Affairs to be offered by the George Bush School of Government and Public Service, Texas A&M University on January 24, 2002. The proposal for a separate master’s degree had been prepared under interim Bush School Dean Robert Gates and its establishment coincided with the arrival to the School of Dean Dick Chilcoat (Lt General US Army, ret). An initial class of 20 students entered the new program in the fall semester 2002.

This very prompt start was made possible by the prior existence of a strong concentration in international affairs within the original master’s degree program (the Master’s Degree in Public Service and Administration) supported by a core international affairs faculty. In addition, Texas A&M’s faculty reinvestment program, which created over 400 new faculty positions throughout the university, enabled the Bush School to add faculty positions for the new degree including tenured, tenure-track and senior lecturers. The latter are retired professionals in international affairs fields such as intelligence, military and foreign affairs. A series of endowed faculty chairs has enabled the program to attract senior faculty. (Currently, two international affairs faculty at the Bush School hold endowed chairs and a third chair is open.)

Given its youth and small number of faculty, the Master Program in International Affairs (MPIA) has elected to pursue a functionally structured program rather than one organized by geographical regions of the world. In particular, the MPIA established two career-tracks: national security and international economics and development. To augment this organization, it sought to hire key regional specialists in select geographical areas—particularly when they might be able to bridge to area experts elsewhere in the university.
The Masters Program in International Affairs (MPIA) is guided by the following mission and vision statements:

Mission:

The Masters Program in International Affairs prepares select individuals for professional careers addressing challenges in international affairs in the 21st century. The foundation of the program is a superior faculty committed to excellence in policy oriented research and public dialogue as well as exceptional teaching and service.

Vision:

The Masters Program in International Affairs seeks to become an innovator and leader among professional schools of international affairs. It will do so by building from its core studies in national security and international economics and development and by taking full advantage of the benefits of a major public research university with a tradition of public service. It will promote student excellence by emphasizing their growth as principled leaders, critical thinkers and effective users of professional skills. It will foster an environment that enables its faculty to excel as scholars and teachers.

The goals for the implementation of this vision are described later in this document.

IV. Description of the Current Program Requirements

At present, candidates for the Master’s Degree in International Affairs at the Bush School must complete 48 graduate credit hours. The program requires students to (a) demonstrate a specified proficiency in a second language, (b) complete an internship or intensive language/cultural study, (c) design a degree plan that includes a minimal number of elective courses from at least two concentrations, and (d) finish a team capstone project in their final semester. They may also pursue a semester study abroad or participate in shorter international field seminars. This section describes these requirements and other features of the program.

In their application, prospective students declare their intent to pursue one of the two signature career tracks within the degree program:

National Security Affairs
International Economics and Development

From its outset, the MPIA has established a strong career track in national security affairs. This strength in part reflects the history and culture of Texas A&M University, which until the 1960s was a public university-military academy that required its all-male undergraduates to participate in the Corps of Cadets. Even though the university has been co-educational without mandatory Corps participation for nearly half a century, it has continued to attract students and faculty with interests
in military and national security issues. The original Bush School faculty reflected that professional focus both among its tenure ranks and lecturers. It is noteworthy that Robert Gates was the School’s interim dean who presided over the establishment of the MPIA. From the outset the Bush School has easily attracted strong students with interests in careers in national security and many have subsequently entered such professions.

At the same time, the initial faculty and Bush School dean recognized the importance of creating a complementary but distinctive career track that would be a focal point for those with a different orientation and commitment to international affairs. Major national needs as well as resources elsewhere at Texas A&M University made a focus on international economics and international development an attractive complement. It is noteworthy, for example, that the University’s strong College of Agriculture and Life Sciences has established a Borlaug Institute (named for one of the University’s Nobel Prize winners, Norman Borlaug, “father of the green revolution”). The University’s Mays School of Business has a federally-funded Center for International Business Studies. The Texas A&M University System’s Health Sciences has a School of Rural Public Health. Resources like these, plus the interests of several economists in the College of Liberal Arts, gave impetus to the Bush School’s second career track. Efforts to establish a capability in international economics and development comparable to the existing one in national security continue to be a significant priority.

These two career tracks are major organizing features of the MPIA for both its faculty and students. In addition, both career tracks require students to complete five required courses (15 credit hours).

Leadership and Public Administration (a school-wide requirement)
International Politics in Theory & Practice
Fundamentals of Global Economics
Methods in Public Management
Capstone Policy Seminar (group project in final semester)

With the exception of the capstone seminar, the other four required courses are normally taken in a student’s first semester. Each track has one additional required course normally taken in a student’s second semester. Those in the National Security track must take “American Foreign Policy Since World War II” and those in International Economics and Development must enroll in Quantitative Methods in Public Management II.

These required core classes are designed to achieve several objectives. First, they are intended to provide each student with foundation knowledge in key subject areas vital to the practice of international affairs and to introduce all students to the analytical perspectives of some of the major academic disciplines (political science, economics, public administration, diplomatic and military history) that analyze these subjects.
Second, the seminar in Leadership and Public Administration provides students with an introduction to public and civic leadership. It is a required course of all degree students at the Bush School and offers a gateway to an extensive array of personal assessment and leadership activities that are a hallmark of the School’s Program in Public Service Leadership Development (See Appendix A). The Public Leadership Development Program represents one of the distinctive features of the Bush School. Every student in both degree programs participates in certain required leadership exercises of which the class in each student’s first semester is the cornerstone. Supplementing the School’s required aspects of public leadership are an array of structured opportunities intended to increase personal awareness, examine alternative leadership styles, and acquire and practice certain skills (e.g., team-building, communication, dispute management) that may contribute to the effectiveness of any leadership undertaking.

Third, the methodological course is intended to provide all students with some basic analytical skills that can be used in their professional careers. Finally, the capstone seminar brings students together in groups of 5-8 under the supervision of a faculty member to address a client’s specified policy problem. The team prepares an oral and written response to the client (typically a government agency or NGO) by the end of the semester. The capstone’s purpose is to bring together the knowledge and skills students have developed during their Bush School experience and apply them in circumstances similar to those they may experience in their professional careers. Both Bush School master’s degree programs require a final capstone experience. Together with the leadership program, the capstone seminars constitute distinctive characteristics of the Bush School’s approach to professional education. Appendix B notes the recent MPIA capstones.

In addition to the six required courses, MPIA students must complete a minimum of two concentrations of graduate courses selected to enhance their professional career plans. Concentrations (or modules) are clusters of courses on a particular subject area offered by the Bush School supplemented by courses elsewhere in the University. A student must take a minimum of three courses from the menu of possibilities. A Bush School faculty member serves as the coordinator for each concentration. The number of concentrations is expected to continue to grow with near term plans to include Chinese studies and Eurasia Studies. The current set is listed in Appendix C.

Students must demonstrate a competence in a second language prior to graduation as determined by the evaluation system of the American Council on the Teaching of Foreign Languages (ACTFL). The Bush School maintains a computer-based language laboratory with instruction programs in 18 languages and is prepared to acquire others when a student makes a formal study commitment. Language study groups within the School, as well as the opportunity to do intensive language study in the summer, are additional options. Evaluation is conducted by the Language Testing Office of the ACTFL and performance at their standard of “intermediate low” is required.
MPIA students are invited to consider study abroad opportunities in the fall semester of their second year, which can actually be initiated in the prior summer when feasible. Texas A&M maintains a variety of negotiated study arrangements permitting easy transfer of credit hours with various universities around the world and the Bush School has begun to initiate several tailored to the specific needs of our students. Currently the only active exchange program is with the Shanghai Institute of International Studies with students going in both directions every year. Other agreements are under active exploration.

Complementing study abroad and exchange agreements are the MPIA’s International Field Seminars. These intensive international study trips have been organized for the two weeks immediately prior to the spring semester or immediately after its termination. Led by Bush School faculty members these courses involve preparatory seminars prior to departure and preparation of a research paper during the subsequent academic semester. To date field seminars have been conducted to New Delhi, Brussels, Berlin, Quito, Shanghai, Beijing and the Texas-Mexican border. Each field seminar focuses on a specific set of issues that are investigated through interviews, presentations by local experts, and institutional tours/briefings.

V. Graduate Certificate Programs

In addition to offering the Masters Degree in International Affairs, the MPIA offers two certificate programs. One is the Certificate in Advanced International Affairs (directed by Professor Jim Olson) and the other is the Certificate in Homeland Security (directed by Professor David McIntyre). Both are offered as online programs, although a small number of the students in the Certificate in Advanced International Affairs are taking their courses in residence. Each certificate program requires applicants to be admitted as non-degree seeking graduate students at Texas A&M University with a bachelor’s degree from an accredited institution. The online certificate programs are administered and supervised by the School’s Office of Extended Education under the direction of Dr. Joann Wheeler. A residential faculty committee reviews the qualifications of faculty recommended by the certificate director and Dr. Wheeler as online instructors. If approved, they become adjunct Bush School faculty for the term of their instruction.

The Certificate in Advanced International Affairs requires the completion of four courses totaling 12 credit hours from a select menu. Certificate students who complete that program and subsequently apply to and are admitted to the MPIA have those 12 hours approved toward their degree. (Recently, several students admitted each year to the degree program have previously acquired the international affairs certificate.) Residential students in the Bush School’s sister master’s degree program in public service and administration can take 12 hours of MPIA courses and have those credit hours simultaneously count toward their degree and earn the international affairs certificate. Several MPIA faculty members teach an online certificate course, but most online instructors are not residential faculty. In the fall semester 2008 there are 116 students enrolled online in the Certificate in Advanced International Affairs and 31 certificate students in residence.
The Certificate in Homeland Security is the newer program and requires 15 graduate credit hours for completion. All instruction for this certificate program occurs online. In the present semester 62 students are enrolled in classes for this certificate.

Currently, the MPIA and Bush School are exploring several new certificate programs of a different nature. One in China Studies would be open only to graduate students who are enrolled in degree programs on the campus and would draw on current relevant courses being offered in several departments and colleges including the Bush School. This is viewed as a way to strengthen the regional area study offerings available to all graduate students and is considered a prototype, which may be replicated for area studies in other geographical regions. In addition, the MPIA seeks university approval for a graduate certificate in National Security Leadership, which is tailored for mid-career specialists such as those in the School’s current contract with Lawrence Livermore National Laboratory.

VI. Profiles of Students and Graduates

The Masters Program in International Affairs seeks to attract qualified students from throughout the United States and abroad. To assist in this effort the Bush School maintains a full time recruitment director as well as a director of admissions and a communications officer. These school personnel work with the MPIA Admissions Committee and the faculty more generally to attract qualified students. To date the MPIA has admitted students to begin their study only in the fall semester (with active duty military officers being the only exception).

The January admission deadline is followed by an invitation to attend an “Interview Weekend” at the Bush School in February for all those selected as semi-finalists. Those attending the weekend have two personal interviews with faculty members, participate in group exercises and complete a writing task in response to a specific prompt. They also learn a good deal about the Bush School and engage in social activities. Semi-finalists unable to attend the interview weekend normally have a telephone interview with several members of the admissions committee. Based on the application file augmented by additional data gained from the interview weekend or telephone interview, the admissions committee makes its final determinations. That faculty committee also makes decisions about financial assistance.

To date every unsponsored student admitted to the MPIA has been offered some financial assistance. All students are provided a “technical assistance scholarship” that enables them to secure a laptop computer. Information about the current tuition and fees and the estimated costs associated with a year’s residence in College Station appear in Table 1. Relative to the costs of competitive professional schools of international affairs, the MPIA is in an attractive position.

Table 2 provides a profile of student applications and admissions to the MPIA in the eight years of its existence. The number of completed applications has risen steadily
from 85 in 2002 to just over 200 in the current year. In most years, the MPIA has offered admission to between 41-46 percent of its applicants and has enrolled between 60-70 percent of those admitted. The academic quality of admitted students as indicated by mean GPAs has remained above 3.6, although the combined verbal and quantitative GRE scores has dipped slightly (mean for this year’s entering class is 1230). Further biographical information on current MPIA students appears in Appendix D.

Several observations about MPIA admissions should be noted. The proportion of diversity students enrolled has varied substantially, but has been about 10 percent of the entering class in the last several years. The Program has been somewhat less successful (against our own expectations) in enrolling qualified international students. It has also failed to attract significant numbers of students to its international economics and development (IED) career track. For many international students IED may be more appealing than the track in national security. In recent years such students have applied, but have gone elsewhere. In fact, a general pattern in recent years has been the tendency of admitted MPIA applicants, who decline the Bush School offer, to instead go to very well-ranked programs. Table 3 provides the available data on the admissions choices of those who declined MPIA admission offer in fall 2008.

The Bush School has a fulltime professional staff person who assists students with their career planning and search for employment. The Director of Student Services, Dr. Matt Upton, is supported by a graduate assistant as well as faculty and School alumni who have agreed to serve as consultants in specific areas of employment. A group of faculty in the MPIA has taken a strong personal interest in providing career counseling in areas where they have considerable personal experience (e.g., intelligence, foreign service, defense, research contractors, international taxation, etc.)

Employment data on graduates of the MPIA appears in Table 4. Overwhelmingly, students receiving the Master’s Degree in International Affairs treat it as a terminal degree and assume employment upon graduation. Some students, receiving provisional offers of employment in the national security area, experience hiring delays for extensive security checks or for start dates in required entrance classes. For the five years for which we have data, better than 80 percent of our graduates are employed within three months of graduation. International students who seek employment in the United States have had the greatest difficulty securing preferred employment. In most of those years, well over 50 percent entered public service with the majority entering federal government employment. Those entering the private sector, however, have been increasing.

As the number of graduates of the Bush School has increased, greater efforts have been made to maintain their relationship with the School and one another. The Dean of the School has typically had an annual reception for those in the DC area and similar gatherings have now been instituted in several other cities with a significant contingent of graduates. Recently the Bush School alumni organized themselves as a chapter of the University’s Association of Former Students.
VII. MPIA Faculty

In 2008-09 the MPIA has 14 full time faculty—eight tenure-track or tenured faculty and six lecturers or senior lecturers. Additionally three full professors, who are tenured elsewhere in the university, teach one course regularly in the MPIA as does one senior lecturer. These faculty are complemented by colleagues in the Bush School’s Masters in Public Service and Administration Program (12 tenure or tenure-track, one long-term visiting practitioner, one multi-year visiting associate professor and 5 adjunct faculty), some of whom offer courses of direct interest to students in international affairs. It should also be noted that in the current academic year the MPIA is actively searching for a senior faculty member and has a vacant assistant professor position to be filled in 2009-10.

The current MPIA faculty are:

Jasen Castillo, Assistant Professor (PhD, University of Chicago, Political Science)

Joseph R. Cerami, Senior Lecturer (PhD, Pennsylvania State University, Public Administration; concluding a 30 year career in the US Army as chair of the Dept of National Security & Strategy, US Army War College)

Sara Daly, Lecturer (MA, George Washington University, International Affairs; formerly CIA, RAND)

Rola el-Husseini, Assistant Professor (PhD, Ecole des Hautes Etudes en Sciences Sociales, Sociology)

Jeffrey A. Engel, Assistant Professor (PhD, University of Wisconsin, History)

Kishore S. Gawande, Professor and Roy and Helen Ryu Chair of Economics and Government (PhD, UCLA, Economics)

Charles F. Hermann, Professor and Brent Scowcroft Chair in International Policy Studies (PhD, Northwestern University, Political Science)

Christopher Layne, Professor (PhD, University of California at Berkeley, Political Science)

Ren Mu, Assistant Professor (PhD, Michigan State University, Economics)

Larry C. Napper, Senior Lecturer (MA, University of Virginia, Government & Foreign Affairs; U.S. Foreign Service Officer with rank of ambassador, ret.)
James M. Olson, Senior Lecturer (JD, University of Iowa College of Law, concluded 30 year career in Central Intelligence Agency career as Director of Counterintelligence)

Andrew Scobell, Associate Professor (PhD, Columbia University, Political Science)

Ronald J. Sievert, Senior Lecturer (JD, University of Texas School of Law; career in Department of Justice completing career as a U.S. Attorney)

Gabriela Marin Thornton, Lecturer (PhD, University of Miami, International Studies)

The current Associated MPIA Faculty (tenured or appointed elsewhere in the university) are:

Lorraine A. Eden, Professor, Department of Management (PhD, Dalhousie University, Economics)

Peter J. Hugill, Professor, Department of Geography (PhD, Syracuse University, Geography)

David H. McIntyre, Senior Lecturer and Director of the University Integrative Center for Homeland Security (PhD, University of Maryland Political Science; concluded 30 year career in the U.S. Army as Dean of Faculty of the National War College)

Gary L. Williams, Professor, Department of Agricultural Economics (PhD, Purdue University, Economics)

Brief biographical statements on each of these faculty members appear in Appendix E.

VIII. Scowcroft Institute of International Affairs and the Institute for Science, Technology and Public Policy

Two research institutes form an integral part of the Bush School. Although faculty and students from throughout the Bush School have active involvement with both units, each institute is associated with one of the two degree programs. Thus the Scowcroft Institute of International Affairs is affiliated with the Masters Program in International Affairs and the Institute for Science Technology and Public Policy is linked to the Masters in Public Service and Administration.

The Scowcroft Institute of International Affairs began operation in November 2007 as a vehicle for promoting policy oriented research on international affairs within the Bush School and among others in the university who share such professional interests. Currently the Scowcroft Institute operates from an endowment of just under $4 million
administered by the Bush Presidential Library Foundation and an operating budget from the School. Much of the initial endowment funds are earmarked for specific activities such as annual conferences or lectures. It is the plan to expand the resource base to support more faculty research, post doctoral fellowships, and visiting scholars and practitioners. Currently, the Scowcroft Institute organizes frequent faculty seminars and assists with student capstone research projects in addition to its program of sponsored lectures and conferences. Professor Jeff Engel serves as interim Director and Professor Larry Napper as the interim Associate Director. A search for a permanent director is underway. A fuller account of the Scowcroft Institute appears in Appendix F.

The Institute for Science Technology and Public Policy began in 2001 as a successor to the Center for Public Leadership within the Bush School. The institute is a nonpartisan, interdisciplinary public policy research unit that pursues scholarly examination of public policy issues and communicates research-based knowledge to the public and policy makers. It maintains an active grant and contract program with both public and private funding sources involving faculty and collaborative research units from various parts of the university. Major projects have involved environment and natural resources, emerging technologies and transportation planning. Professor Arnie Vedlitz has served as the director of the Institute for Science Technology and Public Policy since its inception. A more complete description appears in Appendix G.

IX. Research Environment

The two previously described research institutes can provide significant engines for the promotion and support of faculty research. Because the Scowcroft Institute is relatively new with modest discretionary funds, its full potential has yet to be realized. Faculty, however, have used it as a forum for the presentation and discussion of their research and as an agent for underwriting visits by research collaborators. They have also seized on its conference resources as providing venues for convening research associates. Thus, in the fall of 2008 Professor Chris Layne has organized a conference with the National Intelligence Council on “Global Trends 2025”. In the spring of 2009, Professor Jeff Engel will convene the scholars collaborating on a volume reflecting on the consequences twenty years after the destruction of the Berlin Wall. In the fall 2009, Professors Gawande and Gina Reinhardt will host a meeting of the International Political Economics organization at the Scowcroft Institute. Each of these has been underwritten by the Scowcroft Institute.

The Institute for Science, Technology and Public Policy facilitated a successful NSF grant involving faculty from both the School’s MPLA and MPSA. It also has provided its in-house expertise to assist faculty in negotiating research proposal budgets and internal approval processes. A recently submitted proposal by Professor Gabriela Thornton pending with the Department of State made extensive use of these capabilities. Similar institute support has assisted a successful subcontract to Professors Jasen Castillo and Larry Napper from the Department of Energy to the University’s Nuclear Engineering Department.
Further research collaboration is underway between the MPIA and the Nuclear Engineering Department’s Nuclear Science Security Policy Institute. The collaboration has resulted in a seven year contract with the Lawrence Livermore National Laboratories with a $200 K annual allocation to the Bush School.

Another School venue for encouraging faculty research is the capstone projects undertaken annually by small teams of MPIA students under the direction of a faculty member. The design of such undertakings varies substantially, but some faculty have successfully used their capstone as an extension of their own research endeavors.

The Bush School also provides annual research bursaries to all tenure-track and tenured faculty through and combination of School and endowed resources. It allocates graduate research assistants annually to many faculty. In addition to endowed chairs, the School has a faculty development award program that provides endowed professorships and faculty fellowships for fixed terms to those who have demonstrated research excellence.

X. Resources and Distinctive Features of the MPIA

The faculty of the Masters Program in International Affairs recognize that their program has access to a variety of resources and that the program benefits from some distinctive features. Both an appraisal of the current program and any future planning will benefit by an explicit accounting of these assets. The following are offered as an inventory of those evident to us.

1. A collegial, multi-disciplinary faculty engaged with their subjects and one another. The MPIA faculty have established a positive intellectual community in which scholars from multiple academic disciplines and experts who are seasoned professionals in the conduct of international affairs interact with one another with mutual respect. This is evident in a number of ways. There are well attended “brown bag” lunches every other week at which faculty and visitors present their work. There are multiple collaborative research projects and teaching ventures. There are recurrent social occasions often stimulated by an outside speaker or guest. For a relatively small faculty, the overall research productivity is notable. The stream of peer-reviewed scholarship in professional journals is noted in the individual faculty members’ biographies. Although not all disciplines attach the same value to book-length studies, one indicator of a productive working environment is suggested by the number of volumes published by MPIA faculty in the past 24 months:

Cerami, J.R (with J. Boggs) eds. The Interagency and Counterinsurgency Warfare. 2007


Engel, J. A., Cold War at 30,000 Feet. 2007

Layne, C. *The Peace of Illusions.* 2006


Olson, J. M. *Fair Play.* 2006


2. **A new professional school with relatively substantial financial resources.** While there are critical areas where the need for more financial investment is acute (see next section), the Masters Program in International Affairs has benefited from significant investment in its start-up years. Two senior faculty (Gawande and Hermann) hold endowed chairs and a third is open (resulting from the departure of Professor Desch). Two other faculty currently hold endowed professorships (Layne and Engel). All junior, tenure-track faculty receive an annual bursary for professional research expenditures and are guaranteed a semester off at full pay during their first six years. All faculty can compete for 9 graduate assistant positions (2nd year MPIA students) awarded each year. Students in the MPIA also receive significant support. As previously noted, every non-sponsored student receives some minimal level financial aid, although the average has been declining even as tuition and fees have increased. (As noted in Table 2, the mean award to the entering class in 06 was $7560, in 07 it was $6898 and in 08 it was $4709.) Each student also is assigned a carrel in a private office on the same floor as faculty offices. The arrangement encourages considerable informal faculty-student interaction. Some promising prospective students receive travel grants for the School’s interview weekend. Enrolled students have the opportunity to apply for travel grants to participate in conferences or workshops of special significance. Finally, the resources have made possible relatively small classes. With the exception of required first year courses, most seminars have 20 students or less.

3. **Engagement with other quality academic units at Texas A&M.** The Bush School generally and the MPIA in particular have established and growing links to other parts of the University for both teaching and research. The MPIA has courses offered by Associated Faculty (senior faculty tenured elsewhere in the University) from Geography, Agricultural Economics and Management. The Department of Economics and the MPIA have established a dual degree program whereby students can earn a bachelor’s of science degree in economics and a master’s in international affairs (international economics and development track) in five years. The MPIA and the Department of Nuclear
Engineering (working with the Nuclear Science Security Policy Institute and the Texas Engineering Experimental Station) have a 7 year contract with Lawrence Livermore National Laboratories and are collaborating on a grant from the Department of Energy. Several departments in the College of Liberal Arts, the Department of Geography and the Institute for Pacific Asia have joined with the Bush School to propose a graduate certificate in Chinese Studies. A similar concept is being explored on International Development and another on European Studies. The Bush School serves with several other colleges as the management committee that operates the European Union Center for Excellence. Several MPIA faculty hold adjunct faculty positions in Political Science and Economics and routinely serve on their doctoral committees. Texas A&M has established an Integrative Center for Homeland Security and its director, Dr. David McIntyre, is an associated faculty member in the Bush School. The MPIA (as well as our sister MPSA) have several faculty that share professional interests in homeland security and offer relevant courses and research.

4. **Linkage to the Bush Presidential Library and Bush Presidential Library Foundation.** The Bush School is physically located in a complex that includes both the Presidential Library and the Presidential Conference Center. (In addition to conference facilities, the latter building also houses the University’s International Center, the Policy Sciences and Economics Library, an apartment suite for the former president and the Bush Presidential Library Foundation.) The MPIA benefits not only from physical proximity but also from a strong working relationship with both the Library and the Foundation. The Bush Library offers scholars access to materials from the former president’s public career and the Scowcroft Institute administers the grants program for visiting scholars to work in the Library. The Library and the Scowcroft Institute are working together to acquire General Scowcroft’s papers. The Library often makes its orientation theater available for Bush School events. For its part, the Bush Presidential Library Foundation (headed by Ambassador Roman Popadiuk) has acquired a number of endowments that the Scowcroft Institute administers for speakers, conferences and other activities. The Foundation and the Office of President George H. W. Bush routinely make available to the Bush School policy makers and other visitors/speakers including President Bush himself.

5. **Distinctive professional instructional program.** The MPIA benefits from several features that give its instructional program a distinctive character. While no claim is made that these features are unique, they appear not to be common among many professional schools of international affairs. The first of these is the present size of the MPIA with approximately 100 students in residence. A small faculty and student body is not always an advantage, but it does contribute to a vigorous, interactive learning community. It should also be underscored that the Bush School is at a public, land-grant research university. Many of the top-ranked schools of international affairs are at private universities (many in metropolitan areas). Relative to these private institutions, the costs to a student for the master’s in international affairs at the Bush School are significantly lower.
As noted elsewhere in this study, an effort has been made to fashion an educational experience for all professional degree students with a certain *Bush School character*. Two pillars of this Bush School character are the professional leadership program and the capstone seminar experience. Closely connected to these elements are an emphasis on writing skills (with a fulltime writing coordinator as a lecturer in the school) and recurrent team-projects as part of the academic curriculum.

6. **The Scowcroft Institute of International Affairs and the Institute for Science, Technology and Public Policy.** These research units that are an integral part of the Bush School have been described elsewhere. No enumeration of the special assets of the Bush School for its students and faculty, however, would be complete without explicit reference to their contribution.

XI. **Challenges for the Masters Program in International Affairs**

In preparation for this self study the faculty of the MPIA spent time at a retreat identifying and discussing the challenges facing the program in the foreseeable future. Many topics were discussed and no attempt was made to prioritize the issues introduced. What follows is a very substantial subset of those issues that many participating faculty recognized as important.

1. **Strengthen the International Economics and Development Career Track.** An underlying premise of the MPIA is that a robust, enduring professional degree program in international affairs must establish solid capabilities in more than one substantive area. Obviously, a small program cannot cover as broad an array of substantive areas and career domains as a school with many faculty. The argument, however, is that even a small school must be proficient in several different areas to attract an array of students and to recognize that there is an ebb and flow across time in both the numbers of potentially interested students and in the research opportunities offered by funding sources. As noted, the MPIA has elected initially to pursue national security and international economics and development as two complementary fields and career tracks. Though they have multiple important intersections, these areas require different expertise, attract different kinds of students, and offer careers in different fields. In the early years of the MPIA, the national security track has developed more quickly than International Economics and Development. The former has more faculty, a richer array of course offerings, and not surprisingly attracts significantly more students. If the IED is to become a comparable domain in the MPIA there must be substantially greater investment in the necessary conditions for its success. Currently, five faculty are central players for the IED. Of these, two are associated faculty tenured in other departments (Williams and Eden) with limited teaching in the MPIA. Another is a colleague (Reinhart) in the Masters in Public Service and Administration, who offers salient courses in international political economy and urban development. Two faculty members (Gawande and Mu) are
fulltime in the MPIA but must also cover the required course in Global Economics and contribute to the school-wide quantitative methods sequence.

2. **Hire a Senior Scholar in National Security Studies.** The departure of Professor Mike Desch has created a significant gap in the national security track and in the senior ranks of scholars in the MPIA. (Desch held the Robert Gates Endowed Chair and established the Scowcroft Institute for which he served as the first Director.) Given the requirements for the Director of the Scowcroft Institute, it is not certain that the individual assuming that role on a continuing basis will also be a major, senior scholar contributing to national security studies. It is essential that both functions (director and senior national security scholar) be secured, whether or not they are one and the same person. Many faculty believe that the national security track needs another scholar with expertise in international organizations and institutions that is unlikely to be the profile of a successful candidate for the Scowcroft Institute Director.

3. **Improve Career Advice and Counseling.** A review of the exit surveys of MPIA students (see Table 5) as well as students at the end of their first year at the Bush School, reveals that a major source of dissatisfaction is with advising and counseling with respect to internships and particularly employment upon graduation. Multiple factors may contribute to this discontent. Among them may be the significant growth in the overall number of students (who collectively have a more diversified set of career interests) without expansion of advising staff, the inconvenient location of the student services office (corrected this year) and misplaced expectations. Without discounting any of these explanations, the situation remains that students interested in various international affairs careers believe they receive little or no useful guidance.

4. **Develop More Regional Studies and Study Abroad Opportunities.** Compared to many peer public research universities, Texas A&M lacks a strong network of area study programs and foreign language training. Despite significant improvements in selected areas, the resources for area study at the university remain inadequate for the needs of many Bush School students. The Bush School needs to develop more opportunities for students to acquire a degree of regional expertise together with relevant language skills. Collaboration across the university among relatively isolated faculty in different departments who share regional expertise may work in some areas (e.g., China-Asia, Europe and perhaps Latin America). In other critical cases of major importance to our students (and the nation), few faculty exist at this university on which to build a foundation. Developments on the campus will need to be complemented by tailored study abroad opportunities with institutions that can offer relevant instruction that will systematically be recognized as providing graduate credit hours appropriate for the MPIA degree.

5. **Attract International Students and Increase Diversity.** The enrollment data reveal that the MPIA has modest and uneven success in attracting a significant
number of international students and students representing protected minority
groups in the United States. Understandably, the MPIA's lead career track of
national security may be less attractive to substantial groups of international
students. Growing the IED track coupled with a vigorous and focused
recruitment effort may help address this challenge. Attracting more Hispanics
and African-American students must be accompanied by further diversification of
the faculty. It is noteworthy that the MPIA has no tenured women who are
fulltime faculty in the program.

6. **Expand the Scowcroft Institute.** The Scowcroft Institute of International
Affairs is the companion of the MPIA whose success as a policy-oriented research
organization should contribute directly to attracting and maintaining excellent
faculty and bring visibility to the policy-oriented research done at the School. Its
growth contributes directly to that of the MPIA. The Scowcroft Institute is less
than a year old. The endowment resources it administers provide an excellent
beginning, but are seriously deficient for attracting visiting scholars, policy
makers and post-doctoral fellows, and providing released time for research by our
own faculty. In the longer run, it is difficult to imagine a cutting-edge U.S. school
of international affairs that does not have some kind of continuing presence for
both students and faculty in the Washington area. A joint facility for both
teaching and research in which key participants can move to the nation's capitol
for a period of time would appear essential for both a top school and a policy-
oriented research unit.

7. **Initiate Joint Degrees, Certificates and Programs.** This study listed as an asset
the rich array of excellent of high quality academic units elsewhere at Texas
A&M. Through the Institute for Science, Technology and Public Policy, the Bush
School has established itself as an effective research partner with various parts of
the University. The MPIA needs to build on this excellent foundation both for
research collaboration and for instruction. It is noteworthy that a number of the
strongest schools of international affairs have a variety of joint degree programs.
Previous reference has been made in this report to the new five year joint degree
with Economics and the International Economics and Development track. Also
mentioned was the proposed collaborative effort to create a graduate certificate in
Chinese Studies and the partnership with the Integrative Center for Homeland
Security. Each of these needs development and other opportunities should be
identified and vigorously pursued.

XII. **MPIA Goals, Objectives and Assessment Strategies**

The faculty of the MPIA have agreed upon a select set of goals as vehicles for pursuing
our vision as stated at the beginning of this study. This section states those goals and
outlines a strategy for determining our success in the pursuit of each one. At the outset it
may be useful to review the existing evaluation and assessment tools—formal and
informal—used in the MPIA.
• Student course evaluations—a standardized 5 point scale set of items used throughout the university; the Bush School encourages students to augment their ratings with written comments; results are shared with the instructor and program director and are referenced in faculty annual reviews (see Appendix H)

• End of first year survey—a questionnaire for all students covering multiple dimensions of the program (see Appendix I)

• Exit Survey—a questionnaire completed by all MPIA students immediately prior to their graduation (see Appendix J)

• Faculty annual reviews—conducted by the Dean of the Bush School on recommendations from the MPIA Program Director and conveyed in a personal letter to each faculty member

• Promotion and Tenure faculty reviews—conducted by the school-wide promotion and tenure faculty committee of all tenure-track faculty in accordance with the By-Laws of the Bush School and the rules of the University with special attention to reviews in the 3rd and 6th year of employment as an Assistant Professor

• Monthly meetings between the MPIA Director and an MPIA student in the School’s Student Government Association

• Student advisors—each student is assigned a faculty advisor with which the first year students are expected to meet 3 times per semester (a student may change their advisor after the first semester)

• Degree committees—each student must have three faculty on their degree committee; the chair is usually their faculty advisor

Elements of these assessment tools as well as admissions data, course grades and data collected from graduates of the MPIA will be important in the strategy for assessing goals. The eight goals are intended as the more specific formulations of the vision statement reported in Section III of this document. Their pursuit must take into account both the resources and challenges described above. It is the intention to actualize these goals through a series of objectives against which progress can be evaluated by means of a series of assessment measures—most of which involve use of the existing evaluation tools just described. The Masters Program in International Affairs goals, objectives and proposed assessment devices are stated below and are part of the formal program assessment plan required of all units of Texas A&M University by the Southern Association of Colleges and Schools (SACS)
Goal 1: To enroll students of exceptional quality and diversity who are motivated to follow careers in international affairs

Objectives and Assessments:

A. Admit as degree students individuals who have excelled in their previous educational experience.
   a. The entering class mean of indicators of academic performance (e.g., undergraduate GPA, percent entering from competitive schools, GRE scores) should equal or exceed the means for such indicators across the past three years.

B. Admit students representing a diversity with respect to race, ethnicity, previous geographical residency both in the United States and abroad.
   a. The entering students from protected minorities should equal or exceed the number of such students entering all graduate programs at Texas A&M University.
   b. The entering students who are citizens or permanent residents of the United States that reside outside the state of Texas or attended undergraduate institutions outside of Texas should equal or exceed the mean percent of such students enrolled in the program over the past three years.
   c. The entering students who are citizens of other countries should equal or exceed the mean percent of such students enrolled in the program over the past three years.

C. Admit students with an array of prior experience including travel or study abroad and previous work experience.
   a. The percentage of entering students who are citizens of the U.S. or permanent residents in each class who resided, worked or studied outside the United States should equal or exceed the mean percent for the past three years.
   b. The entering students who have either been employed for at least 3 years after obtaining their bachelor’s degree should equal or exceed the mean percent of such students for the past three years.

D. Recruit prospective students from across the nation and abroad
   a. A Bush School representative should attend multiple grad fairs nationwide annually
   b. MPIA faculty should make at least one recruitment presentation at another university or equivalent location annually
   c. Recruitment Director should maintain and expand data base of faculty at other universities who teach potential student applicants and contact annually
d. Program offers incentives to the most promising applicants to attend interview weekend

**Goal 2:** To provide outstanding graduate educational preparation for qualified individuals to pursue careers in international affairs

**Objectives and Assessments:**

A. Maintain National Security as a strong core field of study
   a. Always include several senior faculty and senior lecturers with recognized expertise in the field
   b. Complement senior faculty with multiple other productive and talented experts in national security
   c. Include national security seminars, conferences, workshops, capstones in every academic year

B. Create and maintain at least one other high quality field of study (career track) in addition to National Security within the international affairs program that contributes to a student’s ability to succeed in various related professions.
   a. Maintain three or more concentration or modules each consisting of 5 or more three-credit hour courses that are associated with specified career tracks in international affairs.
   b. Attract a minimum of 15 percent of MPIA students to each career track
   c. Obtain exit evaluations by 90 percent of those students completing the survey rating their track experience as excellent or good (top 2 ratings on 5 pt scale)
   d. Graduate 10 percent or more of students in each track who achieve an overall GPA of 3.75 or better.

C. Provide an array of educational experiences outside formal classroom that enhance understanding of various dimensions pertaining to the study and conduct of international affairs.
   a. Encourage students to attend seminars, conferences, lectures, etc.
   b. Promote student interaction and networking with alumni, policy makers, visiting scholars as learning experiences

**Goal 3:** To promote among our students the development and practice of self-awareness, understanding and skills that promote career success and effective leadership in the conduct of international affairs.
Objectives and assessment:

A. Promote student commitment to improve their writing skills
   a. Increase or maintain annually the number of MPIA students completing writing portfolios
   b. Request that course instructors note student’s writing performance on class assignments
   c. Expect faculty advisors to review with each student the available indicators of their English writing abilities and counsel them on specific opportunities for improvement

B. Encourage students to engage in systematic examination of their leadership styles and abilities
   a. Increase or maintain annually the number of MPIA students who complete the leadership certificate program
   b. Assess student leadership development annually using the Leadership Development Program administered self and peer assessment instruments
   c. Increase the number of students who upon graduation acknowledge that they have increased their relevant skills and understanding of leadership

C. Foster student sensitivity to good team behavior
   a. Expect 20 percent of all MPIA courses will have at least one graded team assignment
   b. Promote the use by MPIA capstone projects of instruction on team management offered by the School’s Leadership Development Program

Goal 4: To advise and assist graduates to enter relevant careers upon graduation in which they perform successfully.

Objectives and Assessment:

A. Counsel students throughout their experience at the Bush School on career options and requirements
   a. Activate and sustain multiple career-related clusters of faculty and networks of GBS graduates and others that provide guidance events annually
   b. Expect every faculty advisor to have at least one individual session with each advisee per semester on career plans and the way degree plan and other school initiatives (e.g., prep of writing portfolio) will contribute to acknowledged interests
   c. Create interaction with placement officials and career-preparation internships for interested students
d. Maintain or increase the number of visits each year by different placement officers of organizations of interest to greatest number of students

e. Maintain or increase annually the proportion of students (not already continuing in a career) undertaking internships related to their likely career path

f. Place graduates in career-enhancing positions upon graduation

g. Have 85% of all MIPA graduates offered at least one career-relevant position or additional educational opportunity if desired within 3 months of graduation

B. Demonstrate that employed graduates are equally or better prepared for their current position than the majority of their peers

a. Determine by interviews or surveys with graduates and their immediate supervisors that at least 75 percent judge their preparation to be equal or better than peers with comparable career experience

b. Determine by interviews or surveys with graduates and their immediate supervisors whether changes in the Bush School program could strengthen their preparation for success

Goal 5: To increase within the School and beyond the knowledge and understanding of diverse societies and cultures and their mutual impact on one another.

Objectives and assessment:

A. Conduct student/faculty interaction and exchanges with foreign institutions with similar substantive interests

a. Enter into one new working relationship through a memorandum of agreement with an applicable foreign institution every other year until there is at least one such relationship in all major geographical regions of the world of interest to our students and faculty

b. Maintain annual interactions with all foreign institutions with which the Bush School has a memorandum of agreement

B. Promote opportunities for our students and faculty to have study or work experiences in other countries

a. Conduct at least one short-term international field seminar annually if student financial interests justify

b. Have at least 10 percent of all resident MIPA students undertake a summer internship/work experience or semester studying abroad during their time at the Bush School
c. Invite at least one scholar/practioner from another country to be in residence for a period of time during every year
d. Have at least one exchange student from another country in residence every year

C. Promote student foreign language mastery
   a. Increase or maintain the percent of all MPIA students who annually pass the required foreign language exam above the established minimal level

**Goal 6:** To foster among all those in the School a strong commitment of service to others and to ethical behavior in all domains including international affairs.

**Objectives and assessments:**

A. Create within the Bush School opportunities for service involving both students and faculty
   a. Sponsor at least one international service project annually
   b. Recognize annually those faculty and students in MPIA who demonstrate outstanding commitment to service with particular consideration to international service

B. Demonstrate in classes and beyond a concern for ethical standards
   a. Incorporate a segment on ethical issues in at least 20 percent of all regularly offered MPIA courses as reflected in syllabi and assignments
   b. Conduct at least one public presentation per year that provides an opportunity for the exploration of ethical issues in international affairs

C. Give recognition to Bush School alumni or others associated with the School who have demonstrated excellence in service and moral courage
   a. Periodically make an award or other presentation to a graduate of the school or someone associated with it for their leadership in these domains
   b. Have the *Public Servant* (the Bush School students’ magazine) periodically introduce features on these topics

**Goal 7:** To establish and foster a vibrant interdisciplinary community that encourages faculty to pursue significant scholarship in their chosen field and that promotes policy-oriented research in international affairs.
Objectives and Assessments:

A. Provide financial and other incentives to faculty who demonstrate active pursuit of scholarship and policy related study and publication
   a. Award travel grants to faculty annually to enable them to participate in at least one professional or policy meeting if they have no school provided bursary
   b. Award some salary matching for faculty member who receives an external grant/fellowship that does not cover complete salary to participate in a relevant government agency or conduct research at another location for a period of one month to a semester
   c. Acknowledge promptly through announcements within the school, websites, publications and other means the publication of every faculty member’s scholarship and policy analysis

B. Create within the School opportunities for all faculty and students to interact regularly on faculty research
   a. Expect every faculty member to present current research/policy inquiry at least every other year
   b. Include at least one outside scholar or policy maker/analyst offering an open seminar/presentation at least once per month during the academic year or approximately 10 per year
   c. Include a presentation by at least one international scholar/policy maker every semester

C. Enable students to contribute their own policy work in various forums within the School and elsewhere
   a. Award at least two prizes annually to students for presentation of papers, printed op ed essays or other policy-oriented scholarship and analysis
   b. Fund travel grants on a matching basis for at least 10 MPIA students annually to participate in career-enhancing conferences, workshops, etc.

D. Encourage students to present capstone projects to Bush School community
   a. Arrange for public presentations of at least half of all MPIA capstones annually

E. Give particular attention in requests for faculty merit raises to outstanding achievements in the publication of new scholarship/policy analysis
Goal 8: To promote the visibility and recognition of the School as a leading professional school of international affairs and its faculty as experts in their fields.

Objectives and Assessment:

A. Disseminate information about the quality of the program to peer institutions, perspective students and attentive public
   a. Obtain full membership in the Association of Professional Schools of International Affairs and participate routinely
   b. Update the Bush School’s website pertaining to the MPIA at least every other week describing activities of the program, faculty and student achievements and podcasts of speakers or interviews
   c. Post syllabi of MPIA courses on the Bush School website and keep updated
   d. Count the number of “hits” on the MPIA portion of the website and pursue efforts to increase them
   e. Target small but focused direct mail on a specific program activity to administrators and faculty in other APSIA and similar schools or similar constituencies at least annually

B. Foster recognition by fellow scholars/practioners of the ongoing professional publications of Bush School international faculty and visitors
   a. Post at least 2 new working papers or reprints of faculty and scholars/policy makers in residence on School website every 6 months
   b. Identify a minimum of three professional or public outlets on which the MPIA announcements of faculty publications or achievements are routinely posted

C. Obtain evaluations by peers of program quality
   a. Improve the ranking of the MPIA in comparative surveys done periodically in outlets such as that done by Teaching and Research in International Politics (TRIP) published in Foreign Policy.

XIII. Conclusions

This self study of the Masters Program in International Affairs at the George Bush School of Government and Public Service, Texas A&M University has sought to provide a careful description of our short history and current operation. It sets out our vision and goals for the future and the assets and challenges we have in moving forward.

Neither the Association of Professional School of International Affairs (APSIA) nor any other organization provides a systematic, comparative evaluation of schools of
international affairs. The closest approximation is the surveys conducted in recent years by a team at the College of William and Mary and published in the journal, *Foreign Policy*. Academics the field are asked to rank the five best programs for terminal masters’ degrees in international affairs. In 2005 (less than 3 years after MPIA began) the Bush School was not mentioned. In 2007 the program ranked 22nd.

As suggested by that survey, the peer institutions to the MPIA are the University of Michigan, Duke University, London School of Economics, New York University, University of Kentucky, the University of Virginia and the University of Texas. It is noteworthy that no public university’s international affairs program was ranked in the top 10 and only four in the top 20.

We believe there is a remarkable opportunity at the Bush School to create in a public university an exceptional professional program in international affairs grounded in an intellectual community of top, policy-oriented scholars and career veterans that offers preparation for select careers in international affairs equivalent to the best available anywhere. The establishment of a leading school that can provide outstanding international affairs education at significantly less than the tuition and fees required at the best private universities and located in the heartland of the country (the top 10 are all on the east coast) represents a remarkable niche. To fill that vacuum we must build an outstanding faculty dedicated to teaching and cutting edge policy oriented research in international affairs. That is the vision and goals of the Masters Program in International Affairs at the Bush School.
Appendices
Appendix A
"Public Service is a noble calling and we need men and women of character to believe they can make a difference in their communities, in their states and in their country."  
- George Bush

The Bush School’s Public Service Leadership Program

Under the direction of Dean Dick Chilcoat, the Bush School established a Public Service Leadership Program in 2002. The program is founded on President Bush’s ideal that public service is a noble calling and requires men and women of character who can make a difference. The program’s mission is to support the faculty and students in educating principled leaders for careers in public service and international affairs, integrating leader development within the Bush School experience, conducting leadership research and outreach activities, and producing leadership publications.

The Dean and faculty have defined both leadership and leader development for the Bush School:  
Leadership is the art of influencing people, organizations, and institutions to accomplish missions that serve the public interest.

Leader Development is the art of educating people in the theory and practice of leadership in the context of public service.

The Public Service Leadership Program (PSLP) integrates the development of student leadership knowledge, skills, attributes and values throughout the two-year Bush School experience. At the Bush School, leadership education happens in three ways: through the academic curriculum (courses, workshops, and lectures); experiential learning (participating in internships, the public service organization, the student government association, intramurals, and community activities); and self-study (individual development plans, and self and peer assessment instruments).

In 2007, the Dean instituted a formal Certificate in Leadership. Earning a Dean’s Certificate requires: formal education (completing the Bush core leadership course); participating in leader development workshops and assessment (such as the Myers Briggs Personality Type Indicator (MBTI), Kolb’s learning style inventory, Personal Assessment Management Skills (PAMS), self and Capstone research team peer assessments). Prior to graduation, students complete an individual leadership plan that highlight’s their two years of personal development. The development plan is reviewed in a coaching session with the program director or assistant director.

The PSLP also hosts a Conversations-in-Leadership speaker series that supplement the Dean’s Conversation-in-Leadership speakers program. Conversations-in-Leadership focus on small, informal question-and-answer sessions with public servants. These sessions happen throughout the year and involve speakers with local, state, national and international public service experience.

The National Association of Schools of Public Affairs and Administration’s accreditation of the Bush School’s MPSA program reviewed the PSLP in March 7-9, 2007. Their assessment highlighted that: “The program has a very strong leadership component consisting of coursework
I. Course Purpose, Assumptions and Objectives

Bush 601 is the core course for Bush School students in the Master’s Program in International Affairs. The course provides the knowledge base for developing a deep understanding of the study of leadership and the role(s) of leaders in international affairs.

The Bush School’s Public Service Leadership Program is integrated into student education and learning development during their two-year program. This core leadership course is built on the conceptual foundation provided by the School’s definitions of leadership and leader development.

Leadership is the art of influencing people, organizations, and institutions to accomplish missions that serve the public interest.

Leader Development is the art of educating people through formal education & training . . . curriculum; experiential learning . . . extra-curricular activities; & self-study through individualized feedback in the theory and practice of leadership in the context of public service.

What are some starting assumptions for a “public leadership in international affairs” core course?

One assumption is that the Bush School Master’s Program in International Affairs curriculum involves preparing leaders and managers for public service in government and nonprofit organizations that have significant international responsibilities in national security policy (foreign, defense, and homeland), intelligence, and international
economics policy arenas. A public service orientation for the MPIA core leadership course is centered primarily, but not exclusively, within the context of the institutions, organizations, and people engaged in governance—in international and public affairs.

"Political scientists generally agree that research in their field should address important real-world problems."
Alexander L. George and Andrew Bennett (2005)

A second assumption is that preparing students for long term public sector careers involves introducing them to the study of both the leading theories and practices of public executives. Leadership knowledge and skill development includes grounding students in a variety of theoretical perspectives on leadership and management by examining the scholarly literature, relevant research and case studies, as well as studying personal, interpersonal and group skills.

"If you distinguish the personal qualities you think you would like a bureau chief (or other public servant) to have from those you think he needs on the job, you would probably come up with two very different lists. The first would sound like a description of an ideal Boy Scout. The other would sound like Machiavelli's prince."
Herbert Kaufman (1981)

A third assumption is that the study of leadership should include the notion of leading change or change management. There is a broader theme here regarding: the changing international environment; the demands for institutional and organizational innovation and reform to adapt to those changes; and the impact of these demands on politicians and public managers, as ethical leaders, at all levels. We should be aware of the 9/11 Commission’s Report and other calls for major national security, intelligence and homeland security reform; as well the significance of UN, World Bank, IMF and other international institutions concerned with internal, organizational reform, and new approaches to governance and global development (for instance, UN Millennium Development Goals). So, the ideas of leadership and innovation; public sector institutional and organizational reform; all in the context of a turbulent strategic environment are worthy of our attention -- especially given our MPIA national security, intelligence and international economic tracks.

"Then you better start swimmin' or you'll sink like a stone for the times they are a-changin'."
Bob Dylan (1963)

The distinctive focus then for the MPIA leadership core course includes the following learning objectives for the study of public service leadership in international affairs, in terms of examining:
1. Contrasting theories (and conceptual frameworks) from the interdisciplinary literature on leading and managing people, organizations and institutions.

2. The roles and functions of leaders and managers as executives in public institutions and organizations.

3. Research on the theories and practices of critical personal, interpersonal and group skills for developing effective public sector officials in international affairs.

4. Three current themes on leadership and management in international affairs: (1) the state, governance and world order; (2) public service and the role(s) of public executives; and (3) personal, organizational, and institutional leadership, innovation and change.

5. The application of analytical, research, writing, oral, and team building skills for analyzing, evaluating, and practicing contemporary leadership skills.

6. The complementary nature of students’ other studies, highlighting aspects of leadership, public service, and ethics in international, regional and national security, intelligence, and international economic development policies, programs and processes.

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**Primary course books** [for purchase at MSC bookstore] and research and case studies [on e-reserves]:


II. Course Schedule

Block I: Leadership in International Affairs—Institutions, Organizations & People

Aug. 25/26       Seminar 1: Course Introduction—Leadership in International Affairs
Aug. 27/28       Seminar 2: Case Study I—President Bush /41 and the Persian Gulf War
Sep. 1/2          Seminar 3: Smart Power—Skills, Context and Ethics
Sep. 3/4          Seminar 4: State-Building
Sep. 8/9          Seminar 5: Governance and World Order
Sep. 10/11        Seminar 6: International Ethics I—Foreign Policy and International Politics
Sep. 15/16        Seminar 7: International Ethics II—Military, Economic, and Global Issues
Sep. 17/18        Seminar 8: Speaker—Crossing Cultures [Linda Edwards]

Block II: Organizations, Governmental Politics, and Bureaucratic Entrepreneurs

Sep. 24/25        Seminar 10: Case Study II—The Ron Brown Plane Crash
Sep. 29/30        Seminar 11: Organizational Behavior
Oct. 1/2          Seminar 12: Governmental Politics
Oct. 6/7          Seminar 13: Bureaucratic Entrepreneurs
Oct. 8/9          Seminar 14: Conflict Management Exercise [Lindsey Pavelka]

Block III: Emotional Intelligence, Teams & Learning Laboratories

Oct. 15/16        Seminar 16: International Negotiations Crisis Exercise Preparation
Oct. 17           Seminar 16—Exercise: International Negotiation Crisis Exercise [8am to 5pm, at Brayton Fire Field, Emergency Operations Training Center]
Oct. 20/21        Seminar 17: Research and Study I [no seminar]
Oct. 22/23        Seminar 18: Research and Study II [no seminar]
[Paper #2 due-Individual Reflections]

Oct. 27/28  Seminar 19: Introduction to Emotional Intelligence
Oct. 29/30  Seminar 20: Primal Leadership—Neuroanatomy, Repertoires and Styles
Nov. 3/4    Seminar 21: EI Leaders, Teams, Organizations & Change
Nov. 5/6    Seminar 22: Case Study III—Crisis Leadership & SARS in Toronto
Nov. 10/11  Seminar 23: Teams and Team Building
Nov. 12/13  Seminar 24: ERIS Pandemic Flu Exercise Preparation

Nov. 14  \textbf{Seminar 24-Exercise: ERIS Pandemic Flu Exercise [8am to 5pm, at Brayton Fire Field, Emergency Operations Training Center]}

Nov. 17/18  Seminar 25: ERIS After Action Review and Group Writing Project
Nov. 19/20  Seminar 26: Team Assessment
Nov. 26/Dec. 2 Seminar 28: Research and Study III [no seminar]

\textbf{Dec. 8}  \textit{Individual Leadership Plan and Paper #4-Literature Review due}

\section*{III. Course Content:}

\textbf{Block I: Leadership in International Affairs—Institutions, Organizations & People}

Aug. 25/26  Seminar 1: Course Introduction—Leadership in International Affairs

\textbf{Seminar Readings:}  Review the following web sites:

TAMU Library Course Class Reserves and Research Guide for Bush 601,

Leadership in International Affairs [Web site to be announced]

Council on Foreign Relations [http://www.cfr.org/]


Center for Public Leadership, Harvard University, JFK School of Government [http://www.ksg.harvard.edu/leadership/]

\textbf{Suggested Readings:}


Chapter 1 – Introduction, pp. 1-14.

Aug. 27/28 Seminar 2: Case Study I--President Bush /41 and the Persian Gulf War

[Instructions will be provided separately]

Seminar Readings:


Suggested Readings:


Sep. 1/2 Seminar 3: Smart Power-Skills, Context and Ethics

Seminar Readings:


Suggested Readings:


Sep. 3/4 Seminar 4: State-Building

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Seminar Readings:


Chapter 1: Stateness
Chapter 2: Weak States

Suggested Readings:

“The United Nations: Still Relevant After All these Years?” Carnegie Ethics Lectures. Shashi Tharoor, Ruth Wedgwood & James Traub. [DVD on PSEL Course Reserve]


Sep. 8/9 Seminar 5: Governance and World Order

Seminar Readings:

Fukuyama
Chapter 3: International Legitimacy
Chapter 4: Smaller but Stronger

Suggested Readings:


Sep. 10/11 Seminar 6: International Ethics--Foreign Policy and International Politics

Seminar Readings:


Introduction
Chapter 1: Morality and Foreign Policy
Chapter 3: Ethical Traditions
Chapter 4: Political Reconciliation
Chapter 5: Human Rights

Suggested Readings:


Sep. 15/16 Seminar 7: International Ethics II–Military, Economic, and Global Issues

Seminar Readings:

Amstutz.
Chapter 2: Ethical Decision Making
Chapter 6: Force
Chapter 7: Intervention
Chapter 8: Unconventional Military Operations
Chapter 9: Economic Sanctions
Chapter 10: Global Society and Conclusion, Ethics Matters
Conclusion

Suggested Readings:


Sep. 17/18 Seminar 8: Speaker-Crossing Cultures [Linda Edwards]

Seminar Readings:
[To be announced]

Suggested Readings:


Available on line at


[Instructions will be provided separately]

Suggested Readings:


Block II: Organizations, Governmental Politics, and Bureaucratic Entrepreneurs

Sep. 24/25 Seminar 10: Case Study II--The Ron Brown Plane Crash

[Instructions will be provided separately]

Seminar Readings:


Suggested Readings:

Northouse.
Chapter 3-Skills Approach, pp 39-68.
Chapter 4-Style Approach, pp. 69-91.
Chapter 12-Women and Leadership, pp. 265-300.


Sep. 29/30 Seminar 11: Organizational Behavior

Seminar Readings:


Chapter 3 – Organizational Behavior, pp. 143-196

Suggested Readings:

Allison and Zelikow. Chapter 4 – The Cuban Missile Crisis: A Second Cut, pp. 197-254.


Oct. 1/2 Seminar 12: Governmental Politics

Seminar Readings:


Chapter 5–Model III Governmental Politics, pp. 255-324
Chapter 7–Conclusion, pp. 379-407

Suggested Readings:


Oct. 6/7 Seminar 13: Bureaucratic Entrepreneurs

Seminar Readings:


Suggested Readings:


Oct. 8/9  Seminar 14: Exercise--Conflict Management

Facilitator: Lindsey Pavelka

**Seminar Readings:**

Whetten and Cameron [On PSEL reserve]. Chapter 7: Managing Conflict.

**Suggested Readings:**

Whetten and Cameron [On PSEL reserve]. Chapter 3 – Problem Solving.


Oct. 13/14  Seminar 15: Negotiations Exercise [Ambassador Napper]

**Seminar Readings:**


**Suggested Readings:**


Whetten and Cameron [On PSEL reserve]. Chapter 4: Coaching, Counseling, and Supportive Communication.

**Block III: Emotional Intelligence, Teams and Organizations & Learning Laboratories**

Oct. 15/16  Seminar 16: International Negotiations Crisis Exercise Preparation
Seminar Readings:

[Exercise readings will be handed out separately]

Suggested Readings:


Oct. 17 Seminar 16-Exercise: International Negotiation Crisis Exercise [8am to 5pm, at Brayton Fire Field, Emergency Operations Training Center]

Seminar Readings:

[Exercise readings and instructions will be handed out separately]

Oct. 20/21 Seminar 17: Research and Study I [no seminar]

Oct. 22/23 Seminar 18: Research and Study II [no seminar] [Paper #2 due--Reflections]

Oct. 27/28 Seminar 19: Self Awareness and Introduction to Emotional Intelligence

Seminar Readings:

Whetten and Cameron. Chapter 1 – Developing Self-Awareness.


“Preface.”


Suggested Readings:


Oct. 29/30 Seminar 20: Primal Leadership—Neuroanatomy, Repertoires and Styles

**Seminar Readings:**

Goleman.

Chapter One – Primal Leadership
Chapter Two – Resonant Leadership
Chapter Three – The Neuroanatomy of Leadership
Chapter Four – The Leadership Repertoire
Chapter Five – The Dissonant Styles

**Suggested Readings:**


Nov. 3/4 Seminar 21: El Leaders, Teams, Organizations & Change

**Seminar Readings:**

Goleman.

Chapter Six – Becoming a Resonant Leader
Chapter Seven – The Motivation To Change
Chapter Eight – Metamorphosis.
Chapter Nine – The Emotional Reality of Teams
Chapter Ten – Reality and the Ideal Vision
Chapter Eleven – Creating Sustainable Change

Suggested Readings:

Northouse, Chapter 13 – Culture and Leadership.

Whetten and Cameron. Chapter 10 – Leading Positive Change.


Nov. 5/6 Seminar 22: Case Study III—Crisis Leadership & SARS in Toronto

[Instructions will be provided separately]

Seminar Readings:


Suggested Readings:


Nov. 10/11 Seminar 23: Teams and Team Building

Seminar Readings:


Suggested Readings:

Whetten and Cameron (On PSEL reserve). Chapter 9: Building Effective Teams and Teamwork.


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Nov. 12/13    Seminar 24: ERIS Pandemic Flu Exercise Preparation

[Readings and instructions will be provided separately]

Nov. 14    **Seminar 24-Exercise: ERIS Pandemic Flu Exercise [8am to 5pm, at Brayton Fire Field, Emergency Operations Training Center]**

**Seminar Readings:**

[Readings and instructions will be provided separately]

**Suggested Readings:**


Nov. 17/18    Seminar 25: ERIS After Action Review (AAR) and Group Writing Project

[Instructions will be provided separately]

Nov. 19/20    Seminar 26: Team Assessment

[Instructions will be provided separately]


(Instructions will be provided separately.)

Nov. 26/Dec. 2--Seminars 28: Research and Study Period III [no seminar]

**Dec. 8—Individual Leadership Plan and Paper #4 Literature Review**

Assignment #4: Individual Research Project (400 points)—Due no later than **noon, December 8, 2008.** Please place completed papers with cover sheet in Professor Cerami’s distribution box (Allen Building, Room 1054). Please remember to complete your Turnitin submission before submitting the paper.

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**IV. Assignments and Grading**

Final grades are based out of 1000 total points for the course requirements as outlined below. Course assignments will be evaluated based on organization, content (and
analysis), and writing/oral style, as well as meeting the intent of the requirements addressed below. The following scale will be used for calculating final grades for the course:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Note: During the semester students will be formed into working groups based on the complementary nature of their research interests to share ideas and for peer coaching. Periodically during the semester students will be formed into their working groups to discuss informally their research projects and their group presentation.

**Assignment #1: Book Review (100 points)**

Assignment 1 provides the opportunity to demonstrate analytical and writing skills in completing a book review. Students will choose to review one of the books in the course syllabus for Block One (to include suggested readings). Students should focus on providing insights into the theory and practice leadership as it relates to the material studied in seminars. The paper will be three (3) pages in length (double-spaced, one-sided, 12-point). The papers will be handed in, in seminar, and include a cover sheet, endnotes and a bibliography. The essays will be evaluated based on the paper’s organization, content and analysis and writing style. Additional information on writing a book review can be found on the course web page.

**Assignment #2: Individual Reflections (100 points)**

Assignment 2 provides the opportunity to demonstrate analytical and writing skills. Students should focus on providing their insights on leadership theory and practice—that reflects directly on their experience in the international negotiations exercise. The paper will be at least one (1) and no more than two (2) pages (double-spaced, one-sided, 12-point). The essays will be evaluated based on the paper’s organization, content and analysis, and writing style. The papers will be handed in, in seminar, and include a cover sheet, endnotes, and a bibliography.

**Assignment #3: Team Reflections, After Action Report (200 points)**

Assignment 3 provides the opportunity for a group writing project in the form of an after action report. Students should focus on providing their groups’ observations based on their participation in the ERIS Emergency Management Tabletop Exercise. The report will be at least two (2) and no more than three (3) pages (double-spaced, one-sided, 12-point). The group AAR/essay will be evaluated based on the paper’s organization, content and analysis and writing style. Each student will receive a group grade for the report. The papers will be handed in, in seminar, and include a cover sheet, endnotes and a bibliography.
Assignment #4: Literature Review (400 points)

Each student will conduct a literature review of 7-10 pages on a leadership subject directly related to the course seminar topics. This project should highlight research on a significant theme(s) that the student can analyze in terms of the theories, concepts, and studies on the subject of leadership in international affairs. Research materials may be drawn from a variety of relevant disciplines, including international relations, history, and psychology in addition to leadership and management source materials. The course library research tool should be used for obtaining a variety of academic and policy sources, including books, scholarly journal articles, and research and think tank studies. The concluding section should discuss how their research findings relate to other course materials (normally one or more seminar topics) on the theory and practice leadership in international affairs. Additional information on writing a literature review can be found on the course web page. The papers will be handed in, in seminar, and include a cover sheet, endnotes and a bibliography.

Assignment #5: Individual Leadership Plan (100 points)

Each student will complete the Public Service Leadership Program, Individual Learning Plan as a course requirement. The plan is available on-line on the course web page. This requirement will be evaluated based on the student’s ability to use self and peer assessment instruments, as well as their analytical abilities, to articulate their current career and performance aspirations. The plan should build on their course learning on leadership and a leader’s roles. The plan should be an in-depth action plan that is relevant and useful for setting their direction—as specific steps—for strengthening their professional values, attributes, skills, and knowledge—as integrated into their two-year Bush School experience.

Assignment #6: Seminar Participation (100 points)

In a successful graduate-level seminar, individual members’ active and professional contributions to group learning are critical. Talking too much or too little detracts from the goals of seminar learning. Participation grades will be determined by the students’ ability to offer observations, raise questions and propose views that stimulate seminar discussions and learning. In short, student should actively participate in class discussions, active learning exercises and team activities to demonstrate their analytical skills, provide knowledge useful for other participants, as well as contribute to examining relevant issues from all sides and diverse perspectives.

The grading criteria for written and oral projects are as follows.

A = Outstanding performance: Mastery of the assignment communicated very effectively. With respect to the level, scope and depth of material to which the student was expected to be acquainted there is little room for improvement. The presentations content reflects excellence in research,
analysis, and communication -- in accordance with the highest levels of
graduate-level scholarship.

B = Satisfactory; good performance: Manifests a solid understanding of the
assignment communicated in a comprehensible manner. All major points
or tasks are correctly performed and fundamental comprehension of the
material is demonstrated. No major errors or omissions. The level of
comprehension in terms of the quality of the research and analysis
displayed is clearly acceptable.

C = Marginal; Somewhat deficient: Although elements of the assignment are
correctly presented, some significant elements are missing, poorly
interpreted or involved errors in fact or interpretation; presentation may be
weak or devote attention to matters that are marginal or unrelated to the
subject. There is a discernable rough balance of correct and incorrect (or
missing) material. The paper reflects a limited amount of depth in terms
of recognizing significant literature and research on the subject.

D/U = Unsatisfactory; serious deficiencies: Major errors dominate the
presentation or major points are missing. The presentation reveals a
serious lack of understanding of the material and the quality of the paper
in terms of the content and writing is poor.

F/U = Failure; completely wrong: No part of the response is correct or it is
simply missing either from the lack of effort or lack of comprehension of
the subject.

IV. Writing Style, Plagiarism, the Aggie Honor Code, Turnitin, Attendance and
Students with Disabilities

APSR Style Guide: In all written assignments prepared for courses in the Bush School,
the American Political Science Association Style Guide is the default standard for
citations, endnotes and references. Students wishing to use other style guides should
check with the professor.

Aggie Honor Code: the Aggie Honor Code is: “An Aggie does not lie, cheat or steal nor
tolerate those who do.” All students and faculty are expected to adhere to the Honor
Code. For more information on the Honor Code see: http://www.tamu.edu/aggiehonor/
Every Texas A&M University student must study and comply with the Aggie Honor
Code, including all Definitions of Academic Misconduct as described by the Aggie

Plagiarism: Students who engage in plagiarism and other forms of academic dishonesty
are subject to disciplinary penalties, including the possibility of course failure and even
dismissal from the university. Please consult the latest issue of the Texas A&M Student
Rules, especially the section on “Scholastic Dishonesty.” We will discuss formatting for
written assignments in seminar. If you have any questions about attributing credit as part

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of written or oral assignments, err on the side of caution and use footnotes or detailed endnotes to cite the source of facts and ideas taken from other sources. As commonly defined, plagiarism consists of passing off as one’s own ideas, the words, writings, music, data, graphs/charts, etc. that were created by another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. It does not matter from where the material is borrowed—a book, article, material off the web, another student’s paper—all constitute plagiarism unless the source of the work is fully identified and credited. Plagiarism is cheating and a violation of academic and personal integrity. It carries extremely serious consequences. To avoid plagiarism, it is necessary when using a phrase, a distinctive idea, concept or sentence from another source to reference that source in your text, a footnote, or endnote.

**Turnitin:** The Bush School faculty teaching in the MPIA agreed in a meeting on August 23, 2006 to require students to submit all major written assignments into Turnitin.com before a grade will be given. For instructions please see [www.turnitin.com](http://www.turnitin.com). Note that I will provide a class ID number and class enrollment password. Students will then go to [www.turnitin.com](http://www.turnitin.com), create a user profile (just like an email account) and use the class ID and enrollment password to enroll in the class.” [Note: For detailed information Turnitin provides a Student Quickstart Video].

For this course, students will submit a **signed paper copy** (see Cover Sheet instructions below) of each paper submitted directly to the instructor in seminar or per other instructions, as well as providing an electronic copy given to Turnitin.com.

**Cover Sheet:** For each written assignment please include a cover sheet with your name, date, assignment number and topic. Please also sign the cover sheet to signify that you have complied with syllabus instructions as well as our commitment to the Aggie Honor Code (your signature attests to your compliance with the Honor Code in completing the assignment).

**Attendance:** All students must review Texas A&M University rules on attendance and absences at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm). In short: “The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments…. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence…. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. unanticipated illness, accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.”

**Americans with Disability Act (ADA):** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring
accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126, Koldus Building (phone 845-1637). If you have a disability requiring accommodation, please advise the instructor.
Appendix B
MPIA CAPSTONE SEMINAR DESCRIPTIONS, SPRING SEMESTER 2006

Command and Control in the Iraqi Insurgency
Professor Jeff Engel
Client Centra Technology

The Iraqi insurgency is formed from multiple nationalities and ethnicities, with disparate goals and motivations. A central question to understanding the insurgency's unity is whether there is command and control, which may be identified by the sharing of tactics, information, and skills. This capstone will explore this question first by investigating how insurgent groups in the past have managed to communicate and disseminate tactics, even while operating in a dangerous environment controlled by their more powerful adversary. The class will then apply this historical lesson to the current situation in Iraq, and examine whether the history of attacks indicates command and control. The client for this capstone is Centra Technology, a private contracting firm specializing in technology and security services for private and government clients, including the Office of the Assistant Secretary for Infrastructure Protection, Department of Homeland Security, our contact for this capstone.

Applications to Homeland Security from the Katrina and Rita Hurricanes
Professors David McIntyre and Todd Kent
Client County Judge Randy Sims, Jim McGraw, Governor's Director of Homeland Security, and Office in the Department of Homeland Security

Client: Awaiting final approval as our potential clients are up to their ears in hurricane response. But based on previous discussions, we expect to have 3 clients: County Judge Randy Sims, Governor's Director of Homeland Security Jim McGraw, and an office in the Department of Homeland Security (assigned by Deputy Director Michael P. Jackson)
Client's Problem: Gaps of understanding exist between Homeland Security Response and Recovery strategies and policies at the Federal level, vs. understanding, authority and capability at the State and Local level. Responsibilities, authority, and expectations at every level of government (and to include the public) need to be clarified. Hurricanes Katrina and Rita provide an excellent case study to see what policies should be changed in the areas of response and recovery to major disasters in the future.
Project Overview: A variety of strategies, policies, and plans are already in place to deal with disasters and catastrophic events. Faculty will provide access to these documents, as well as a framework to examine response and recovery "at the tip of the spear." Students will: select the aspect of the framework they wish to address, flesh it out in detail through personal discussions and research, identify the gaps in theory, use Hurricanes Katrina and/or Rita to examine how those gaps developed in reality, and develop a set of policy recommendations to close those gaps. The final student product / recommendations will be briefed to Federal, State and/or Local officials as appropriate.
Analysis of the President’s Foreign Intelligence Advisory Board
Professor Mike Desch
Client Ambassador David Abshire and the Laury Foundation

For Ambassador David Abshire and the Laury Foundation: The President’s Foreign Intelligence Advisory Board (PFIAB) was established in 1956 to provide the President with nonpartisan evaluation of the role and effectiveness of U.S. intelligence collection, counterintelligence, covert action operations, and intelligence analysis. Over the years, PFIAB has evolved, reflecting the needs of the times and in response to the style of each President. In addition, the government has created new centers and other organizations leading to competing views and the bureaucratic challenge of coordination and oversight of intelligence.

No detailed analysis of PFIAB has been conducted to date. In the wake of the 9/11 tragedy and the new intelligence reform environment, it is essential to examine the role of the PFIAB in the past to determine how it might best serve future Presidents’ national security decision-making responsibilities in the future. The aim of our analysis will be to determine what have been the strengths and weaknesses of the PFIAB in the past and to identify a productive role for the PFIAB in this new environment. Given the current intelligence needs of the country, such an examination is paramount. It will help to more clearly affix the role of PFIAB and shed light on the interrelationship of various intelligence components. Most importantly, it will provide recommendations for Presidential action to redefine, and possibly augment, the role of the PFIAB.

Finance for Low Income Communities: Possible Applications of US Experience for India
Professor Adel Varghese
Client Grameen Capital India and Centre for Microfinance Research

Much of the world’s poor has difficulty in obtaining access to loans, especially the small loans (termed microfinance) they require. In order to improve access, Mohammed Yunus founded the Grameen Bank in Bangladesh which uses innovative methods for the poor to access loans. The lessons of the Grameen Bank have been replicated worldwide, including in India in 2004 with Grameen Capital India (GCI, on website http://www.tech.gfusa.org/programs/india_initiative/grameen_capital_india/). GCI partners with commercial banks such as the largest Indian private bank (ICICI bank) and Citigroup in order to provide funds to microfinance institutions. It structures its financial products so that low income producers can access capital markets through various initiatives. GCI wants to increase its scale further, since only 5% of Indian microfinance demand is now being met but is concerned that increasing scale is difficult. They believe they can learn much from an organization that has successfully matured through the scaling process. A parallel organization in the U.S. is the Community Reinvestment Fund (CRF, on website crfusa.com). The CRF provides economic development funds and acts
as a secondary market for loans in affordable housing and community facilities. Founded in 1989, with lending institutions in 22 states, the CRF has more experience than GCI in the scaling up process. Students in this capstone project would interact with members from both the CRF and GCI and apply the lessons of the CRF to the GCI. They will provide valuable advice to GCI on how it can enhance the financial assistance for very small entrepreneurs in India, especially with regard to housing finance. In this endeavor, students will become familiar with one of the most popular of development fields and contribute to North-South technology transfer. In this manner, they will also actively engage in current discussions on financial development in India, and enhance their own analytical skills in the fields of economics and finance.

MPIA CAPSTONE SEMINAR DESCRIPTIONS, FALL SEMESTER 2006

“Peking Diary”
Professor Jeffrey A. Engel

President George H.W. Bush served from 1974-75 as chief of the United States Liaison office in Beijing. He was, for all intents and purposes, America’s Ambassador to China, only the second man to hold that position since 1949. Bush kept a private diary while in China, and this capstone project will be to edit, annotate, and otherwise prepare this document for publication. Students will engage in archival research, interviews with policymakers from the period, and will develop a better understanding of diplomatic service, Sino-American relations, and of the domestic (Chinese and American) and international history of the 1970s. Our end product will be a fully annotated version of the diary. Client tba.

MPIA CAPSTONE SEMINAR DESCRIPTIONS, SPRING SEMESTER 2007

Professor Joseph Cerami
Client Deputy Assistant Secretary of Defense for Stability Operations

Preliminary Research Questions and Discussion¹: This study will address the topic under 5 questions (subject to revision as research progresses):

¹ The research questions and discussion are adapted from a conference panel and report on the “Stabilization and Reconstruction: Closing the Civilian-Military Gap,” held at the Ronald Reagan Building in Washington, DC on June 20, 2006. The conference was convened and sponsored by Creative Associates International, Inc. The conference co-sponsors were the Center for Strategic and International Studies, the Center for Hemispheric Defense Studies of the National Defense University, the Bush School of Government and Public Service, and the Triangle Institute of Security Studies. For a conference summary see http://www.caii.com/CAIIStaff/Dashboard_GIROAdminCAIIStaff/Dashboard_CAIIAdminDatabase/publications/Jun20th_Summary.pdf
1. What are the military and US government agencies roles and missions in stabilization and reconstruction efforts in counterinsurgency warfare (historical background from case studies)?
2. What are the recommended ways to improve leadership (for integrating and aligning roles and missions) in the interagency coordination of military-civilian operations?
3. What are the military and civilian leadership functions, or skill sets, for conflict and post conflict environments?
4. How should military and civilian agencies develop those leadership skills needed in short term and the long term?
5. Does the U.S. government have a means for rating the effectiveness of civil-military coordination?

Military veterans of Iraq note that they were not fully prepared with the skills needed for support and stability operations, especially cultural and linguistic skills. In the case of the Army, some believe that the American military is adapting fairly rapidly to the demands of counter insurgency in Iraq and Afghanistan and it is starting to internalize those lessons. The Department of Defense has published a new doctrine on Counterinsurgency Operations that proposes an important role for the military in post-conflict reconstruction and support and stability operations. A new field manual on counterinsurgency is coming out with the Army War College leading the drafting effort; this is a sign that the Army and Marine Corps are starting to internalize and institutionalize this learning. Many with experience in Iraq and Afghanistan, however, note that the “interagency process” for coordinating the efforts of military and other U.S. government agencies is inadequate. In sum, what knowledge is there regarding the development of the current constructs delineating the civilian and military roles and missions in support and stability operations? What recommendations are feasible, acceptable and affordable for improving interagency operations as well as the functioning of U.S. government civilian and military agencies?

ACTIVITIES AND DELIVERABLES

1. Complete a policy study for the client, including a written report and oral presentation/report.
2. Complete intermediate assignments identified in class or by the instructor outside of class.
3. Participate as a team in the design and completion of the project.

Developed Countries’ Imposed Standards on Trade of Agricultural Imports from Developing Countries
Professor Kishore Gawande
Client Dr. Bernard Hoekman, Lead Economist and Senior Advisor, World Bank Trade Division
The capstone project is about standards imposed on the trade of agricultural imports from developing countries by developed countries. There is a need to do impose standards. But is there is a way to do this in a way that is not burdensome for developing countries? BSE, foot and mouth disease, avian flu are all major concerns for US and European consumers. Their governments are extremely risk averse and want to reduce the risk of transmitting any kind of disease, especially those borne by agricultural products, to zero. There is no tolerance for risk in this regard, and perhaps this is as it should be.

The implications of a zero-risk policy translate into the following for developing countries. Take for example Africa. African countries are natural exporters of live animals and animal products, but are required to meet the same kind of standards that are applied to developed countries. For example, they must develop an information system that tracks back the meat sold in stores to the exact ranch from which the meat originated before it was brought to the store. If an epidemic were to break out, the source of the epidemic is quickly identified and the problem brought under control with almost an immediate effect. Such an information system is in place in the US. But in a country in Africa it is extremely expensive. The end result of this burden is that they are unable to meet these standards and lose their comparative advantage in the exports of animals and animal products.

Questions: Is there a less burdensome system which also may achieve the zero-tolerance policy? For example, one of the requirements is that there be no contact between different animals. For example, hoofed animals, which may be possible carriers of foot and mouth disease, should be completely separated from each other. This requires building artificial barriers to separate the animals. But this has deleterious effects for tourism in African countries, where tourists from the developed world go on safaris to see animals. Building fences and artificial barriers reduces the naturalness of the habitat and reduces the attraction for tourism. These are real costs of the standards to them. In order to reduce the cost of these fences, agencies like USAID may subsidize these fences, but they do not subsidize the loss in tourism or loss of attractiveness for tourists. So the main questions are:

1. Are there any alternatives?
2. Is it possible to institute policy that are less burdensome and yet achieve the same level of outcome (which is to reduce the risk of spreading diseases)?

**U.S. Policy and the Future of Uzbekistan: Promoting Reform, Security, and Regional Stability.**

Professor Larry Napper

Client The Department of State’s Office of the Coordinator for Reconstruction and Stabilization (S/CRS)

**PROJECT PROPOSAL**

Preliminary Research Questions:
1. What are the alternative scenarios for change in Uzbekistan, especially in the context of eventual leadership succession, whenever that should occur?

2. What opportunities and challenges will face U.S. policy makers seeking to promote democratic and market reform, security and stability, and constructive policies toward its neighbors in one of the key countries of the Central Asian region?

3. How can U.S. policies help Uzbekistan become more integrated into/with key global and western institutions, including NATO, EU, OSCE, WTO, and the International Financial Institutions (IBRD, IMF etc)?

4. Can the U.S. help promote constructive engagement by Uzbekistan with its neighbors, including in projects to promote long term development of infrastructure, trade, and investment among the countries of the historic “Silk Road” of Central and South Asia?

5. What are the likely roles of other key states, such as Russia and China, and international organizations, such as the Shanghai Cooperation Organization? Can the U.S. work with these actors to promote a better future for Uzbekistan and Central Asia generally?

6. Does Islamist extremism in Uzbekistan threaten important U.S. interests? How can the U.S. work with Uzbekistan to counter this threat, while simultaneously promoting other key U.S. policy goals, such as progress on democratic and market reform and respect for human rights?

PROJECT DESIGN AND IMPLEMENTATION

Bush School students will work to develop an extensive data base on contemporary Uzbekistan through library and online research and interviews with leading American and foreign experts on Uzbekistan and the region. As with other states in Central Asia and the former Soviet Union, Uzbekistan lacks effective arrangements for the orderly transfer of power from one individual or one generation, to a successor. Thus, succession, whenever that event should occur, is likely to lead to significant, if not dramatic change, in Uzbekistan’s domestic and foreign policies. U.S. policy-makers will have to respond to these events in one of the largest, most influential, and strategically located countries in Central Asia. In order to explore the challenges, opportunities, and policy options that will confront U.S. policy makers, Bush School students will construct and execute a multi-move simulation. The simulation will not provide definitive answers to the research questions listed above, as different players in the simulation, and future U.S. policy makers, may reach different conclusions on the most effective and constructive policy options. The project should, however, assist future U.S. policy makers to ask the right questions at the right time in a variety of possible scenarios.

ACTIVITIES AND DELIVERABLES

1. Bush School students will complete and deliver to S/CRS a multi-stage simulation of possible U.S. policy initiatives toward Uzbekistan in the context of a future leadership succession, whenever that should occur.
2. The Bush School will execute a “play” of the simulation and report on the results to S/CRS, which would then have the option of replaying the simulation with other players to compare results. S/CRS would be invited to participate in and/or observe the simulation at the Bush School.

3. The Bush School Capstone group will brief the Coordinator of S/CRS or his designated representatives on the simulation, results of the “play” at the Bush School and policy recommendations arising from that exercise.

DURATION OF THE PROJECT

Project Activity will begin on/about December 1, 2006 and all deliverables will be presented to S/CRS by May 15, 2007.

“Framing a Comprehensive Approach to Climate Change”
Professor Christopher Layne
Client The Long Range Analysis Group, National Intelligence Council
(Director of National Intelligence)

Capstone Research Project

This course provides a capstone experience for second-year GBS students. The capstone is a small (6-8 students), team experience in which an important policy issue is addressed under the supervision of a GBS faculty member. In the capstone, students draw on their GBS course work and experiences to develop specific recommendations for design, implementation, and evaluation of the project task for the client.

The key analytic question this project will answer is: Looking ahead to 2025, what policies should future US administrations consider as appropriate responses to climate change, and what level of commitment should be devoted to addressing global climate change by the US government?

To answer the key analytic question, the project will address the following secondary issues:

1. Based on the best scientific evidence currently available, what are the most likely manifestations of global climate change by 2025? This includes aggregate changes (surface temperatures, rising sea levels) as well as discrete changes (drought, flooding, disease, storms, heat waves)? With respect to the latter, what are the probabilities that such events will be more (or less severe) than they are today?

2. Based on the answers to the above, how politically salient will the issue of responding to global climate change be in 2025 (globally, by geographic region/location, by coalitions of similarly situated countries)?
3. What low-probability, but potentially catastrophic events, could occur and how should these be accounted for by US policy?

4. Responding to global climate change could be costly financially. However, there also could be positive spin-offs from addressing the consequences of global climate change. What might these positive spin-offs be (new technologies, energy independence, health, multilateral leadership, reputation gains)?

Activities and Deliverables

1. Complete a written policy study for the LRA.

2. Deliver briefing on the policy study to the National Intelligence Council and other government agency (probably including the National Security Council, and the State Department).

3. Participate in a “scenario training exercise” organized by Global Business Network. The scenario training exercise will be held at GBS in late October 2006 (probably either 26, 26 or 30 October).

4. Complete intermediate assignments identified in class, or assigned by the instructor outside of class.

5. Work as a team in designing, executing, and completing this project

Why This Project

This promises to be an extremely interesting project for several reasons. First, global warming is a crucial issue, but one that has been under-studied with respect to its implications for US foreign policy. Consequently, this project could have an important impact in framing the policy debate on this issue inside the US government. Second, the client considers this project to be of very high importance. As a result, the NIC wants to bring the team to the Washington, DC area in late spring 2007 to meet with key policymakers and analysts concerned with global warming, and to see that the team has the opportunity to brief not only the NIC, but the also other relevant government agencies on the project’s findings and recommendations. In plain English, those participating in this project will have the opportunity to interact with mid to senior level government officials. Finally, this project presents a rare opportunity to combine serious intellectual work, with policy relevance. Global warming is a cutting edge subject intellectually. And because its future foreign policy implications are only dimly understood at this point, this project has a chance to galvanize the US government’s response to this issue.

Because of the client’s importance, and the priority which the client attaches to this project, it is imperative that the work product of the capstone be of the highest quality. Given the complexity of the issue, to produce a high quality study, the team members must be willing to devote time and energy during the Fall 2006 semester to organizing the project, and commencing the necessary research.
MPIA CAPSTONE SEMINAR DESCRIPTIONS, FALL SEMESTER 2007

Fall 2007 Capstone
Professor Jeffrey Engel
Client Centra Technology

In February 2006, controversy arose over the Bush Administration’s decision to allow transfer of port management operations from a British firm to Dubai Ports World, a state-owned firm based in the United Arab Emirates. Homeland Security officials in Washington vetted the deal and believed the Persian Gulf company fully met their standards for security. American pundits and politicians disagreed, however, charging that no company from that contentious part of the world should be authorized to protect and manage American ports.

Using oral histories and other investigative techniques, this capstone will conduct an “internal history” of the Department of Homeland Security’s decision to allow the sale, assessing the unit’s decision-making process, and attempting to discern why the issue became such a political storm. Its goal, in addition to producing a record of this decision-making, is to determine recommendations to policymakers charged with vetting similar deals in the future, better enabling them to determine ahead-of-time decisions that are likely to produce unwanted political fallout, even if they meet the department’s security standards.

MPIA CAPSTONE SEMINAR DESCRIPTIONS, SPRING SEMESTER 2008

Provincial Reconstruction Teams & Counterinsurgency Training
Professors Mike Desch and Larry Napper
Client Joint Readiness Training Center at Ft. Polk, Louisiana

“We see in Iraq “military doctrine attempting to fill a civilian vacuum”. In counterinsurgency, “nonmilitary capacity is the exit strategy”, which is problematic when “more people play in Army bands than serve in the U.S. Foreign Service”. Counterinsurgency “relies on non-kinetic activities like providing electricity, jobs, and a functioning judicial system….But U.S. civilian capacity has proved wholly inadequate in Afghanistan and Iraq.”

Sarah Sewall (Kennedy School of Government)
Introduction to the University of Chicago Edition
US Army/Marine Corps Counterinsurgency Field Manual

Professors Desch and Napper propose to offer two separate but parallel Capstones of 6-8 students each that will undertake intensive classroom study and field exercises of civilian support to U.S. military counterinsurgency operations focused on the model of interagency Provincial Reconstruction Teams (PRT) deployed in Iraq and Afghanistan. The client is the Joint Readiness Training Center at Ft. Polk, Louisiana which is
responsible for preparing Army and Marine Corps units deploying to Iraq or Afghanistan through intensive field training, simulations, and interactive role play. From week one of the spring semester, Capstone students will undertake intensive classroom study of U.S. counterinsurgency doctrine, the role of PRT in the field, and the specific training approach employed by JRTC. Among reference materials to be studied are the University of Chicago edition of the U.S. Army/Marine Corps Counterinsurgency Field Manual, PRT training materials used by State Department and other civilian components of the USG, and selected readings in the history and practice of counterinsurgency. Students from both Capstones will deploy to the JRTC at Ft. Polk to play the roles of PRT members during the training rotation (12-23 April, 2008) of a brigade size Army or Marine unit preparing to deploy to Iraq or Afghanistan. Students will have the opportunity to interface directly with the brigade in training, to role play PRT operations in the field, and to encounter simulated conditions on the ground in Iraq or Afghanistan. Students should expect to encounter rigorous field training conditions during a field deployment to Ft. Polk that will likely last for up to one week. Upon return from deployment, students will prepare a written After Action Report and Lessons Learned that will include recommendations for future PRT role players and trainers and which will be briefed to the JRTC, in person or by VTC.

Possible Futures for Asian Security in 2025 (Long Range Analysis Unit, National Intelligence Council)

Professor Chris Layne
Client - Long Range Analysis Unit, National Intelligence Council

The National Intelligence Council will be the client for this project. The work on this project will help support the NIC’s production of its forthcoming report, Mapping the Global Future: 2025, which will be released in early 2009. With China’s great power rise as the background, this capstone will help assess the most likely alternative scenarios for Asian security in 2025.

This project will produce two work products: (1) a written report; and (2) a briefing based on the written report. As was the case with the spring 2007 capstone that had the NIC as the client, the capstone team will brief its findings to a group of analysts from the leading agencies in the intelligence community (NIC, CIA, DIA, OSD, CNA, State Department/INR). The spring 2007 capstone group also briefed senior NSC staffs, and it is hoped that the spring 2008 capstone group will also brief senior NSC staffs and/or senior officials in OSD policy planning.

As it stands, the topic is both broad and challenging. To help narrow the topic to manageable dimensions, the spring 2008 capstone class will meet with several analysts with the NIC during the fall 2008 semester to discuss the project. This meeting will take place at the Bush School. This meeting should result a specific list of questions that the client would like the capstone class to answer.

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Although this is nominally a one-semester capstone, because of the nature of the project – and the caliber of the client – it will be necessary to do some work on this project “off the meter” during the fall 2007 semester.

This class will be intense, because the client is demanding. On the other hand, for highly motivated students, there are compelling pay-offs. First, the topic itself is of great real-world significance. There is no foreign policy/national security issue of greater long-term importance to the United States than the rise of China. Second, this project will simulate very closely the work environment in which real-world intelligence analysts function. Third, this capstone offers the students a unique opportunity to produce a report, and brief it, at high levels in the U.S. national security and intelligence community.

Leadership for Interagency & National Security Reform
Professor Joe Cerami
Client Deputy Assistant Secretary of Defense for Stability Operations

This Capstone continues the work of a 2007 project that studied “The Interagency Process in Support & Stability Operations: Integrating and Aligning the Roles and Missions of Military and Civilian Agencies in Conflict and Post-Conflict Environments.” [Note: a copy of the report will be available on the GBS working papers web site at http://bush.tamu.edu/research/working%5Fpapers/ under Joseph Cerami.]

The 2007 study findings were critical of interagency effort in the conduct of US and NATO operations in counterinsurgency warfare in Iraq and Afghanistan. Are major interagency and national security reforms needed to adjust to changing traditional and nontraditional threats? What would a national security reform agenda include? Integral to this study is analyzing how US national security policies, strategies and objectives have changed since 2001 and estimating the effectiveness of (and gaps in) the contemporary national security system (institutions, organizations and leadership). Specific topics will be selected by the students as guided by the faculty instructor and in collaboration with the other members of the Capstone group. Differing views of interagency and national security reform are presented in studies by and of the executive branch, government agencies, and Congress. For instance, the student’s individual research projects may include topics addressing the history of national security reform efforts; the theory and practice of leadership in reform, innovation and transformation; reforming political institutions and complex political organizations; legislating reform (e.g. beyond the 1986 Goldwater-Nichols Defense Reorganization Act); as well as selected historical case studies. In addition, the project will address whether institutional reform answers our national security problems. Is there any value in the argument that reform is a pipe dream and perhaps there are ways to improve national security policymaking and implementation without major reforms (i.e. through doctrine, education, training and leadership across the interagency and national security communities that promote shared operating principles?)
[Note: The national security reform agenda is sophisticated and complicated. Contrasting views will emerge in spring 2008 in the upcoming presidential primaries as well as the 2008 presidential election. Student research may include examining a number of the ongoing national security reform initiatives to raise their awareness of the candidates and parties issues and positions, as well as to make informed recommendations based on their analysis of a national security reform agenda for the next presidential administration.]

ACTIVITIES AND DELIVERABLES
1. Each participant will complete a policy study of 30-50 pages for the client on a research topic to be approved by the faculty study director.
2. Complete intermediate assignments identified in seminar or by the instructor outside of seminar.
3. Participate as a team in the design and completion of an oral presentation/report summary of key findings and recommendations.

Capacity Building in Meat Exports from Southern Africa
Professor Kishore Gawande
Client Trade Division, World Bank

Problem Statement:
Many developing countries in Southern Africa have a comparative advantage in the production and exports of animals and animal products, specifically beef. This is a commodity that is a superior good and as the rest of the world grows, the terms of trade for countries exporting beef is very likely to increase. This is the second and final part of a study that began by asking whether exports to developed countries is hampered by the inability of developing Southern African countries to cost-effectively demonstrate compliance with international sanitary standards. The short answer to that question is that is not the case, as has been demonstrated in Botswana and Zimbabwe. Those countries, have demonstrated that meeting international standards makes their exports competitive. An important lesson from that paper is that exports to the EU, while present and continuing, are considerably below the (Cotonou Agreement) quota limits. For a country that has “industrialized” the sector successfully, this is puzzling, and it solution presents and development opportunity. Not addressing it is a recipe for failure in foreign markets because the renewal of the quotas is unlikely for the simple (and politically persuasive) reason that the quotas are not binding. Further, as we will explain, a solution to the problem presents an opportunity for inclusive development.

A major reason for why exports are below quota limits is severely distorted policies. In Zimbabwe, the government-owned abattoirs behave like monopsonists, pricing inputs in a manner that squeezes the surplus from cattle suppliers. These abattoirs are the only ones that are capable of supplying beef that passes rigorous EU standards, and by bringing them into existence the government has done the right thing. They have solved a coordination failure by undertaking this (and other) necessary infrastructural investments to industrialize the sector. But the price distortions are surprising, not because it is irrational (they are monopsonists when it some to the EU market), but because the farmers bypass the abattoirs and sell into adjacent markets (like South
Africa) which have more lax sanitary standards because the cattle suppliers stand to gain more than if they sold into the abattoirs. Ultimately, the abattoirs suffer and the result is huge excess capacity, even when preferential prices can be enjoyed in EU markets.

There are four main outputs from this project:
- An answer to the question of why government behaves as it does. Some reasons for this were offered in the first part of the project (droughts, need to cover fixed costs), but we will delve deeper into this issue, because correcting this is critical to solving this problem.
- Design of a mechanism to solve the distortion problem. This may involve multilateral agencies who could provide financial support on a contingency basis.
- A survey-based analysis of why the informal sector, comprising subsistence small-scale cattle owners, does not participate in this market. Are there scale economies if communities of informal combined their herd? Will combining herds lead to faster regeneration? More efficient disease control? What are the main impediments to doing so? Obviously the conversion of the informal sector will have obvious benefits: supply into the abattoirs will increase; the quotas will become binding allowing these countries to argue for retaining and increasing them.
- Design of a mechanism to solve the informal sector problem. This will certainly involve the help of multilateral agencies in a facilitating capacity.
- This is a broader question, and probably the subject of an entirely new capstone project: How will climate change affect the capacity of comparative advantage in livestock in African countries? What are policies that will enable these governments to withstand climate shocks? Robert Mendelson at Yale (http://environment.yale.edu/post/2285/refereed_articles_on_climate_change/) has empirical work on this subject but this work raises as yet unresearched policy issues.

Goal Statement:
Produce a research paper for the client by May 2007 that is motivated by the four objectives set out.

Project Timeline:
Survey of the informal sector: January-March 2008
South Africa visit by 2 members: weeks of March 10 and 17, 2008
Report due: May 9, 2008

Resources/Team Members:
To be announced in Spring 2008.
MPIA CAPSTONE SEMINAR DESCRIPTIONS, FALL SEMESTER 2008

Ukraine’s Possible NATO Membership: Implications for the US and the Security of the Region

Professor Gabriela Thornton
Client Atlantic Council of the United States

Abstract:
The collapse of the Soviet Union profoundly transformed the international system by shifting its structure from bipolarity to unipolarity. Since the Cold War’s end, NATO has survived powerful systemic changes, notwithstanding predictions of its demise. Moreover, it expanded its membership and its scope. Eastern European states, which during the Cold War belonged to the former Soviet sphere of influence, such as Poland, Hungary, the Czech Republic, Slovenia, Slovakia, Romania, Bulgaria, and the Baltics have joined the Alliance. Collective security was added to NATO’s agenda in addition to its traditional collective defense mission. Although opposed to NATO’s expansion, Russia was in no position to stop it. On the Western border of Russia, Ukraine and Belarus are the only states that were incorporated into the Soviet sphere of influence and presently do not belong to NATO. However, while Belarus seems to have remained under Russian influence, Ukraine, in spite of its internal struggles, has managed to adopt a more pro-Western stance. It has established military cooperation with NATO through the Charter on a Distinctive Partnership, and, under its present leadership the dialogue about Ukrainian membership in NATO has intensified.

Given the importance of Ukraine’s size and geopolitical position, the resurgence of Russia, and the results of the Bucharest NATO summit in April 2008, the question of potential Ukraine’s membership in NATO has become increasingly important. The recent developments in Georgia, added greater urgency to the question of whether or not Ukraine should be admitted into NATO.

This capstone will focus on the security implications for the US and the region in the likelihood that Ukraine joins the North Atlantic Treaty Alliance. The capstone is about “dissolving boundaries” between “transitology” and policy making. It seeks to establish connections between political changes in Ukraine and international security. Therefore, the capstone will assess: (1) the nature of regime change in Ukraine and the impact of this change on Ukraine’s relations with NATO; and (2) will develop several scenarios concerning the possible consequences if Ukraine joins NATO. Those scenarios will be developed along the following lines:

A. Implications for the US and NATO
B. Implications for the region (security impact on Ukraine’s major neighbors).
Effective Intelligence Operations during Counterinsurgency Campaigns
Professor Jasen J. Castillo
Client The Rand Corporation

Abstract:
Recently, the United States Army completed a new field manual detailing its improved counterinsurgency doctrine. Many see the revised doctrine as a crucial step towards improving military effectiveness in current and future counterinsurgency campaigns. This capstone project will lay out a framework to help the intelligence community craft its own unique doctrine for counterinsurgencies. Specifically, the project will address the following questions: What kinds of intelligence operations are crucial for defeating insurgencies? What factors contribute to effective intelligence operations in counterinsurgency campaigns? What lessons can we learn from past counterinsurgency successes as well as failures? Using a mixture a historical case studies and first-person accounts from field operatives, the project will outline the operations and associated skills that should serve as the foundation for an intelligence counterinsurgency doctrine. The capstone project will present its findings in an article-length report as well as in a briefing delivered to the sponsor in Washington DC.

Assessing Regional Border Security
Professor Jeffrey A. Engel
Centra Technology, Inc. (Supporting Department of Homeland Security)

Abstract:
How should government agencies assess non-disaster security risk for regions that scale beyond single jurisdictions? Centra Technology, Inc., which supports multiple offices within the U.S. Department of Homeland Security, has tasked a Bush School Capstone to develop a conceptual approach or theoretical model for determining how governments should value and assess risks—such as those that arise from illegal immigration, weapons smuggling, and the narcotics trade—in balance with natural disasters and terrorism. Students involved in this capstone will compile and assess the available literature on this subject; they will develop a structure by which policymakers should consider these difficulties of regional risk assessment (i.e., areas whose governance spans multiple jurisdictions at the state and local level); and they will brief their results to policymakers tasked with answering this question for the federal government.

Proliferation Security Initiative
Larry Napper
Nuclear Nonproliferation Office of the National Nuclear Security Administration (NNSA)

Abstract:
This is a capstone for the Nuclear Nonproliferation Office of the National Nuclear Security Administration (NNSA). It will undertake a focused examination of the
Proliferation Security Initiative (PSI) and work to identify options for U.S. policy makers by designing a simulated interdiction operation. The simulation will involve a cargo aircraft carrying sensitive nuclear components bound for Iran which stops for refueling in a Central Asian country, thus creating the opportunity for cooperative action. Capstone students will join students from the TAMU Nuclear Engineering Department to construct and execute a mini-move simulation, undertaking a literature review and conducting research travel to interview PSI experts for inclusion in the capstone survey. Students will conduct an initial “play” of this simulation for delivery, with the after action report, to the client.

Panama/Combating Child Labor through DESTINO: An Effectiveness Study
Professor Kishore Gawande
Client Creative Associates International, Inc.

BUSH Capstone Research Project
This course provides a capstone experience for students as they operate in teams (of 6-8 graduate students) to address an important policy and administrative issue (under the direction of a faculty member). Students draw on the coursework and experiences of their Bush School education to develop specific recommendations for design, implementation, and evaluation of this project task for a public service client.

PROJECT
Title: “Panama/Combating Child Labor through DESTINO: An Effectiveness Study”
The Disminuyendo y Erradicando el Trabajo Infantil para Nuevas Oportunidades (DESTINO) program is a joint effort on the part of two Panamanian organizations: Casa Esperanza and Fundacion Tierra Nueva to counteract child labor activities in Panama. Further work will be done by the NGO Centro de Capacitación y Desarrollo Integral to improve income generation activities among indigenous women. The DESTINO project is funded by the U.S. Department of Labor, and is being managed by Creative Associates. This research project will focus on the impact of the DESTINO project on child labor statistics in Panama as outlined by the main focal areas of the program: community workshops, income generation activities, scholarship activities, teacher training programs, and civil society programs.
Preliminary Research Questions and Discussion: This research capstone will address the effectiveness of the DESTINO program in Panama, on the basis of a few (or all) of the following research questions (subject to revision as the project progresses):
1. What is the historical context for the need for child labor activities in Panama? Are there any market failures that are causing a need for this extra labor source?
2. What effect, if any, have workshops presented by the Fundacion Tierra Nueva had on child enrollment in those regions where this program is being implemented?
3. What effect on regional income levels has the Centro de Capacitación y Desarrollo Integral program for eco-ethnic tourism had?
4. What effect, if any, has been noted on secondary school enrollment in the Colegio Agro Forestal as a result of the scholarship program implemented by the DESTINO project?

5. How have teacher training programs been implemented and assessed? Have these programs been effective? What issues affect the teachers in question that could lead to changes in program participation? What are some issues that could affect teachers’ abilities to decrease child labor in their regions?

6. In terms of civil society, what is the status of the DESTINO program? Has it been socially accepted in the regions where it is being implemented? Have there been any improvements in civil society participation in the fight against child labor?

The DESTINO program has many projects in place to combat child labor in Panama. To complement research on the previously mentioned research questions, the research capstone will develop and implement an in-country survey. This survey will be largely focused on assessing the impact that the DESTINO program has had on child labor in the regions where it is being implemented. It will also serve to inform areas where the DESTINO program could be extended to affect greater change. The survey will serve as the basis for an evaluation report to be completed by the capstone group.

**ACTIVITIES AND DELIVERABLES**

1. Complete a policy study for the client, including a written and oral presentation/report.
2. Develop and implement an evaluation mechanism to determine effectiveness of the program in question.
3. Complete intermediate assignments identified in seminar or by the instructor outside of seminar.
4. Participate as a team in the design and completion of an oral presentation/report summary of key findings and recommendations.

**Investigating the Current Terrorist Threat to the U.S. Homeland**

Professor Sara Daly  
Client National Counterterrorism Center (NCTC)

“We judge the US Homeland will face a persistent and evolving terrorist threat over the next three years. The main threat comes from Islamic terrorist groups and cells, especially al-Qa’ida, driven by their undiminished intent to attack the Homeland and a continued effort by these terrorist groups to adapt and improve their capabilities.”


This project will analyze the current terrorist threat to the U.S. homeland both from “homegrown terrorists” and those from outside the country who either represent foreign terrorist organizations or who come to the United States with the intent to carry out an act of terrorism. It would be easy to conclude that because there has not been a terrorist
attack in the United States since 9/11, there is little support for al-Qaeda or the jihadi worldview from U.S. citizens or other U.S. persons. But recent cases call that assumption into question, such as the young American Muslims arrested in Georgia for casing Washington D.C. area buildings in 2006, and as part of the plot to attack Fort Dix in 2007. These cases reveal that there are individuals in our own country looking to become involved in terrorist activity.

As part of this study, we will examine recent cases of thwarted attacks and failed plots against the U.S. homeland to determine current capabilities and tactics that terrorist groups and individuals, specifically those associated with al-Qaeda, possess. We will also analyze the intent of these actors to harm the U.S. homeland as communicated through their statements, both public and private. We will also attempt to understand how successful al-Qaeda and other individuals who share al-Qaeda’s worldview have been in finding new recruits for their operations in the United States.

There are two deliverables for this project: 1) a written report; and 2) a briefing based on the written report. We will interview key experts both in the U.S. government and outside who have discrete knowledge on this issue to further clarify our analysis. The students will travel to Washington, D.C. at the end of the semester to brief the findings of this study to the sponsor and a select group of senior intelligence officials at National Counterterrorism Center. There may also be opportunities to brief the findings of the study to other intelligence community members, such as FBI and DIA, and policymakers, but this will be at the discretion of the client.

In order to narrow the scope of the questions that the research team will be investigating, we will schedule a conference call with the client and potentially other intelligence community analysts working on the domestic terrorist threat, at the Bush School in the fall semester 2008. The purpose of this teleconference is to determine the key questions, from the client’s perspective, that we should be addressing in our study.

This issue is one of critical importance to U.S. national security, specifically with respect to protecting the homeland. NCTC intends to use the analysis that results from the Bush School study to help inform and also challenge their existing assumptions about the current domestic terrorist threat.

**Proliferation Security Initiative**

**Professor Larry Napper**

**Client Nuclear Nonproliferation Office of the National Nuclear Security Administration (NNSA)**

This is a capstone for the Nuclear Nonproliferation Office of the National Nuclear Security Administration (NNSA). It will undertake a focused examination of the Proliferation Security Initiative (PSI) and work to identify options for U.S. policy makers by designing a simulated interdiction operation. The simulation will involve a cargo aircraft carrying sensitive nuclear components bound for Iran which stops for refueling in
a Central Asian country, thus creating the opportunity for cooperative action. Capstone students will join students from the TAMU Nuclear Engineering Department to construct and execute a mini-move simulation, undertaking a literature review and conducting research travel to interview PSI experts for inclusion in the capstone survey. Students will conduct an initial “play” of this simulation for delivery, with the after action report, to the client.

Assessing Regional Border Security
Professor Jeffrey A. Engel
Client Centra Technology, Inc. (Supporting Department of Homeland Security)

Abstract:
How should government agencies assess non-disaster security risk for regions that scale beyond single jurisdictions? Centra Technology, Inc., which supports multiple offices within the U.S. Department of Homeland Security, has tasked a Bush School Capstone to develop a conceptual approach or theoretical model for determining how governments should value and assess risks—such as those that arise from illegal immigration, weapons smuggling, and the narcotics trade—in balance with natural disasters and terrorism. Students involved in this capstone will compile and assess the available literature on this subject; they will develop a structure by which policymakers should consider these difficulties of regional risk assessment (i.e., areas whose governance spans multiple jurisdictions at the state and local level); and they will brief their results to policymakers tasked with answering this question for the federal government.
Appendix C
Appendix C

MPIA CONCENTRATIONS/ MODULES 2008-09
(Edited 10/23/08)

Note: All MPIA students may select concentrations/modules from the list below. Several concentrations listed below are intended as integral parts of one or the other of the two MPIA tracks (National Security Affairs, International Economics & Development). Students must include at least one concentration/module that is sponsored by the track they are pursuing. These are designated below as “track-sponsored.” It should be emphasized, however, that all modules are available to any MPIA student as their second or third concentration. In addition to the listed MPIA modules, students may wish concentrations offered by the MPSA.

International Economics (IED Track Sponsored)*
Coordinator: Professor Kishore Gawande

This series of seminars provides a comprehensive survey of subjects of concern in the contemporary practice of international economics including trade policy, international finance, economic development and the role of multinational firms. It assumes students have a solid foundation in both micro and macro economics.

632 Quantitative Methods in Public Management II (MPSA Faculty)
625 International Trade Policy Analysis (Gawande)
689 International Economic Development (Williams)
FINC 645 International Finance (Staff)
629 Multinational Enterprises (Eden)
* International Finance is offered through the Mays Business school in the fall only and will count toward the International Economics module.

International Economic Development (IED Track Sponsored)
Coordinator: Professor Ken Mu

The courses in this series explore economic strategies to promote the development of countries both through governmental and nongovernmental practices. Both international political economy applicable to all countries and issues related to countries in poverty are examined.

632 Quantitative Methods in Public Management II (MPSA staff)
624 Fundamentals of Global Economic Development (Staff)
674 Political Economy of International Development (Reinhardt)
AgEd 646 Institutions Serving Agriculture in Developing Nations
Transfer Pricing (IED Track Sponsored)
Coordinator: Professor Lorraine Eden

These seminars prepare students to deal with the array of issues associated with the sizable and growing portion of international trade involving intra-firm transactions. The differing perspectives of governments, accounting firms and the trading companies are considered to qualify students for consideration in any of these entities.

632  Quantitative Methods II in Public Management II (MPSA Faculty)
689  Principles of Transfer Pricing (Eden)
625  International Trade Policy Analysis (Gawande)
629  Multinational Enterprises (Eden)

ACCT 640  Accounting Concepts or Principles (If student already has equivalent intro accounting, then ACCT 646 International Accounting)

Defense Policy & Military Affairs (NS Track Sponsored)
Coordinator: Professor Jasen Castillo

Seminars in this module provide multi-disciplinary perspectives (e.g., law, history, political science, sociology) to critical issues involved in national security affairs in the 21st century.

651  National Security Policy (/Layne)
654  Military Strategy in the Conduct of Nations (Engel)
658  Congress and International Security (Cerami)
Soc 689  War and Democracy (Burk-Sociology)
650  National Security Law (Sievert)
Hist 645  Modern Military History (Linn)
656  Homeland Security Fundamentals (McIntyre)
689  International Security (Castillo)
689  U. S. Law and Homeland Security (Sievert)
689  Deterrence (Castillo)
689  Military Power
Intelligence as an Instrument of Statecraft (NS Track Sponsored)

Coordinator: Professor Jim Olson

A thorough examination is provided of the range of subjects that comprise the craft and practice of intelligence as an essential component in the conduct of foreign policy and national security affairs.

- 652 Role of Intelligence in Security Affairs (Olson)
- 653 Technical Collections (Staff)
- 657 Terrorism in Today’s World (Daly)
- 659 Transnational Security Issues (Daly)
- 650 National Security Law (Sievert)
- 689 U. S. Law and Homeland Security (Sievert)

American Diplomacy in World Affairs (NS Track Sponsored)

Coordinator: Professor Larry Napper

This module places considerable emphasis on experiential learning (e.g., simulations, case studies, practice briefings, memo preparation) to explore contemporary diplomatic topics and skills.

- 603 American Diplomacy (Napper)
- 613 Diplomatic Negotiations: A U.S. Embassy Perspective (Napper)
- 667 International Crisis Management (Olson)
- 689 Democratization as Foreign Policy (Thornton)
- MANG 639 Negotiations

International Politics

Coordinator: Professor Chris Layne

A broad survey is provided of the key issues and conceptual orientations to international affairs in both historical and contemporary perspectives. The intent is to provide students with a solid foundation to world affairs.

- 609 International Law (Layne)
- 607 World Cultural Geography (Hugill)
- 689 Grand Strategy (Layne)
Regional Studies

Coordinator: Professor Rola el-Husseini

Within this concentration of courses, a student may elect to focus on a specific geographical region (e.g., Middle East, Europe, China and Northeast Asia) or elect to engage in comparative cross-region analysis.

686 Russia in International Politics (Napper)
604 Politics of the Contemporary Middle East (el-Husseini)
677 Political Islam and Jihad (el-Husseini)
689 Authoritarianism & Political Elites in the Arab World (el-Husseini)
655 Evolution of the European Union (Thornton)
649 Transatlantic Relations (Staff)
689 Chinese Foreign Policy (Scobell)
689 Chinese Strategic Thought (Scobell)

Homeland Security

Coordinator: Professor Dave McIntyre

This concentration will meet rapidly growing policy and management issues in the area of homeland security. Additional courses available online through the Certificate in Homeland Security.

656 Fundamentals of Homeland Security (McIntyre)
657 Terrorism in Today’s World (Daly)
689 U. S. Law and Homeland Security

PSAA 689 Homeland Security Policy, Strategy and Operations
Appendix D
Appendix D

MPIA Demographics
for the Class of 2009

Full time:
49 confirmed for fall semester
17 F/32 M

Average GPA: 3.70
Average GRE: 1239

Undergraduate Institutions: 20 in-state/29 out-of-state
TEXAS:
Austin College
Howard Payne University
Sam Houston Texas University
Southern Methodist University
Texas A&M University – 11
Texas A&M University-Kingsville
University of Texas at Austin – 3
University of Texas at Dallas

OTHER:
The Citadel (SC) - 2
Columbia University (NY)
Florida Institute of Technology (FL)
Florida State University (FL)
Georgia College & State University (GA)
Korea Military Academy (Korea)
Louisiana State University (LA)
Michigan State University (MI)
Northwestern State University-Louisiana (LA)
Ohio State University-Columbus (OH)
Osmania University, Hyderabad (India)
Regis University (CO)
Renmin University (China)
St Francis Institute of Technology (India)
San Jose State University (CA)
Santa Clara University (CA) - 2
University of Arkansas (AR)
University of California-Los Angeles (CA)
University of Connecticut (CT)
University of Delaware (DE)
University of Francisco Marroquín (Guatemala)
University of Montana (MT)
University of New Mexico (NM)
University of Northern Iowa (IA)
University of Tulsa (OK)
Virginia Commonwealth University (VA)
Yale University (CT)

Advanced Degrees:
M.S. in Pharmaceutical Sciences, University of New Mexico, in progress
M.A. in Spanish, University of Texas at Austin, 2006
M.Ed. in Education, Concordia University (TX), 2007
M.S. in Physics, Texas A&M University, 2007
M.E. in Civil Engineering, Texas A&M University, in progress

Undergraduate Majors:
Ancient history, astronomy, astrophysics, biology, business communications, economic sciences, economics,
English, engineering physics, finance, geography, German, government, historical studies, history, information
technology, int’l affairs, int’l business, int’l relations, int’l studies, Japanese, liberal arts, literature studies,
marketing, multi-media communications, mathematics, physics, political science, politics, psychology, public administration, Spanish
MPIA Demographics
for the Class of 2010

Full time:
53 confirmed for fall semester
   21 F/32 M
2 confirmed for spring semester
   2 M

Average GPA: 3.61 (last 60 hours)
Average GRE: 1234

Undergraduate Institutions: 22 in-state/33 out-of-state
TEXAS:
Abilene Christian University
Austin College
Hardin Simmons University
Southwestern University
Texas A&M University – 14
Texas A&M University-Kingsville
Texas Tech University
Trinity University
University of Texas at Austin

OTHER:
Arizona State University (AZ)
Birmingham Southern College (AL)
Boston College (MA)
The Catholic University of America (DC)
Clemson University (SC)
Colgate University (NY)
Colorado Christian University (CO)
Colorado State University (CO)
George Mason University (VA)
Korea Military Academy (Korea)
Lewis & Clark College (OR)
Louisiana State University (LA)
Miami University (OH)
Mount Holyoke College (MA)
National Taiwan University (Taiwan)
North Dakota State University (SD)
Northwestern College of Iowa (IA)
Northwestern State University -Louisiana (LA)
Ripon College (WI)
Sichuan International Studies University (China)
South Dakota State University (SD)
Troy University (AL)
University of Arkansas (AR) - 2
University of California-Davis (CA)
University of Colorado at Boulder (CO)
University of Kentucky (KY)
University of Minnesota-Twin Cities (MN)
University of Nigeria (Nigeria)
University of Northern Iowa (IA)
University of Tennessee at Knoxville (TN)
University of Tennessee at Martin (TN)
University of Wyoming (WY)

Advanced Degrees:
LLB (law), National ChengChi University (NCCU-Taiwan), 1999
Masters in Community Service, University of North Texas, 2007

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M.S. in Rangeland Ecology & Management, Texas A&M University, 2006

**Undergraduate Majors:** Agriculture, ag economics, anthropology, biology, Chinese, classical civilizations, communications, criminal justice, criminology, economics, engineering physics, English, finance, foreign languages, French, German studies, global studies, government, history, int'l affairs/economics/relations, Japanese studies, management, mathematics, Latin America studies, political science, print journalism, religion, sociology
Appendix E
Dr. Joseph R. Cerami  
Senior Lecturer in National Security & Director, Public Service Leadership Program  

In August 2001, Joe Cerami joined the George H.W. Bush School of Government and Public Service, Texas A&M University. In 2002 he was named the founding Director of the Bush School’s Public Service Leadership Program.  

During a 30-year military career, Colonel Cerami (U.S. Army, Retired) served in Germany, the Republic of Korea and the U.S. as a Field Artillery officer, operational planner, and strategist. His last assignment was as the Chairman of the Department of National Security and Strategy at the U.S. Army War College, Carlisle Barracks, Pennsylvania, from 1998-2001. He has also served as an Assistant Professor of Political Science at the U.S. Military Academy at West Point, New York.  

Joe holds a Bachelor of Science in Engineering, from West Point, a Master of Arts in Government from the University of Texas at Austin, and a Master in Military Arts and Sciences in Theater Operations from the School of Advanced Military Studies at Fort Leavenworth. He is a graduate of the Army War College and was awarded a Certificate from the Harvard Kennedy School’s Program for Senior Officials in National Security. Joe completed a doctorate in public administration in the Penn State University’s School of Public Affairs.  

He is co-editor of the Army War College Guide to Strategy (2001) and The Interagency and Counterinsurgency Warfare (2007), both published by the Army War College’s Strategic Studies Institute.  

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jcerami@bushschool.tamu.edu http://bush.tamu.edu/home/
Jasen Castillo
Assistant Professor

Jasen Castillo is an assistant professor in the Bush School of Government at Texas A&M University. Prior to joining the Bush School, Jasen worked in the Department of Defense's Policy Planning Office. Before working in the Office of the Secretary of Defense, he was an analyst at the RAND Corporation, where his research focused on military strategy, nuclear deterrence, and WMD terrorism. Prior to RAND, he was a consultant for the Institute for Defense Analyses. Jasen earned his Ph.D. in political science from the University of Chicago, where he received research support from the National Science Foundation and the Smith Richardson Foundation. His research interests include international security, U.S. defense policy, and military history. Currently, he pursuing two research projects: one on the sources of a military’s will to fight and another on the potential deterrence strategies of new nuclear states.
Sara Daly
Lecturer

Sara Daly is an international policy analyst at RAND, and a lecturer at The George Bush School of Government, Texas A&M University. Her research focuses primarily on international terrorism, insurgency, emerging threats, nuclear terrorism, and intelligence issues. Sara's publications include The Dynamic Terrorist Threat: An Assessment of Terrorist Group Motivations and Capabilities in a Changing World, The U.S. Counterterrorism Strategy: A Planning Framework to Facilitate Timely Policy Adjustments, Denying Armageddon: Three Examples of Nuclear Supply, Demand, and Non-state Actors. Prior to coming to RAND, Sara was at the State Department's Office of Counterterrorism as the representative from CIA's Counterterrorism Center. She also served five years as a terrorism analyst at CTC assessing trends in the activities of various Middle Eastern terrorist groups. She holds an M.A. in International Affairs from the George Washington University and a B.A. in Political Science and French from Southwestern University. She has a TS/SCI clearance.
Lorraine Eden
Professor

Lorraine Eden, Professor of Management and Mays Research Fellow at Texas A&M University, is best known for her work on transfer pricing (the pricing of products traded within MNEs). With more than 100 scholarly publications, her research appears in journals such as *Academy of Management Journal; Academy of Management Review; Accounting, Organizations and Society; Asian Survey; Canadian Journal of Economics; International Trade Journal; Journal of International Business Studies; Journal of International Management; Management International Review; Millennium; and Public Finance/Finances Publiques*. Professor Eden has received several research awards including a Canada-US Fulbright Research Fellowship, at Harvard University (1992-93); a Pew Faculty Fellowship in International Affairs Case Teaching and Research at Harvard University (1991-92); a Carleton University Faculty Research Achievement Award (1994-95); a Texas A&M Bush International Research Award (2002-2003); a Texas A&M University Faculty Fellowship (2002-2007); and a Mays Research Fellowship (2008-2010). She is Editor-in-Chief of the *Journal of International Business Studies* (2007-2010), has guest edited issues of *Academy of Management Journal, Journal of International Business Studies* and *Millennium*, and sits on several journal boards. At Texas A&M, Professor Eden teaches undergraduate and graduate courses on international business, multinational enterprises (MNEs) and transfer pricing. She has won several teaching awards including the college-level Texas A&M Former Students Award for Excellence in Faculty Teaching (2000) and an honorary membership in the Gold Key Society (2002). Professor Eden consults professionally on MNEs and transfer pricing with private and public sector organizations, and many of her graduate students have fulltime careers in transfer pricing. In 2004, Professor Eden was elected a Fellow of the Academy of International Business, after having served as AIB Vice President and 2002 Program Chair. She founded three organizations: WEN (Women Economists Network), for women faculty and graduate student members in the Canadian Economics Association; ALIAS (Active Learning in International Affairs), a section of the International Studies Association focused on teaching international affairs; and WAIB (Women in the Academy of International Business), for women faculty and graduate student members of the Academy of International Business (AIB). Her bio is included in *Who's Who in International Business Education and Research* and *Who's Who in America*. She can be reached at: Professor Lorraine Eden, Department of Management, 415D Wehrner Building, TAMU 4221, Texas A&M University, College Station, Texas 77843-4221 USA. Phone 979-862-4053. Fax 979-845-9641. Email: leden@tamu.edu. Website: http://www.voxprof.com.
Rola el-Husseini
Assistant Professor

Rola el-Husseini is Assistant Professor of Middle East Politics at the George H. W. Bush School of Government and Public Service at Texas A&M University. She holds a BA from the American U. of Beirut, an M.A. from the University of London and a Ph.D. in Political Sociology from the Ecole des Hautes Etudes en Sciences Sociales in Paris, France.

From 2001 to 2003, she was a research associate at the Stiftung Wissenschaft und Politik (German Institute for International and Security Affairs) in Berlin, Germany. Before joining the Bush School faculty in July 2005, she was a postdoctoral associate at the Yale Center for International and Areas Studies and a lecturer in the Sociology department at Yale University in 2004 and 2005.

Her most recent publications have appeared in Comparative Studies of South Asia, Africa and the Middle East and the Middle East Journal. She is currently in the process of finishing the manuscript of her first book with the working title “Lebanon in Transition: 1989-2005” which discusses elite politics in postwar Lebanon and the influence of Syria on the country’s politics.

At the Bush School, she teaches courses on Middle East Politics and Political Islam, and provides the Bush School with expertise in its core faculty on the Middle East.

Recent Publications


Jeffrey A. Engel
Assistant Professor and Interim Director, Scowcroft Institute for International Affairs

Assistant Professor, Bush School (Ph.D., American History, University of Wisconsin-Madison, 2001). Professor Engel studies American foreign policy, technology, rhetoric, and economic warfare. Before coming to the Bush School, he was a lecturer in History and International Relations at the University of Pennsylvania (2003-2004), a Visiting Assistant Professor at Haverford College (2004), and an Olin Postdoctoral Fellow in International Security Studies at Yale University (2001-2003). He is author of Cold War at 30,000 Feet: the Anglo-American Fight for Aviation Supremacy (Harvard University Press, 2007), editor of The China Diary of George H.W. Bush: the Making of a Global President (Princeton University Press, 2008), and editor of Local Consequences of the Global Cold War (Stanford University Press, 2008). His next project, to be published by Oxford University Press, is Seeking Monsters to Destroy: How Americans Go to War, from Jefferson to George W. Bush, which explores how the language of America's wars and the American tendency to personify international conflicts alters policy options. At the Bush School, Professor Engel teaches courses in American foreign policy and the evolution of international strategy, while serving as the Interim Director of the Scowcroft Institute for International Affairs, and as the Evelyn and Ed F. Kruse '49 Faculty Fellow. He also serves on the editorial board of Diplomatic History and the Executive Council of the Transatlantic Studies Association.
Kishore Gawande
Professor

Kishore Gawande is a professor at the Bush School and holds the Helen and Roy Ryu Chair in International Affairs. Dr. Gawande joined the Bush School faculty in 2002. His research interests are in testing models in international political economy, in which he has published extensively. His articles have appeared in *International Organization, Journal of International Economics, Journal of Development Economics, Management Science, and Review of Economics and Statistics*. His current research is on understanding the politics of trade policy in developed and developing countries; the impact globalization and regime change; and on domestic public policy issues such as the impact of nuclear waste transportation on housing values. A number of Dr. Gawande’s research projects have been funded by the National Science Foundation.

Dr. Gawande’s teaching interests are in international economics and development. He teaches Fundamental of the Global Economy, Advanced Trade Policy, Finance for Development, and a Study Abroad course on the Political Economy of India’s Government.

Before coming to the Bush School, Dr. Gawande was on the Economics faculty at the University of New Mexico. He was visiting faculty at the Graduate School of Business at the University of Chicago and at the McCombs School of Business at UT Austin in 2000. He earned his PhD in International Economics and Econometrics at UCLA in 1991.
Charles F. Hermann
Professor and Director, International Affairs Program

Charles F. Hermann is the Brent Scowcroft Chair in International Policy Studies and Program Director for International Affairs at the George Bush School of Government and Public Service, a professional school of public and international affairs at Texas A&M University. The School, for which he served as Founding Director from 1995-1999, is named for the 41st President of the United States and is co-located with his Presidential Library on the campus.

Before coming to Texas A&M, Hermann served as the Director of the Mershon Center at The Ohio State University where he also was a Professor of Political Science. The Mershon Center is a research and education “think tank” that examines problems in international security and public affairs. During his time at Ohio State, he also served two years as Vice Provost for International Affairs.

Hermann’s own professional expertise is in American and comparative foreign policy, crisis management, and decision making. He is currently working on a book manuscript dealing with government policy commitments that appear to be failing. Previous book publications include Violent Conflict in the 21st Century, The American Defense Annual, and New Directions in Foreign Policy. An ongoing research project involves simulations of foreign policy groups struggling with internal policy disputes.

He has been the principal investigator or co-principal investigator on research projects funded through grants and contracts from various sources including the National Science Foundation, U.S. Arms Control and Disarmament Agency, the Department of Defense, the Hewlett Foundation, and the MacArthur Foundation. Currently he is a co-principal investigator on a contract with the Lawrence Livermore National Laboratory.

He is active professionally having been president of the International Studies Association in 1989-90 and was honored as a Distinguished Scholar by that organization in 2000. He is a member of the Council on Foreign Relations (New York) and the editorial board of the new journal, Foreign Policy Analysis. During 1991-1992, Hermann was a Fellow in the PEW Case program of the Kennedy School at Harvard University.

In 1969 and 1970, he served on the National Security Council Staff under Henry Kissinger. Before that, he taught at Princeton University. Hermann holds a Ph.D. from Northwestern University and an A.B. Degree from DePauw University. Additional information can be found on his website at http://www.voxprofessor.com

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Peter J. Hugill
Professor

Dr. Hugill was born in York in 1945 and brought up there. He lived in Southend (40 miles east of London) as a teenager, and went back to Yorkshire as an undergraduate at Leeds University, where Jack Straw was a year ahead of him. He holds a B.A. degree from Leeds, an M.A. from Simon Fraser University in British Columbia, and a Ph.D. from Syracuse University in New York State. He has taught in the Geography Department at Texas A&M University since 1978 attaining the rank of Full Professor in 1990. Since 1999 he has been joint-appointed to the Bush School International Affairs Program. His primary interest is in the historical relationship between people and their environment as mediated through technology. This finds particular expression in his books published by Johns Hopkins University Press on the role of transportation systems and telecommunications in the World-System. This work has strong implications for geopolitical models. His latest book is on the role played by cotton in defining world trade flows, industrial development, and consumer markets. Dr. Hugill’s primary research region and the area in which he most commonly directs theses and dissertations is Anglo-America and its relationships to Europe as mediated through the above forces. He is expanding his model of transitions in global hegemony to a book on the shift from British world power to American. He is concerned with the roles of military technology and energy in that transition. He has subsidiary interests in the use of the landscape for communicating social status and manipulating social conduct; the landscape as gesture and as the product of social action.
Christopher Layne
Professor

Christopher Layne is Professor, and Holder of the Mary Julia and George R. Jordan Professorship of International Affairs at the George H. W. Bush School of Government and Public Service at Texas A & M University. His fields of interest are international relations theory, great power politics, U.S. foreign policy, transatlantic security relations, and grand strategy. Professor Layne has written two books: The Peace of Illusions: American Grand Strategy from 1940 to the Present (Cornell University Press, 2006), and (with Bradley A. Thayer) American Empire: A Debate (Routledge, 2006). Additionally, he has contributed extensively to the debates about international relations theory and American foreign policy in such scholarly and policy journals as: International Security, International History Review, Security Studies, Journal of Strategic Studies, The National Interest, Foreign Policy, The Washington Quarterly, World Policy Journal, and Orbis. Professor Layne has been a frequent contributor, as well, to: The Atlantic, The New Republic, The Nation, Financial Times, New York Times, Los Angeles Times, Washington Post, and the Australian. He also is a Contributing Editor to The American Conservative.
Dave McIntyre
Senior Lecturer and Director, Certificate in Homeland Security

Dr. Dave McIntyre is the director of the Integrative Center for Homeland Security at Texas A&M University. He also teaches homeland security and terrorism at the Bush School of Government and Public Service at Texas A&M, where he directs the graduate Certificate for Homeland Security program.

He hosts the weekly radio commentary/blog "Just a Minute for Homeland Security" (est. July 2005) and co-hosts the hour long program "Homeland Security: Inside and Out" (est. March 2006), which are broadcast weekly on KAMU 90.9 FM in College Station Texas and streamed worldwide on the internet. (See http://homelandsecurity.tamu.edu for details and access to more than 150 audio blog entries and 500 interviews) He is presently directing the establishment of a Masters of Science degree in Policy, Science, and Technology for Homeland Security at Texas A&M.

Dr. McIntyre has been nominated by President Bush for membership on the National Security Education Board, and is awaiting Senate confirmation. He serves on the steering committee of the Homeland Security / Defense Educational Consortium, which includes more than 150 universities, and USNORTHCOM. He also serves as academic advisor to the University and Colleges Committee of the International Association of Emergency Managers, and on the board of directors of the InfraGard National Members Alliance, a public-private partnership with the FBI.

A nationally recognized analyst and teacher specializing in national and homeland security, Dr. McIntyre is a 30 year Army veteran, who has been designing and teaching national and homeland security strategy at senior levels of government for more than 20 years. Between 2001 and 2003, Dr. McIntyre served as deputy director of the ANSER Institute for Homeland Security, the nation’s only not-for-profit think tank focused solely on homeland security. In 2001 Dr. McIntyre retired from the U.S. military as the dean of faculty at the National War College. He also served in the Office of the Army Chief of Staff, and as the speechwriter for the commander of all U.S. forces in the Asia-Pacific region. He taught English as a faculty member at West Point. He was airborne, ranger, and jumpmaster qualified, and served in airborne and reconnaissance units. During his career, he led or participated in delegations to more than two dozen countries.

Dr. McIntyre’s media work includes scores of national appearances on CNBC, FOX, ABC, MSNBC, CNN’s Crossfire, CSPAN, The History Channel, Voice of America, and the US State Department’s "Dialogue" series. Internationally, he has been on Australian, British, Canadian, Egyptian, French and German television. He also participated in many national and international radio programs, appearing with Bill Press, Oliver North, Janet Parshall, and Armstrong Williams in the U.S., Roy Green in Canada, and the BBC worldwide. In Washington, DC, he contributed to WMAL, WTOP, and NPR radio, and appeared more than 80 times on WUSA-TV. During the Iraq War, he was the military commentator for the Voice of America’s News Line television program, broadcast to American embassies world wide.

Dr. McIntyre holds a B.S. in Engineering from West Point, an M.A. in English and American Literature from Auburn University, and a Ph.D. in Political Science from the University of Maryland. He is a graduate of the U.S. Army War College and the National War College.
Ren Mu
Assistant Professor

Ren Mu’s research is mainly in empirical development microeconomics. Her current work focuses on migration, risk coping, health, aging, and project impact evaluation in developing countries. In recent papers, she has looked at the effect of elderly health on adult children’s migration decision in rural China, aids fungibility, and the impact of roads on market development in Vietnam. She had a BA in economics and MA in law from Nankai University, China. She received her MS in statistics and PhD in economics from Michigan State University in 2004. She works as a consultant economist in the Development Research Group at the World Bank before she joins the Bush School.
Larry C. Napper
Senior Lecturer

Ambassador (ret.) Larry C. Napper is Senior Lecturer at the George Bush School of Government and Public Service at Texas A&M University, with primary teaching, research, and service interests in American diplomacy and statecraft, U.S. foreign and national security policy, and Russia and the Eurasian states of the former USSR. From March-July 2008, Ambassador Napper served as co-leader of the Iraq Governance Assessment Team which made numerous recommendations to U.S. Ambassador Ryan Crocker and Commanding General Multi-National Force Iraq General David Petraeus on measures to improve governance in Iraq, following extensive visits to American forces and Iraqi leaders throughout the country.

Ambassador Napper completed a 31-year career in the United States Foreign Service in 2005, receiving the Secretary of State’s Career Achievement Award, Presidential Meritorious Service Awards in 1994 and 2001, and numerous other individual and group awards. Larry Napper served as U.S. Ambassador to Kazakhstan from 2001-2004. After 9/11, Ambassador Napper led in securing Kazakhstan’s commitment to the war on terror and active cooperation in preventing proliferation of WMD. During Ambassador Napper’s tenure, American investment in Kazakhstan exceeded $6 billion, including major projects in energy and transportation and ground-breaking on a $100 million new embassy compound. Under Napper’s leadership, the embassy was a strong advocate for democracy and human rights in Kazakhstan.

Napper served as the U.S. Ambassador to the Republic of Latvia from 1995-98. During his tenure, Latvia made decisive strides toward membership in NATO and the EU. From 1998-2001, Ambassador Napper was Coordinator for U.S. Assistance to Central Europe and the Balkans, administering a $600 million budget for peacekeeping and post-conflict reconstruction.

From 1991-94, Napper served as Director of the State Department’s Office of Soviet Union Affairs, restructuring the office following the disintegration of the Soviet Union. Napper led in establishing diplomatic relations with the independent states that emerged from the Soviet collapse, opening embassies in each of the new capitals. From 1989-91, Napper served as Chargé d’Affaires and Deputy Chief of Mission of the U.S. Embassy in Bucharest, Romania, receiving the Department’s Distinguished Honor Award for leadership during the December 1989 violent overthrow of the Ceausescu dictatorship. From 1974-1989, Napper served in numerous diplomatic assignments in Moscow, Southern Africa, and Washington. Ambassador Napper received his B.A. in History from Texas A&M University in 1969 and M.A. in Government and Foreign Affairs from the University of Virginia in 1974. Ambassador Napper served in the U.S. Army from 1969-72.
James Olson
Senior Lecturer and Director, Certificate in Advance International Affairs

Profess Olson received his law degree from the University of Iowa in 1969. He is a Senior Lecturer at the Bush School, where he teaches courses on intelligence, national security, and international crisis management. He served for over 25 years in the directorate of Operations of the Central Intelligence Agency, mostly overseas in clandestine operations. In addition to several foreign assignments, he was Chief of Counterintelligence at CIA headquarters in Langley, Virginia. Professor Olson has been awarded the Intelligence Medal or Merit, the Distinguished Career Intelligence Medal, the Donovan Award, and several Distinguished Service Citations. He is the recipient of awards from the Bush School and the Association of Former Students for excellence in teaching. Professor Olson is the author of *Fair Play: The Moral Dilemmas of Spying*, published by Potomac Books in 2006.
Dr. Gina Yannitell Reinhardt  
Assistant Professor

Gina Yannitell Reinhardt is back in residence at the Bush School after spending the 2007-08 year working in the US Senate Permanent Subcommittee on Investigations, where she participated first-hand in analyzing policy and investigating issues regarding foreign corruption, money laundering, tax evasion, credit card abuses, waste, and fraud. Her research uses empirical tests of formal models to examine decision-making under uncertainty, international development, party-group interaction, and oversight.

Dr. Yannitell Reinhardt teaches Quantitative Methods, Public Policy Analysis, Political Economy of International Development, and Urban Development Projects. She has spent time researching in Brazil, Portugal, Spain, and Italy, where she investigates the competition for resources among non-profit foreign aid recipients. Currently, she is working on a project funded by the National Science Foundation to ascertain how public perceptions of risk, uncertainty, and governmental effectiveness have changed since the occurrence of Hurricanes Katrina and Rita. Her previous work can be seen in World Development, Legislative Studies Quarterly, the Review of Development Economics, and the Journal of Theoretical Politics (forthcoming).
Dr. Andrew Scobell
Professor

Dr. Andrew Scobell, Associate Professor, came to the Bush School after serving as an Associate Research Professor in the Strategic Studies Institute at the U.S. Army War College and Adjunct Professor of Political Science at Dickinson College, both located in Carlisle, Pennsylvania. Prior to that, he was an Associate Professor in Political Science at the University of Louisville. He earned a Ph.D. in political science from Columbia University. Scobell’s research focuses on political and security affairs in the Asia-Pacific Region with special attention to China. He is the author of China’s Use of Military Force: Beyond the Great Wall and the Long March (Cambridge University Press, 2003) and other publications.
Ron Sievert  
Senior Lecturer

Professor Sievert graduated from St. Bonaventure University in 1970, served four years as an Army officer and graduated from the University of Texas Law in 1977. He joined the US Department of Justice in 1983. After trying several major violent crime, corruption and fraud cases he was named a DOJ Denior Litigation Counsel, Chief of the Criminal Division of the Eastern District of Texas, Chief of the Austin Division of the Western District of Texas and DOJ Assistant Director in charge of the evaluation of all of the nations US Attorney’s offices. In 1990 he was assigned to DOJ’s national security working group and as an international and national security coordinator for the Department as well as legal advisor to the Central Texas Counter Terrorism Working Group. As INSC he worked closely with the FBI and US intelligence agencies on both international and national security related cases, trained federal prosecutors and traveled to Kosovo, Qatar and England to teach foreign judges and prosecutors and investigate international and national security matters. He began teaching at the FBI Academy and US Department of Justice Advocacy Institute in 1985. In 2000 he took a leave of absence to teach National Security Law and Federal Criminal Law at the University of Texas School of Law and has continued teaching as an adjunct professor at UT Law. He has received several awards for his work including the Department of Justice Directors Award for Superior Performance on two occasions and awards from several government agencies. He has published two books, Cases and Materials on US Law and National Security (2000, second edition 2006) and Defense, Liberty and the Constitution (2005) as well as seven Law Review Articles on legal issues related to national security.
Dr. Gabriela Marin Thornton
Lecturer

Dr. Gary Williams
Professor

Dr. Gary W. Williams is Professor of Agricultural Economics and Director of the Texas Agribusiness Market Research Center in the Department of Agricultural Economics at Texas A&M University. His areas of teaching and research emphases include commodity promotion programs, international agricultural trade and development, agricultural policy, and marketing and price analysis. Dr. Williams was raised in Lubbock, Texas and is a 1968 graduate of Monterey High School. He holds a Ph.D. and an M.S. degree in Agricultural Economics from Purdue University (1978 and 1981) and a B.S. in Economics from Brigham Young University (1974). Prior to joining the faculty at Texas A&M University, he gained experience as a professor and Assistant Coordinator of the Meat Export Research Center at Iowa State University, Senior Economist at Chase Econometrics, agricultural economist for the U.S.D.A., and Special Assistant to the U.S. Deputy Under Secretary of Agriculture for International Affairs and Commodity Programs. Dr. Williams speaks fluent Spanish and has lived and worked in Latin America throughout his career, focusing particularly on NAFTA and other agricultural trade, policy, and development issues. In recent years, he has become particularly well known for his research on the sheep and lamb industry, the effects of concentration in the beef packing industry, and the economic effectiveness of commodity checkoff programs, including those for soybeans, cotton, lamb, Florida orange juice, Texas citrus, Texas pecans, and others.
Appendix F
Mission
The Scowcroft Institute of International Affairs (SIIA), named in honor of Lt. Gen. Brent Scowcroft, is a research institute housed in Texas A&M’s Bush School. The Institute’s core mission is to foster and disseminate policy-oriented research on international affairs by supporting faculty and student research, hosting international speakers and major scholarly conferences, and providing grants to outside researchers to use the holdings of the Bush Library.

Disseminating Research:
- **Scowcroft International Affairs Seminars**: This monthly series brings nationally-prominent international affairs scholars and practitioners to the Bush School from around the United States and the world. Past speakers have included Secretary of Defense Robert Gates, General David Petraeus, University of Chicago professor John Mearsheimer, Washington Post reporter Tom Ricks, and Lieutenant Colonel John Nagl, author of *Learning to Eat Soup with a Knife*. Speakers who have agreed to participate in 2008-09 include Col. H.R. MacMaster; Professor Richard Immerman (Temple University and office of the Director of National Intelligence); and Professor Katharine Moon (Wellesley College).

- **Lenore and Francis Humphrys International Speakers Series**: This program brings global leaders to Texas A&M. Notable speakers include former Canadian Prime Minister Brian Mulroney and former Secretary of State James A. Baker III. Ambassador Ryan Crocker is scheduled to deliver the Humphrys lecture in spring, 2009.

- **Moss Lecture Series**: This program will bring noted figures in international affairs to Texas A&M and the Bush School. We expect the inaugural lecture in November of 2008 to feature Lieutenant General Brent Scowcroft.

- **Scowcroft Institute “Meet the Author” Series**: This series celebrates the publication of books by Bush School and other Texas A&M faculty affiliated with the Scowcroft Institute. Recent books discussed include those authored by Professors Brian Linn (History), Michael Desch (Bush School), and Jason Parker (History).

- **Ansary Foreign Policy Conference**: This program supports an annual conference focused on major global issues. In 2007, this endowment funded a Security Forum at the third bi-annual George Bush US-China Relations Conference. In November 2008 the Scowcroft Institute will host a conference in conjunction with the release of the National Intelligence Council’s *Global Trends 2025* report and in January 2009 the Scowcroft Institute will host a one-day symposium on the 20th Anniversary of the fall of the Berlin Wall, whose proceedings will be published by Oxford University Press.

- **Lone Star National Security Forum**: This annual event, co-hosted with the LBJ School at University of Texas, brings together national-security scholars from Texas schools and leading scholars from all over the U.S. to discuss new research.

Fostering Research
- **Scowcroft Faculty Research Grants**: Through a generous endowment provided by Lt. Gen. Scowcroft, the institute supports Texas A&M faculty doing policy-relevant international affairs research. Recent awards include support for a conference on leadership and national security reform hosted by Bush School professor Joe Cerami and field research in China by Bush School professor Ren Mu.

- **Capstone Support**: The Scowcroft Institute supports capstone projects carried out by Bush School international affairs students. Recently, SIIA funds have supported student projects in Namibia, Washington, D.C. and an interactive role playing exercise with Army and Marine Corps at the Joint Readiness Training Center (JRTC) at Ft. Polk, Louisiana.

- **Korea and O’Donnell Grants**: In 2008 the Scowcroft Institute assumed these research grant programs to assist scholars doing research at the George Bush Presidential Library. The Peter and Edith O’Donnell Research Grant supports research in any field that uses the library’s holdings. The Korea Grant Program focuses on Asia, particularly Korea. Such grants facilitate cutting-edge historical and policy research, while promoting the national and international image of the Bush School, the Bush Library, and Texas A&M.
Future Programs

In the year to come and beyond the Scowcroft Institute plans to continue current programs and maintain and build our endowed funds. The institute is also seeking to expand its programs, including the development of an Army Fellowship Program at the Bush School and the creation of a Post-Doctoral Teaching and Research Program.
Appendix G
The Institute for Science, Technology and Public Policy (ISTPP) is a nonpartisan, interdisciplinary public policy research institute. Under the direction of Dr. Arnold Vedlitz, holder of the Bob Bullock Chair in Government and Public Policy, the Institute pursues a dual mission: the scholarly examination of public policy issues and the communication of research-based knowledge to the public and decision makers.

Interdisciplinary Research Focus Areas
ISTPP conducts basic and applied interdisciplinary research in four substantive areas:

- Environmental and Natural Resources Policy
- Emerging Technologies and Public Policy
- Infrastructure, Built Environment and Public Policy
- Health and Health Policy

External Funding for Interdisciplinary Research
The Institute for Science, Technology and Public Policy has been conducting interdisciplinary research for nearly a decade. To date, the Institute has attracted $15 million in competitive funding from federal and state agencies for 23 projects. "The value added by ISTPP extends beyond the Bush School to other departments across campus and throughout the Texas A&M University System," writes Dr. James A. Calvin, Interim Executive Associate Vice President for Research for Texas A&M. "ISTPP is a much sought after policy/social science partner on research initiatives across campus and with other universities."

Partnering on Research Across the United States and Abroad
ISTPP has partnered with over 200 researchers from the Texas A&M University System and other U.S. universities on research proposals, funded projects and scholarship. This includes working with 36 departments and numerous research centers, institutes, and programs. Currently, ISTPP is working to build similar partnerships with researchers in Germany, Canada, France, and other countries.

Disseminating Relevant Research to Both Academics and Practitioners
ISTPP disseminates research findings to both academics and practitioners through scholarly publications and presentations, as well as presentations to both government agencies and practitioners. MIT Press recently published a book by ISTPP researchers that will be beneficial to both policymakers and academics. In addition, ISTPP researchers have produced over 30 published scholarly articles, 27 published book chapters, 9 dissertations and master's theses, and numerous reports and conference presentations.

Training Future Policymakers
ISTPP offers research experience opportunities for graduate and undergraduate students to augment their training as future decision and policymakers. Students work with faculty, research scientists, and practitioners on ISTPP's interdisciplinary research projects and proposals. More than 40 Bush School students, as well as students from across Texas A&M University and other U.S. and international universities, have worked and trained at the Institute. "Under the leadership of Dr. Vedlitz, ISTPP afforded me a rare opportunity—to take lessons and theories from the classroom and apply them to the ‘real world’ of ideas and public policy," wrote one former Bush School student. "The Institute also gave me a taste of what my dad would call a ‘yeasty’ dynamic; PhDs, grad students, and regular people coming together and trying to find solutions to local and international problems."

Training Future Faculty
ISTPP employs doctoral students and Post-Doctoral Research Associates each year who contribute to ongoing research projects at the Institute. Over 25 students planning to pursue academic careers have worked on ISTPP projects. They are able to collaborate with scholars and policymakers on interdisciplinary projects, gaining valuable experience that will further their academic careers as future university faculty members. "ISTPP has a culture of scientific rigor and objectivity. I recall fondly the debates between research scientists on questions of measurement precision, modeling procedures, and research design," wrote a former post-doctoral researcher. "I benefited immeasurably from tenure at ISTPP. I learned to work in interdisciplinary teams, the meaning of science and objective policy analysis, and I learned that terrific things can happen with good organizational leadership, design, and supportive culture."
Appendix H
Student Course Evaluations: University Closed-Item Form
Faculty and Courses
Fall 2005 to Spring 2008

<table>
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<tr>
<th></th>
<th># of Students Responding</th>
<th>Good Instructor</th>
<th>Good Course</th>
<th>Mean</th>
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<td></td>
<td>4.41</td>
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<tr>
<td>Spring 2006</td>
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<td>4.24</td>
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<tr>
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<td>4.38</td>
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<td></td>
<td>4.46</td>
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<tr>
<td>Fall 2007</td>
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<td></td>
<td>4.58</td>
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<tr>
<td>Spring 2008</td>
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<td>4.52</td>
<td></td>
<td>4.34</td>
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Form consists of 15 items, each rated on a 5-point scale with 5.0 being the most positive score. Table reports average scores for all residential courses in MPIA for two items plus the mean score for all 15 items for all MPIA courses in that semester.
MPIA Student Assessment of the First-Year Experience

We invite all first year MPIA students in the Bush School to provide feedback and suggestions on their experience during the past year at the Bush School. Please complete and return a hard copy of this questionnaire to Marie Gunsch (in her box in the student lounge or office 1031) by Friday, May 2. If you prefer, you may give it to Ms. Janeen Wood instead. Most of the questions below are to be rated on a five-point scale of agreement or disagreement, but space is provided for additional comments. (If you need more space, add a page and give the number of the question to which you are responding.) Thank you for your help.
Chuck Hermann

Name (strictly optional): ____________________________

1. On balance, the amount of reading and assignments for most of my first-year classes was demanding, but appropriate for graduate level instruction.

   ___ Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree

   Additional comments:

2. On balance, the content of my courses was informative and provided new insights and ways of thinking.

   ___ Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree

   Additional comments:

3. On balance, faculty members at the Bush School were accessible and responsive both in class and at other times.

   ___ Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree

   Additional comments:
4. I received helpful advice and useful information from my faculty advisor.
   __ Strongly Agree __ Agree ____ Uncertain ____ Disagree ____ Strongly Disagree
   Additional comments:

5. I received helpful advice and useful information from career services to help me in my
   search for a summer internship or language study.
   __ Strongly Agree __ Agree ____ Uncertain ____ Disagree ____ Strongly Disagree
   Additional comments:

6. I understand the concentration/module element of the MPIA curriculum and have the
   information I need to select those courses that seem most relevant to my personal
   interests and career plans.
   __ Strongly Agree __ Agree ____ Uncertain ____ Disagree ____ Strongly Disagree

7. The computer and technical support staff provided appropriate assistance in a timely
   manner.
   __ Strongly Agree __ Agree ____ Uncertain ____ Disagree ____ Strongly Disagree
   Additional comments:

8. The writing consultant was available and helpful. (If you did not interact with the
   writing consultant, leave this item blank)
   __ Strongly Agree __ Agree ____ Uncertain ____ Disagree ____ Strongly Disagree
   Additional comments:
9. The language lab and/or Foreign Language Society conversational groups aided me in my study of a foreign language. (If you did not use either of these, leave this item blank)

___ Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree

Additional comments:

10. The seminars and other activities on Leadership Development were instructive and worthwhile.

___ Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree

Additional comments:

11. The seminars, speakers, and public events offered by the Bush School that I attended provided a useful addition to my education this year.

___ Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree

Additional comments:

12. The physical facilities of the Bush School, including my office and classrooms, were appropriate to support my learning and study.

___ Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree

Additional comments:
13. On balance, my fellow students were friendly and contributed in a positive way to my experience this year at the Bush School.

___ Strongly Agree  ___ Agree  ___ Uncertain  ___ Disagree  ___ Strongly Disagree

Additional comments:

14. On the basis of your experience this year, what is the most important change that you would suggest the Bush School consider undertaking for next year's entering class? Why?

15. On the basis of your experience this year, what is the most important feature of the first-year experience to not only retain but develop further? Why?

16. Please provide any additional comments pertaining to your first-year experience at the Bush School here.
Appendix J
EXIT SURVEY FOR BUSH SCHOOL STUDENTS
IN THE MASTERS IN INTERNATIONAL AFFAIRS DEGREE PROGRAM

In order to help the Bush School evaluate the Masters Program in International Affairs, please complete the following questionnaire and return a hard copy of it to Marie Gunsch (please place it in her mail box in the student lounge) no later than Friday, May 2. If you prefer, you may return it to Ms. Janeen Wood instead. You may complete the form anonymously or sign your name. It is important that each of you provide us with your own assessment, not a collective judgment. Therefore, we ask that you not discuss the questionnaire or your answers with others until after 9 May. Some items in the questionnaire are rating scales (you indicate agreement or disagreement with a statement on a 5 point scale)—please circle your response; others are open-ended. Feel free to write as much as you wish in answering the open-ended questions. If you add extra pages, please make sure that the question number appears at the beginning of your answer. By completing this questionnaire you are helping us build a high quality program. Thanks. Chuck Hermann

I. **Courses:** You have already evaluated individual courses at the conclusion of each class. By contrast, this questionnaire asks for your judgment pertaining to the composite experience for a set of courses.

**Definitions:**

**Core Courses:** American Foreign Policy, International Politics, Global Economy, International Law, Quantitative Methods I, Leadership and Public Administration. Evaluate them as a set of courses.

**Field or Track Courses:** You took courses in your track—international economic affairs or national security affairs. Please evaluate them as a composite experience.

**Module or Concentration Courses:** You had the option of taking at least three courses under the new module system. Please evaluate them as a set.

**Electives:** You had the opportunity to take elective courses in the Bush School or in other academic units that were not part of any of the above course sets.
1. The **core courses** provided multi-dimensional perspectives for analyzing and interpreting foreign and international affairs at an appropriately challenging graduate level.

   5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

2. What suggestions would you offer for strengthening the set of **core courses** as a total learning experience?

3. The **track courses** provided a coherent framework for examining and analyzing issues in the designated area of study.

   5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

4. What suggestions would you offer for strengthening the set of **track courses** in the area of concentration or track you chose?

5. The **module/concentration courses** I took contributed meaningfully to my professional development. (If you did not opt to take a module, leave this item blank.

   5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

6. What suggestions would you offer for strengthening the value of **module/concentration courses** as part of the MPIA experience? (Leave this blank if you did not take/elect a module as part of your curriculum.)
7. The **elective courses** I took added significantly to my graduate experience. (Leave this blank if you took no courses that were not part of a module, your track or required core courses.)

5 = strongly agree  
4 = agree  
3 = uncertain  
2 = disagree  
1 = strongly disagree

8. If you believe elective courses contribute significantly to the flexibility and value of your graduate education please explain how they could be utilized more effectively.

9. The **Capstone seminar** contributed meaningfully to my professional development.

5 = strongly agree  
4 = agree  
3 = uncertain  
2 = disagree  
1 = strongly disagree

10. What suggestions would you offer for strengthening the value of the **Capstone seminar**?

II. Faculty:

11. My **faculty advisor** counseled me in a meaningful way pertaining to academic matters and my professional preparation at the Bush School.

5 = strongly agree  
4 = agree  
3 = uncertain  
2 = disagree  
1 = strongly disagree
12. How frequently did you meet or communicate with your faculty advisor?

5 = weekly  4 = several times a month  3 = monthly  2 = once or twice a semester  1 = once a semester or less

13. What suggestions would you offer for strengthening the faculty advisor system for MPIA students?

14. Apart from my faculty advisor, the other faculty members in the MPIA program were accessible and constructive when I sought to interact with them.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

III. Support Services

15. The Bush School computer staff and help desk provided the technical assistance and help that I needed in an efficient and able manner.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

16. What suggestions would you offer for improving the support role of the computer staff for Bush students?

17. The Bush School writing consultant helped me improve my writing skills.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree
18. How frequently did you confer with the writing consultant about your work?

5 = multiple times most months
4 = about once per month
3 = once or twice per semester
4 = once or twice per year
5 = never outside of classes or seminars

19. What suggestions would you offer for improving the support role of the writing consultant for Bush students?

20. The internship and career services coordinator (Director of Student Services) at the Bush School provided useful assistance in my efforts to secure my internship.

5 = strongly agree
4 = agree
3 = uncertain
2 = disagree
1 = strongly disagree

21. The internship and career services coordinator at the Bush School provided useful assistance in my efforts to secure employment after graduation.

5 = strongly agree
4 = agree
3 = uncertain
2 = disagree
1 = strongly disagree

22. How frequently did you confer with the internship and career services coordinator?

5 = multiple times most months
4 = about once per month
3 = once or twice per semester
4 = once or twice per year
5 = never except in seminars or via group email messages
23. What suggestions would you offer for improving the support role of the internship and career services coordinator for Bush students?

IV. Financial Aid

24. Approximately what percent of your total costs to attend the GBS did you or your family finance? (Circle the percent closest to your estimate)

5 = Less than 10%  
4 = 11-25%  
3 = 26-50%  
2 = 51-75%  
1 = 76-100%

25. The Bush School provided accurate, informative, and timely information about the financial assistance that was available to me.

5 = strongly agree  
4 = agree  
3 = uncertain  
2 = disagree  
1 = strongly disagree

26. Recognizing that financial aid will always be limited, what suggestions would you offer for improving the financial assistance arrangements provided by the Bush School?

27. Answer this question only if you received a Graduate Assistant Research (GAR) position. The work assigned me as a GAR was fair and reasonable and I received the necessary instructions for completing the work appropriately.

5 = strongly agree  
4 = agree  
3 = uncertain  
2 = disagree  
1 = strongly disagree
28. What suggestions would you offer for improving the GAR experience at the Bush School? (Answer this question only if you received a GAR)

V. Internship Experience

29. My internship was a valuable addition to my professional education and provided insights (either positive or negative) into the kind of career experiences I want after graduation. (Do not answer this question if you did language and cultural study instead of an internship.)

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

30. What suggestions would you offer for improving the internship experience for future Bush School students?

31. My summer intensive language and cultural study equipped me with the language skills I needed and provided valuable knowledge of another culture. (Answer this question only if you did intensive language study rather than an internship.)

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

32. What suggestions would you offer for improving the summer language and cultural study option for future Bush School students?
VI. Foreign Language Requirement

33. What use did you make of the language lab at the Bush School?

5 = used it extensively  4 = used it occasionally  3 = used it a few times  2 = did not use  1 = had language requirement waived

35. What use did you make of the Foreign Language and Culture Society's conversational groups?

5 = used extensively  4 = used occasionally  3 = used a few times  2 = did not use  1 = had language requirement waived

36. To meet the current Bush School foreign language requirement, I devoted considerable time and effort to studying a language after I entered the Bush School. (Do not answer this question, if you had the language requirement waived.)

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

37. What suggestions would you offer for improving the value of the foreign language requirement for future Bush School students?

VII. Professional Leadership Development

38. How often did you participate in the various seminars and workshops offered under the direction of Professor Cerami, Ms. Dunn and Ms. Pavelka on professional leadership development?

5 = participated in all  4 = participated in many  3 = participated in some  2 = participated in one or two  1 = did not participate
39. The Professional Leadership Development activities provided me with useful knowledge, insights, and opportunities to practice valuable skills.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

40. What suggestions would you offer for improving the value of the professional leadership development program for future Bush School students?

VIII. Physical Facilities

41. The computer and software provided to me by the Bush School adequately met my academic needs for the MPIA.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

42. What suggestions would you offer for improving the computer equipment provided to Bush School students for their academic study?

43. The office desk/space provided to me at the Bush School provided a useful place for study and class preparation.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

44. What suggestions would you offer for improving the office arrangements for students at the Bush School?
45. The Policy Sciences and Economics Library (PSEL) was a valued resource that contributed to my educational experience at the Bush School.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

46. What suggestions would you offer for improving the value of PSEL for Bush students?

47. Parking is in reasonable proximity to the Bush School was available to me most of the time. (Skip this question if you do not have a university parking permit.)

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

48. What suggestions would you offer for improving the parking arrangements for Bush students?

49. The classrooms used for Bush School courses are appropriate for the types of instruction associated with the MPIA.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree
IX. Extracurricular Activities

50. How frequently did you attend lectures and seminars offered by the Library Foundation, the School's faculty and other campus groups?

5 = once/week  4 = several times/month  3 = several times/semester  4 = several times/year  5 = did not attend

51. The outside lectures and seminars provided an important educational dimension to my Bush School experience.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

52. What suggestions would you offer for improving the contribution of outside lectures and seminars to the Bush School educational experience?

53. The Bush School Student Government Association plays an important role in creating a constructive environment for learning and a positive work environment.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

54. The Public Service Organization is a quality outlet for Bush School students to practice their commitments to public service in a friendly and accessible manner.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree
55. The *Public Servant* publication is a valuable forum through which students may discuss important issues and express their opinions.

5 = strongly agree 4 = agree 3 = uncertain 2 = disagree 1 = strongly disagree

56. The *intramural sports and other social activities* organized by and for Bush School students create a valuable social outlet and a friendly and supportive environment for all interested students.

5 = strongly agree 4 = agree 3 = uncertain 2 = disagree 1 = strongly disagree

X. Concluding General Observations

57. Overall, I feel the Bush School has prepared me well for a career in international affairs.

5 = strongly agree 4 = agree 3 = uncertain 2 = disagree 1 = strongly disagree

58. Is there anything not covered in the previous questions that you would like to comment upon or recommend as we continue to make the MPIA a valuable graduate experience for careers in international affairs?
XI. Future Plans

59. What are your plans after graduation (i.e. further graduate study, full-time employment)? How can we reach you after graduation (separate e-mail, permanent address, phone, etc.)?

a. If your plans include further graduate study, where will you be?

b. If your plans include full-time employment, have you secured a job and if so, where?

c. If you have obtained employment, what is your annual salary?

Name (strictly optional): ____________________________
Tables
Table 1
### Table 1

#### The Bush School of Government & Public Service
Texas A&M University 2008-09

#### Estimated Tuition / Fees *

<table>
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<th>Tuition (resident)</th>
<th>Cost</th>
<th>Credit hour or semester structure</th>
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<th>Spring 09</th>
<th>YR TOTAL</th>
<th>Sum (0)</th>
<th>TOTAL w/ summer</th>
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#### Fees

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<td>Student Center Complex fee</td>
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<td>p/m</td>
<td>100.00</td>
<td>100.00</td>
<td>200.00</td>
<td>50.00</td>
<td>250.00</td>
</tr>
<tr>
<td>Health center fee</td>
<td>69.25</td>
<td>p/m</td>
<td>69.25</td>
<td>69.25</td>
<td>138.50</td>
<td>34.62</td>
<td>203.12</td>
</tr>
<tr>
<td>Parking center fee</td>
<td>8.00</td>
<td>p/m</td>
<td>8.00</td>
<td>8.00</td>
<td>16.00</td>
<td>4.00</td>
<td>20.00</td>
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<tr>
<td>Transportation fee</td>
<td>70.00</td>
<td>p/m</td>
<td>70.00</td>
<td>70.00</td>
<td>140.00</td>
<td>35.00</td>
<td>175.00</td>
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<tr>
<td>International Education fee</td>
<td>4.00</td>
<td>p/m</td>
<td>4.00</td>
<td>4.00</td>
<td>8.00</td>
<td>2.00</td>
<td>10.00</td>
</tr>
<tr>
<td>ID card fee</td>
<td>2.00</td>
<td>p/m</td>
<td>2.00</td>
<td>2.00</td>
<td>4.00</td>
<td>1.00</td>
<td>5.00</td>
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<tr>
<td>Energy fee</td>
<td>60.00</td>
<td>p/m</td>
<td>60.00</td>
<td>60.00</td>
<td>120.00</td>
<td>30.00</td>
<td>150.00</td>
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<td>Career center fee</td>
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<td>p/m</td>
<td>6.75</td>
<td>6.75</td>
<td>13.50</td>
<td>3.42</td>
<td>16.92</td>
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<tr>
<td>GBS Program fee (new)</td>
<td>1000.00</td>
<td>p/m</td>
<td>1000.00</td>
<td>1000.00</td>
<td>2000.00</td>
<td>500.00</td>
<td>2500.00</td>
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<tr>
<td>GBS Instruct enhance fee</td>
<td>65.00</td>
<td>p/h x 4-4 (2)</td>
<td>260.00</td>
<td>260.00</td>
<td>520.00</td>
<td>130.00</td>
<td>650.00</td>
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<tr>
<td>&lt;Graduate orientation&gt;</td>
<td>50.00</td>
<td>1x</td>
<td>50.00</td>
<td>50.00</td>
<td>100.00</td>
<td>25.00</td>
<td>125.00</td>
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<tr>
<td>Total:</td>
<td></td>
<td></td>
<td>$2,656.80</td>
<td>$2,656.80</td>
<td>$5,313.60</td>
<td>$1,280</td>
<td>$6,593.60</td>
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<table>
<thead>
<tr>
<th>Optional (NOT figured into costs; reference only)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional (NOT figured into costs; reference only)</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition/Fees: NON-Resident</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Education Costs and Cost of Living</th>
</tr>
</thead>
</table>

The estimated education costs per year of study at the Bush School are approximately $10,000 a year for those qualifying as Texas residents and $18,500 for non-residents. These figures include tuition and required fees. *SEE ABOVE*

The Bryan-College Station area has a relatively low cost of living compared to similar cities. Out of a median average of 100, B-CS continues to rank in the low 90s on a cost of living index. Though living expenses for each student will vary according to personal needs and necessities, an estimated median cost for yearly expenses has been figured below by Texas A&M University (Student Financial Aid) at roughly $13,500 a year (based on 20 credit hours and 9-month occupancy):

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; supplies</td>
<td>$848</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$9,832</td>
</tr>
<tr>
<td>Travel</td>
<td>$954</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$185</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$2,197</td>
</tr>
</tbody>
</table>

**TOTAL Living Expenses:** $13,614

**Tuition/Fees AND Living Expenses**

| Grand TOTAL: Resident | $23,795 |
| Grand TOTAL: NON-Resident | $30,468 |

* Tuition and fees are determined by the Texas A&M Board of Regents each spring and are subject to change before fall enrollment.
Table 2
### Student Profiles 2002-2008
#### Application and Admissions

<table>
<thead>
<tr>
<th>Fall Entry</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008 (July 08)</th>
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</thead>
<tbody>
<tr>
<td>Applications</td>
<td>85</td>
<td>99</td>
<td>112</td>
<td>123</td>
<td>121</td>
<td>186</td>
<td>202</td>
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<tr>
<td>U.S. apps</td>
<td>79</td>
<td>87</td>
<td>104</td>
<td>113</td>
<td>105</td>
<td>174</td>
<td>172</td>
</tr>
<tr>
<td>Int'l apps (estimate)</td>
<td>6</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>16</td>
<td>16</td>
<td>30</td>
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<tr>
<td>Admitted</td>
<td>23</td>
<td>35</td>
<td>46</td>
<td>52</td>
<td>56</td>
<td>79</td>
<td>92</td>
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<tr>
<td>Enrolled</td>
<td>20</td>
<td>26</td>
<td>30</td>
<td>37</td>
<td>40</td>
<td>49</td>
<td>55</td>
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<tr>
<td>Nat'l Security</td>
<td>13</td>
<td>19</td>
<td>23</td>
<td>27</td>
<td>28</td>
<td>38</td>
<td>46</td>
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<tr>
<td>Int'l Econ/Develop</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>12</td>
<td>11</td>
<td>9</td>
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<tr>
<td>Mean GPA</td>
<td>3.54</td>
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<td>3.53</td>
<td>3.52</td>
<td>3.62</td>
<td>3.62</td>
<td>3.61</td>
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<tr>
<td>Mean GRE</td>
<td>1257</td>
<td>1256</td>
<td>1251</td>
<td>1279</td>
<td>1269</td>
<td>1224</td>
<td>1230</td>
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<tr>
<td>Verbal of enrolled</td>
<td>586</td>
<td>573</td>
<td>577</td>
<td>598</td>
<td>597</td>
<td>566</td>
<td>582</td>
</tr>
<tr>
<td>Quantitative of enrolled</td>
<td>671</td>
<td>683</td>
<td>674</td>
<td>681</td>
<td>672</td>
<td>658</td>
<td>648</td>
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<td>TX Undergrads</td>
<td>8</td>
<td>7</td>
<td>14</td>
<td>20</td>
<td>17</td>
<td>20</td>
<td>22</td>
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<tr>
<td>TX Aggies</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>11</td>
<td>11</td>
<td>14</td>
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<td>Other TX Institutions</td>
<td>1</td>
<td>3</td>
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<td>6</td>
<td>9</td>
<td>8</td>
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<td>Non-TX Undergrads</td>
<td>12</td>
<td>19</td>
<td>16</td>
<td>17</td>
<td>23</td>
<td>29</td>
<td>33</td>
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<tr>
<td>U.S. Institutions</td>
<td>11</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>21</td>
<td>24</td>
<td>29</td>
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<tr>
<td>Int'l Undergrads</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Diversity</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>5</td>
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<tr>
<td>Hispanic</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Native American</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>International</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>GBS Funding Allocation</td>
<td>160,000 (no laptops?)</td>
<td>186,000 (w/ laptops)</td>
<td>240,700 (w/ laptops)</td>
<td>269,600 (w/ laptops)</td>
<td>302,400 (w/ laptops)</td>
<td>338,000 (w/ laptops)</td>
<td>259,000 (laptops built in)</td>
</tr>
<tr>
<td>Total (incoming student laptop &amp; GBS) Average per student</td>
<td>8,000</td>
<td>7,154</td>
<td>8,023</td>
<td>7,286</td>
<td>7,560</td>
<td>6,898</td>
<td>4,709</td>
</tr>
<tr>
<td>Largest Scholarship</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>11,000</td>
</tr>
<tr>
<td>Smallest Scholarship</td>
<td>0</td>
<td>0</td>
<td>2,500</td>
<td>1,300</td>
<td>1,300</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Entering class total</td>
<td>20</td>
<td>26</td>
<td>30</td>
<td>38</td>
<td>40</td>
<td>49</td>
<td>55</td>
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<tr>
<td># Graduating</td>
<td>20</td>
<td>25</td>
<td>27</td>
<td>35</td>
<td>37</td>
<td>48</td>
<td></td>
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<tr>
<td># Dropping out</td>
<td>0</td>
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<td>3</td>
<td>3</td>
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Updated 9/4/08 KM
Table 3
### Declining MPIA Admissions in 2008

<table>
<thead>
<tr>
<th>Student</th>
<th>Scholarship funding offered</th>
<th>Track</th>
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<td>Abbey, Tristan</td>
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<td>NS</td>
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<tr>
<td>Georgetown U; Security Studies Program</td>
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<td></td>
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<tr>
<td>Ashcroft, David</td>
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<tr>
<td>Yale U; Army FAO decision</td>
<td></td>
<td></td>
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<tr>
<td>Bossar, Bert</td>
<td>4</td>
<td>IED</td>
</tr>
<tr>
<td>Johns Hopkins; Intl Economics program in SAIS</td>
<td></td>
<td></td>
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<tr>
<td>Bowen, Brandon</td>
<td>11</td>
<td>IED</td>
</tr>
<tr>
<td>Johns Hopkins; Intl Relations program in SAIS</td>
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<td></td>
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<tr>
<td>Brazner, Karaina</td>
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<td>IED</td>
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<tr>
<td>U Chicago; joint MPP-MIA program; from LA, so Chicago better fit</td>
<td></td>
<td></td>
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<tr>
<td>Darnell, Scott</td>
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<td>NS</td>
</tr>
<tr>
<td>Harvard U; Master of Public Policy @ JFK School; 92K offer</td>
<td></td>
<td></td>
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<tr>
<td>Deng, Qing</td>
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<td>IED</td>
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<tr>
<td>personal reasons; very late reply no</td>
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<td></td>
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<tr>
<td>Eaton, Samuel</td>
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<td>IED</td>
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<tr>
<td>U of Texas-Austin; PhD in Economics</td>
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<td></td>
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<tr>
<td>Ineichen, Adrian</td>
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<td>IED</td>
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<td>Johns Hopkins; Intl Affairs program in SAIS</td>
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<td>Kalaghar, Jonathan</td>
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<td>NS</td>
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<tr>
<td>Tufts U; Global Masters at Fletcher School</td>
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<td></td>
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<tr>
<td>Khan, Lina</td>
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<tr>
<td>U Maryland-College Park; Intl Development in School of Public Policy</td>
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<td></td>
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<tr>
<td>Logan, Justin</td>
<td>11</td>
<td>NS</td>
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<tr>
<td>U Chicago; 18 mo</td>
<td></td>
<td></td>
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<tr>
<td>Marcik, Evan</td>
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<td>NS</td>
</tr>
<tr>
<td>George Washington U; Elliott School; girlfriend in VA</td>
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<td></td>
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<tr>
<td>Pennington, Ellen</td>
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<tr>
<td>law school; may pursue a certificate here</td>
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<tr>
<td>Purushottam, Vikas</td>
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<tr>
<td>job opportunities</td>
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<td></td>
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<tr>
<td>Raup, Diane</td>
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<td>NS</td>
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<tr>
<td>to work in Stanford area; engaged; we were first choice; apply later?</td>
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<td></td>
</tr>
<tr>
<td>Shrestha, Atul</td>
<td>11</td>
<td>IED</td>
</tr>
<tr>
<td>U of Texas-Austin; Master of Global Policy @ LBJ School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shrestha, Rajani</td>
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<td>IED</td>
</tr>
<tr>
<td>U of Texas-Austin; Masters in Public Affairs @ LBJ School</td>
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<td></td>
</tr>
<tr>
<td>Sidral, Jo-Kia</td>
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<td>NS</td>
</tr>
<tr>
<td>George Washington U; Elliott School</td>
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<td></td>
</tr>
<tr>
<td>Soto, Mario</td>
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<td>IED</td>
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<tr>
<td>family issues in Venezuela</td>
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<td></td>
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<td>Stabler, Blake</td>
<td>4</td>
<td>IED</td>
</tr>
<tr>
<td>U Kentucky; Patterson School of Diplomacy &amp; Intl Commerce; 18 mo.</td>
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<td></td>
</tr>
<tr>
<td>Strivill, Preston</td>
<td>4</td>
<td>NS</td>
</tr>
<tr>
<td>U Pittsburgh; PhD in Philosophy; ful funding &amp; stipend; faculty relevance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taylor, Natasha</td>
<td>11</td>
<td>IED</td>
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</tbody>
</table>
Columbia U;

Taylor, William

Cornell U; PhD in Dept of Government

Wang, Jing

U Michigan

Wen, Tusi

U California-San Diego; Intl Relations & Pacific Studies program

Whitehair, Julia

unknown

Williams, Bobby

U St Andrews (Scotland); Middle East Sec Studies; Ransome Scholar

Yao, Yue

accepted job at Deloitte Beijing Office

29 total (12 NS; 17 IED)

11 F/ 18 M

1 div/6 int'l student

Aid declined (NS): 226
Table 4
Employment Statistics and Breakdown
MPIA Classes of 2004 through 2008

Graduates with jobs or enrollment in further education within 3 months of graduation:

- 2004: 86% (18 out of 21 students)
- 2005: 84% (21 out of 25 students)
- 2006: 85% (22 out of 26 students)
- 2007: 80% (28 out of 35 students)
- 2008: forthcoming

### Employment by Class

#### Class of 2004

<table>
<thead>
<tr>
<th>SECTOR</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>35%</td>
</tr>
<tr>
<td>Non-profit Organizations</td>
<td>10%</td>
</tr>
<tr>
<td>Private (government related) Companies</td>
<td>50%</td>
</tr>
<tr>
<td>Private Companies</td>
<td>5%</td>
</tr>
</tbody>
</table>

#### Class of 2005

<table>
<thead>
<tr>
<th>SECTOR</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>57%</td>
</tr>
<tr>
<td>State/Local Government</td>
<td>17%</td>
</tr>
<tr>
<td>Private (government related) Companies</td>
<td>17%</td>
</tr>
<tr>
<td>Private Companies</td>
<td>9%</td>
</tr>
</tbody>
</table>

#### Class of 2006

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<th>SECTOR</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>38%</td>
</tr>
<tr>
<td>State Government</td>
<td>5%</td>
</tr>
<tr>
<td>Private (government related) Companies</td>
<td>38%</td>
</tr>
<tr>
<td>Private Companies</td>
<td>19%</td>
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</tbody>
</table>

#### Class of 2007

<table>
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<tr>
<th>SECTOR</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>56%</td>
</tr>
<tr>
<td>State Government</td>
<td>4%</td>
</tr>
<tr>
<td>Non-profit Organizations</td>
<td>4%</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>11%</td>
</tr>
<tr>
<td>Private Companies</td>
<td>25%</td>
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Table 5
ASSESSMENT OF FIRST YEAR EXPERIENCE

2. Courses were informative and insightful

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Rating</th>
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<tbody>
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<td>20</td>
<td>4.2</td>
</tr>
<tr>
<td>2008</td>
<td>10</td>
<td>4.1</td>
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<tr>
<td>2009</td>
<td>41</td>
<td>4.32</td>
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3. Faculty accessible and responsive

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Rating</th>
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<td>20</td>
<td>4.25</td>
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<td>2008</td>
<td>10</td>
<td>4.3</td>
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<tr>
<td>2009</td>
<td>39</td>
<td>4.44</td>
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5. Career services assisted with search for internship/language study

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
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8. Writing consultant was helpful

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10. Leadership Development Program worthwhile

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<td>2009</td>
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GRADUATING STUDENT EXIT SURVEY

1. Core courses valuable

2004 3.67
2005 3.83
2006 (N=12) 3.5
2007 (N=12) 4
2008 (N=23) 3.70

5. Courses in concentrations/modules valuable

2007 (N=6) 4.5
2008 (N=23) 4.39

9. Capstone seminar valuable

2006 (N=12) 2.67
2007 (N=12) 4.33
2008 (N=23) 4.04

11. Faculty Advisor helpful

2004 4.44
2005 3.5
2006 (N=12) 3.33
2007 (N=12) 3
2008 (N=23) 3.91

14. All faculty accessible and constructive

2004 4.56
2005 4.17
2006 (N=12) 4.17
2007 (N=12) 4.67
2008 (N=23) 4.65

17. Writing consultant helped writing skills

2004 3.67
2005 3
2006 (N=12) 3
2007 (N=12) 3.58
2008 (N=18) 3.17
21. Director of Student Services assisted usefully in employment search

2004  3.78
2005  3.8
2006 (N=12)  2.75
2007 (N=12)  2.08
2008 (N=23)  2.13

24. Percentage of total Bush School costs covered by self or family*

2004  3.44
2005  3
2006 (N=12)  3
2007 (N=12)  3.33
2008 (N=23)  3.21

* 5 = Less than 10%; 4 = 11-25%; 3 = 26-50%; 2 = 51-75%; 1 = 76-100%

29. Internship contributed to professional education

2004  4.75
2005  4.6
2006 (N=10)  4.5
2007 (N=9)  4.78
2008 (N=23)  4.86

39. Leadership Development Program valuable.

2004  2.44
2005  3.5
2006 (N=12)  1.92
2007 (N=11)  2.91
2008 (N=23)  2.78

43. Personal office space useful and used.

2004  4.78
2005  3.8
2006 (N=12)  4.67
2007 (N=12)  5
2008 (N=23)  4.13
51. Outside lectures, seminars valuable.

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57. Bush School has well prepared me for career in international affairs.

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